

Reading/ELA

Grade 3



Dear DPSCD Parents and Guardians,

Welcome to the Weekly Distance Learning packet! This packet is designed to be utilized for student learning during this extended school closure. Within this document, you will find ten weeks' worth of ELA/Literacy lessons for your child. Each week contains lessons that should be completed daily during the school week. The lessons are designed to take approximately one hour each day to complete and each lesson has a direct instruction video that is intended to offer a read aloud of the text and launch students into the day's lessons. Videos can be accessed on the District's YouTube channel and by searching the video title under each lesson on www.detroitk12.org/youtube. Within this packet for each week there is a text, daily fluency practice and a lesson activity. Each week is designed for kids to watch a video, read a text daily and complete a lesson activity. Classroom teachers will support students with these daily lessons and activities in their virtual classrooms.

As a reminder, if additional support is needed, classroom teachers will be available to support students via virtual classroom or phone conversations. The lessons were designed to ensure that families and students can complete the activities on their own if needed, and follow a consistent daily structure of read, think, talk, write. After your child has gone through the routine a few times they will become a bit more independent in their learning.

Please know that your family's needs are very important to us and we appreciate your dedication to your child's academic success.

Best regards,



April Imperio

Executive Director K-12 Literacy & Early Learning

Weekly Fluency Practice

Reading Fluency Directions:

Each week use the weekly text to practice reading fluency. Follow these steps below:

Day 1: Use a timer (cell phone timer, kitchen timer or have someone count to 60) and read the passage for one minute. Count the words you read and write the number at the top of your text.

Day 2: Ask an adult to read the text to you and follow along. Then, practice reading the text at least two times on your own.

Day 3: Practice reading the text with fluency and expression at least two times.

Day 4: Use a timer (cell phone time, kitchen timer or have someone count to 60) and read the passage for one minute. Count the words you read and write the number at the top of your text. Look at how many more words you read in one minute! Celebrate your reading fluency with a parent, care giver or friend!

Day 5: Show off your reading fluency! Read the passage aloud one last time to a parent, care giver or friend.

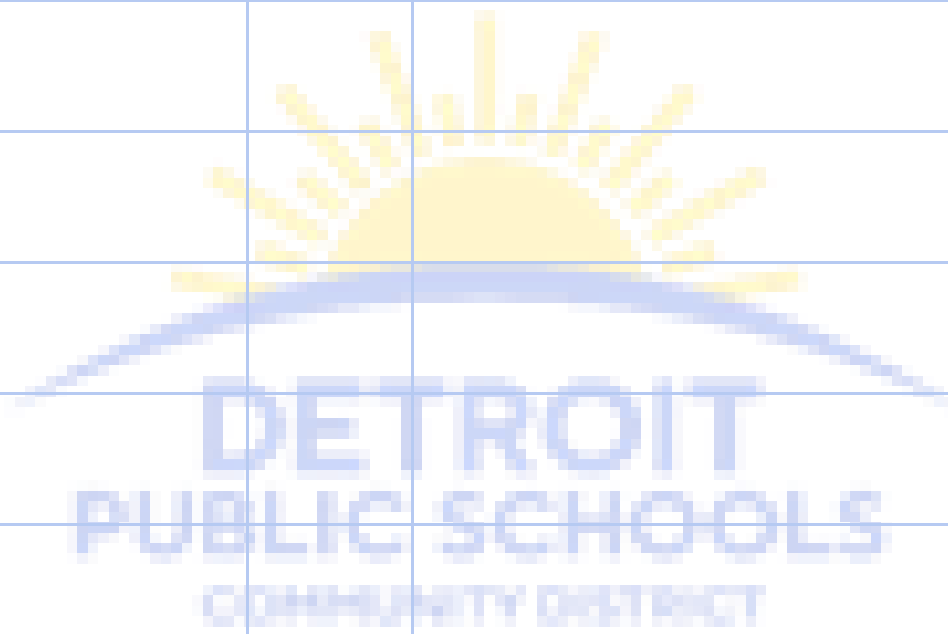
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Distance Learning Reading Log

Book Title & Author	Date/# Pages Read	Reading Notes
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Grade 3 ELA/Reading

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Daily 3-5 Videos



Week of 4/14/20 to 4/17/20

- Directions:** Read the directions for each lesson, watch the video and complete the lesson activity.
- Guiding Questions:** Why are the world's freshwater sources threatened?
How do people persuade others to take action to contribute to a better world?
- Materials Needed:** Text, Lessons and Note-Catchers, Pencil

	Watch	Read	Do
Day 1	ELA_G3_W1_L1	Water on Earth	Note-catcher
Day 2	ELA_G3_W1_L2	Water on Earth	Note-catcher
Day 3	ELA_G3_W1_L3	Water on Earth	Note-catcher
Day 4	ELA_G3_W1_L4	Water on Earth	Quiz

www.detroitk12.org/youtube

Water on Earth

By National Geographic Society, adapted by Newsela staff on 03.27.19

Word Count 453

Level 510L



Image 1. A blueish glacier is seen in an ocean in Antarctica in February 2019. Most of the freshwater on Earth exists in the form of glaciers. Photo by: Ozge Elif Kizil/Anadolu Agency/Getty Images

Water moves through Earth on the land, oceans and air. This is called the water cycle. Water always exists in all three places, in many forms.

Evaporation, Condensation And Precipitation

The water cycle is made up of three major parts: evaporation, condensation and precipitation.

Evaporation

Evaporation is when a liquid changes to a gas. A liquid is something that flows, like water in a river. A liquid is not hard like a rock. A rock is a solid. Liquid water is found in the ocean, lakes or rivers. This water evaporates and becomes water vapor. It is a gas that you cannot see. It goes up into the air. The air around the planet is called the atmosphere.

Evaporation is caused by the sun. The sun warms up the water and the water turns into gas.

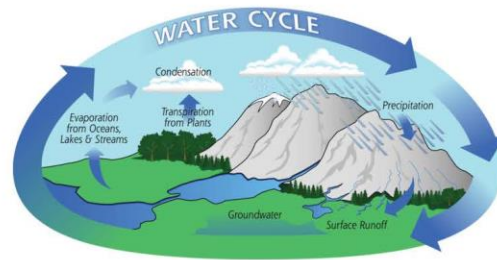
Condensation

Condensation is when gas changes to a liquid. This happens to water vapor in the atmosphere. The gas cools down and it turns into liquid.

Precipitation

After condensation, liquid or solid water falls to Earth. Precipitation is what falls. Rain and snow are precipitation.

Precipitation is important in the water cycle. It is how water moves from the atmosphere back to Earth.



States Of Water

Water comes in many forms and continually changes in the water cycle. Water is in three forms. They are solid, liquid and vapor.

Ice is solid water. It is hard like a rock. Most of Earth's freshwater is found in giant mountains of ice called glaciers.

As ice melts, it turns to liquid. The ocean, lakes and rivers hold liquid water.

Water vapor is in the atmosphere. There is a lot of water vapor above the ocean. There is very little in the air above deserts where it is very dry.

The Water Cycle And Climate

The water cycle has a big effect on climate. Climate is the kind of weather in an area.

Humidity creates different climates on Earth. It is how much water vapor is in the air. Places on the coast are very humid. There is a lot of water vapor in the atmosphere. Places far away from water are not humid.

The Water Cycle And The Landscape

The water cycle also affects the land on Earth.

As glaciers slowly grow, they can carve out valleys. Glaciers can push up mountains. Rivers can carve huge canyons.

Fast Facts:

Breaking The Cycle

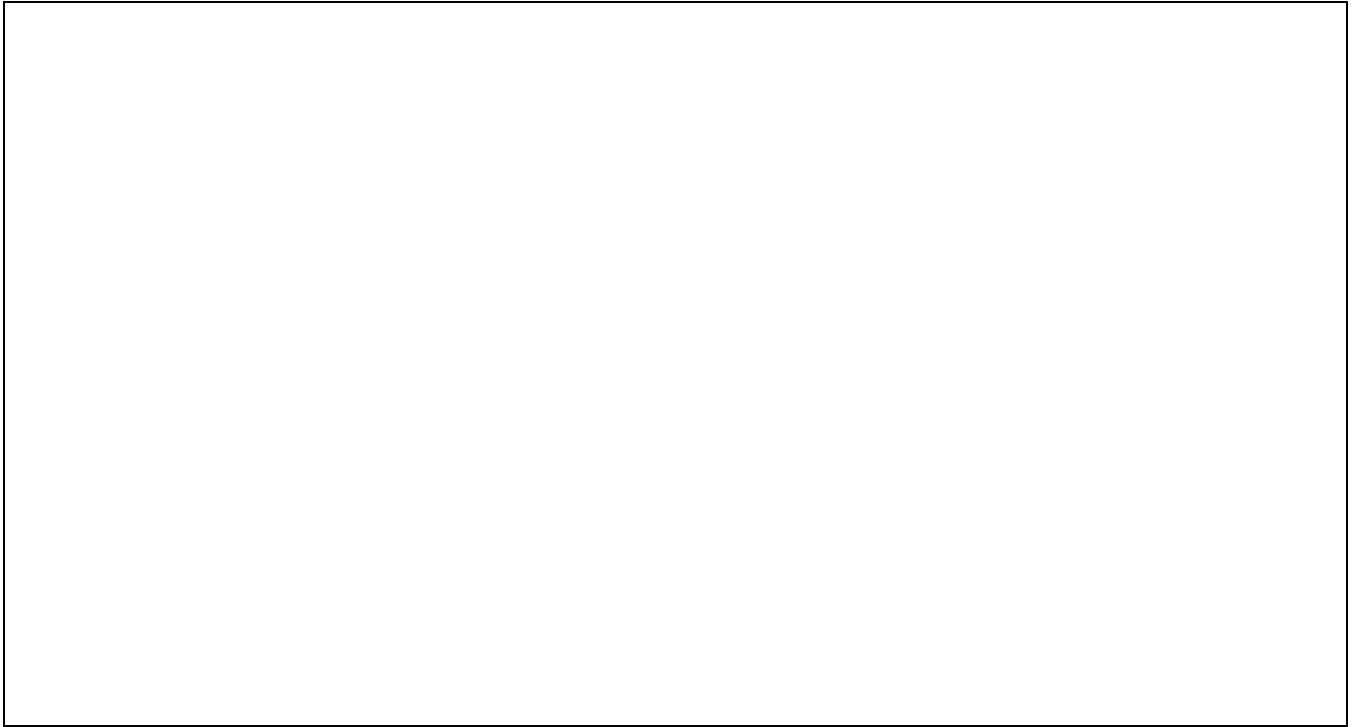
Today, glaciers are melting. Their ice cannot be replaced by precipitation fast enough. There is less fresh water that exists on Earth when this happens. The water cycle changes.

Lesson 1

Target	I can determine the central message of a text.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Water on Earth • Lesson Note-Catcher, Pencil • ELA_G3_W1_L1
Read	With a family member, caregiver, or friend, read Water on Earth .
Think	<ul style="list-style-type: none"> • What is this article about? • What did you learn about water from this article?
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <p>Remember that the central message is a big idea that the author wants you to understand and take away from reading a text.</p> <ul style="list-style-type: none"> • What do you think the central message of this article is? • What makes you think that? • What in the text makes you think so?
Write	Using the Lesson 1 Note-Catcher, draw and label a picture of the water cycle. Below, write the central message of <i>Water on Earth</i> .
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Use a timer (cell phone time, kitchen timer or have someone count to 60) and read the passage for one minute. Count the words you read and write the number at the top of your text.

Lesson 1 Note-Catcher

Directions: Draw and label a picture of the water cycle. Below, write the central message of *Water on Earth*.



Lesson 2

Target	I can determine the main idea and supporting details of a text.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Water on Earth • Lesson Note-Catcher, Pencil • ELA_G3_W1_L2
Read	With a family member, caregiver, or friend, read Water on Earth . Have a family member, caregiver, or friend reread out loud the sections titled “Evaporation”, “Condensation”, “Precipitation”, and “States of Water”.
Think	<p>Remember that a main idea, just like the central message, is a big idea that the author wants you to understand and take away from reading a text. Also, remember that a supporting detail is a detail in the text, like facts and pieces of information, that help you understand the big idea.</p> <p>Think about the main idea and supporting details of the sections that you just heard, “Evaporation”, “Condensation”, “Precipitation”, and “States of Water”.</p>
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> • What is the main idea of these sections? How do you know? • What is one supporting detail from each of these sections?
Write	Using the Lesson 2 Note-Catcher, write the main idea of the sections “Evaporation”, “Condensation”, “Precipitation”, and “States of Water”. For each section, write one supporting detail that helps you to understand the main idea.
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Ask an adult to read the text to you and follow along. Then, practice reading the text at least two times on your own.

Lesson 2 Note-Catcher

Directions: Write the main idea of the sections “Evaporation”, “Condensation”, “Precipitation”, and “States of Water”. For each section, write one supporting detail that helps you to understand the main idea.

Main Idea:

Supporting Detail:

Supporting Detail:

Supporting Detail:

Supporting Detail:

Lesson 3

Target	I can determine the main idea and supporting details of a text.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Water on Earth • Lesson Note-Catcher, Pencil • ELA_G3_W1_L3
Read	With a family member, caregiver, or friend, read Water on Earth . Have a family member, caregiver, or friend reread out loud the sections titled "The Water Cycle and Climate", "The Water Cycle and the Landscape", and "Breaking the Cycle".
Think	<p>Remember that a main idea, just like the central message, is a big idea that the author wants you to understand and take away from reading a text. Also, remember that a supporting detail is a detail in the text-facts and pieces of information-that help you understand the big idea.</p> <p>Think about the main idea and supporting details of the sections that you just heard, "The Water Cycle and Climate", "The Water Cycle and the Landscape", and "Breaking the Cycle".</p>
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> • What is the main idea of these sections? How do you know? • What is one supporting detail from each of those sections?
Write	Using the Lesson 3 Note-Catcher, write the main idea of the sections "The Water Cycle and Climate", "The Water Cycle and the Landscape", and "Breaking the Cycle". For each section, write one supporting detail that helps you to understand the main idea.
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Practice reading the text with fluency and expression at least two times.

Lesson 3 Note-Catcher

Directions: Write the main idea of the sections *"The Water Cycle and Climate"*, *"The Water Cycle and the Landscape"*, and *"Breaking the Cycle"*. For each section, write one supporting detail that helps you to understand the main idea.

Main Idea:

Supporting Detail:

Supporting Detail:

Supporting Detail:

Lesson 4

Target	I can use a text to answer questions.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Water on Earth • Lesson Quiz, Pencil • ELA_G3_W1_L4
Read	With a family member, caregiver, or friend, read Water on Earth .
Think	<p>Remember the work that you have done this week:</p> <ul style="list-style-type: none"> • You found the central message of the article. • You found the main ideas of sections of the article. • You selected supporting details for those main ideas.
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> • What is the central message of this article? • What are the main ideas of the sections that you reread? • What were some of the important supporting details?
Write	Use the article to answer the questions on the Lesson 4 Quiz.
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Use a timer (cell phone time, kitchen timer or have someone count to 60) and read the passage for one minute. Count the words you read and write the number at the top of your text. Look at how many more words you read in one minute! Celebrate your reading fluency with a parent, care giver or friend!

Lesson 4 Quiz

Directions: Using the article, answer the following questions.

1.) Read the section "Evaporation."

Select the sentence from the section that explains HOW evaporation happens.

- (A) A liquid is something that flows, like water in a river.
- (B) Liquid water is found in the ocean, lakes or rivers.
- (C) The air around the planet is called the atmosphere.
- (D) The sun warms up the water and the water turns into gas.

2.) Read the section "The Water Cycle And The Landscape."

Which question is answered in this section?

- (A) How does the water cycle create different climates?
- (B) What are some famous mountains and canyons?
- (C) How does the water cycle help make landforms?
- (D) Why are glaciers melting quickly?

3.) WHY is precipitation important?

- (A) Precipitation keeps Earth warm.
- (B) Precipitation is when gas becomes a liquid.
- (C) Precipitation is the last stage of the water cycle.
- (D) Precipitation is how water returns to Earth.

4.) WHY does condensation happen?

- (A) Water vapor cools down and becomes a liquid.
- (B) Water vapor warms up and becomes a solid.
- (C) Liquid water is cooled and becomes a solid.
- (D) Liquid water is heated and becomes a gas.

Grade 3 ELA/Reading

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Daily 3-5 Videos



Week of 4/20/20 to 4/24/20

- Directions:** Read the directions for each lesson, watch the video and complete the lesson activity.
- Guiding Questions:** Why are the world's freshwater sources threatened?
How do people persuade others to take action to contribute to a better world?
- Materials Needed:** Text, Lessons and Note-Catchers, Pencil

	Watch	Read	Do
Day 1	ELA_G3_W2_L5	Shrinking Freshwater Resources	Note-catcher
Day 2	ELA_G3_W2_L6	Shrinking Freshwater Resources	Note-catcher
Day 3	ELA_G3_W2_L7	Shrinking Freshwater Resources	Note-catcher
Day 4	ELA_G3_W2_L8	Shrinking Freshwater Resources	Quiz
Day 5	ELA_G3_W2_L9	Shrinking Freshwater Resources	Writing Activity

www.detroitk12.org/youtube

Shrinking freshwater resources

By National Geographic Society, adapted by Newsela staff on 04.24.19

Word Count **525**

Level **570L**



Image 1. Iguazu Falls, border of Brazil and Argentina at dawn on 06/23/207. Up to 1.6 million gallons of water a second pours over Iguazu Falls. Photo by Wolfgang Kaehler/LightRocket via Getty Images

In America, we have access to fresh water every day. All we have to do is turn on the tap. Fresh water is rare, though. Only a small part of all the water on Earth is fresh water. Most of it is salt water, such as what is found in the ocean.



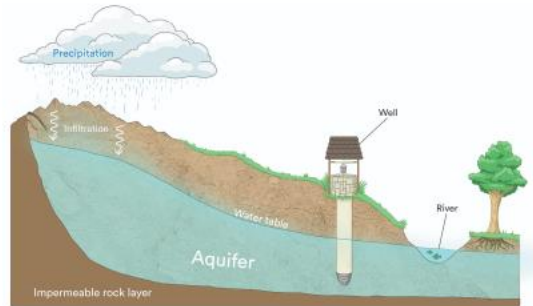
Most of the world's fresh water is hard to access. Much of it is locked away in the form of ice. It is found in glaciers and polar ice caps. Still more is found underground in the soil. Only a small part of Earth's fresh water is easy for humans to use.

This fresh water is not equally spread around the world. A small group of countries has most of it. Some people live in areas with little fresh water. This lack of water creates many problems.

Drinking Water

Many people do not have safe drinking water. Instead, their water is dirty. Drinking dirty water often makes people sick. More than 3 million people die every year because they lack clean water.

Charity groups want this to change. They have helped countries that are poor gain access to clean water. Some groups still need help, though. About 1 billion people are still without clean water.



Fishing And Farming

Fresh water is also important for business. For example, freshwater sources allow people to develop fisheries. People harvest fish from these habitats. They provide food for many people. Fisheries are both a source of food and a source of income.

Fresh water is also important for farming. Much of the world's fresh water is used for farming. In the future, populations will continue to grow. That will create more demand for fresh water.

Fighting Over Water

The fight over fresh water can be seen in politics. For example, Ethiopia and Egypt share the Nile River. They have fought over its water for a long time. Ethiopia is planning to dam part of the river. It wants to use the water to create electricity. Egypt is worried about this. The country fears it might lose access to the Nile's waters.

Fights over water are common. They even happen in the United States. One major debate concerns the Colorado River system. It supplies water to seven states. A recent drought has reduced water flow. The states now have less water to share. Population growth will create additional challenges. Fights over water will become even more common in the future.



Lesson 5

Target	I can use strategies to figure out the meaning of words I do not know.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Shrinking Freshwater Resources • Lesson Note-Catcher, Pencil • ELA_G3_W2_L5
Read	With a family member, caregiver, or friend, read Shrinking Freshwater Resources . Locate the sentences that have the word “lack”, “access”, and “source”. Have a family member, caregiver, or friend reread out loud the sentences that have the word “lack”, “access”, and “source”.
Think	<p>There’s some challenging vocabulary in this article. To determine the main idea and supporting details, it’s important to understand the text. Remember that close readers use strategies to figure out the meaning of words they don’t know:</p> <ul style="list-style-type: none"> • context: read the sentences around the word • look at the affixes for clues (example: <u>dis</u>approve) • look at the root of the word for clues (example: <u>dis</u><u>approve</u>) • use a dictionary <p>Think about the meaning of “lack”, “access”, and “source” in the sentences you just read.</p>
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> • What’s the definition of “lack”, “access”, and “source” in your own words? • What strategy did you use to figure out the meaning?
Write	Using the Lesson 5 note-catcher, create a glossary by writing the definition of each word in your own words and what strategy you used to determine the definition.
Closing	<ul style="list-style-type: none"> • Share your definitions with someone and tell them how you determined the meaning of the words. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Use a timer (cell phone time, kitchen timer or have someone count to 60) and read the passage for one minute. Count the words you read and write the number at the top of your text.

Lesson 5 Note-Catcher

Directions: Create a glossary by writing the definition of each word in your own words and what strategy you used to determine the definition.

Word	Definition in your own words	Strategy (context, affixes, root, dictionary)
lack		
access		
source		

Lesson 6

Target	I can determine the main idea and supporting details of a text.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Shrinking Freshwater Resources • Lesson Note-Catcher, Pencil • ELA_G3_W2_L6
Read	With a family member, caregiver, or friend, read Shrinking Freshwater Resources .
Think	<p>Remember that a main idea, just like the central message, is a big idea that the author wants you to understand and take away from reading a text. Also, remember that a supporting detail is a detail in the text, like facts and pieces of information, that help you understand the big idea.</p> <p>Think about the main idea of the text and a supporting detail from each of the sections "Drinking Water", "Fishing and Farming", and "Fighting Over Water".</p>
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> • What is the main idea of the text? How do you know? • What is a support detail from each section?
Write	Using the Lesson 6 Note-Catcher, write the main idea of the text. For each of the sections "Drinking Water", "Fishing and Farming", and "Fighting Over Water", write one supporting detail that helps you to understand the main idea.
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Ask an adult to read the text to you and follow along. Then, practice reading the text at least two times on your own.

Lesson 6 Note-Catcher

Directions: Write the main idea of the text. For each of the sections “Drinking Water”, “Fishing and Farming”, and “Fighting Over Water”, write one supporting detail that helps you to understand the main idea.

Main Idea:

Supporting Detail:

Supporting Detail:

Supporting Detail:

Lesson 7

Target	I can use a text to answer questions.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Shrinking Freshwater Resources • Lesson Note-Catcher, Pencil • ELA_G3_W2_L7
Read	With a family member, caregiver, or friend, read Shrinking Freshwater Resources . Have a family member, caregiver, or friend reread out loud the "Drinking Water" section.
Think	<p>An issue is a problem for discussion and impact is having a strong effect on something or someone. Use the section "Drinking Water" to think about the questions below. Remember to look back in the text when thinking about your answers.</p> <ul style="list-style-type: none"> • What is the issue people are facing with water? • How does the problem affect people? • What is a way to solve the issue? • Why is it important to solve the problem?
Talk	<p>With your family member, caregiver, or friend, talk about the following questions and where in the text you found your answers using the "Drinking Water" section:</p> <ul style="list-style-type: none"> • What is the issue people are facing with water? • How does the problem affect people? • What is a way to solve the issue? • Why is it important to solve the problem?
Write	Using the Lesson 7 Note-Catcher, answer the questions using the "Drinking Water" section of the text.
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Practice reading the text with fluency and expression at least two times.

Lesson 7 Note-Catcher

Directions: Answer the questions using the “Drinking Water” section of the text.

Issue	Impact
<p>What is the issue people are facing with water?</p> <p>The issue is:</p>	<p>How does the problem affect people?</p> <p>It affects people by:</p>
Action	Call to Action
<p>What is a way to solve it?</p> <p>A way to solve the issue is:</p>	<p>Why is it important to solve the problem?</p> <p>It is important to solve the problem because:</p>

Lesson 8

Target	I can use a text to answer questions.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Shrinking Freshwater Resources • Lesson Quiz, Pencil • ELA_G3_W2_L8
Read	With a family member, caregiver, or friend, read Shrinking Freshwater Resources .
Think	<p>Remember the work that you have done this week:</p> <ul style="list-style-type: none"> • You found the meaning of some difficult words using close reading strategies. • You found the main ideas of the text. • You selected supporting details from the different sections of the text. • You answered questions about an issue people are facing with water and the impact or effect it's having on people.
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> • What is the main idea of the article? • What are some supporting details that support your main idea? • What is an issue people are facing with water and what is the impact?
Write	Use the article to answer the questions on the Lesson 8 Quiz.
Closing	<ul style="list-style-type: none"> • Share your answers with someone and tell why you chose the ones you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Use a timer (cell phone time, kitchen timer or have someone count to 60) and read the passage for one minute. Count the words you read and write the number at the top of your text. Look at how many more words you read in one minute! Celebrate your reading fluency with a parent, care giver or friend!

Lesson 8 Quiz

Directions: Using the article, answer the following questions.

1. Read the introduction (paragraphs 1-3). Which sentence from the section states the MAIN idea about fresh water?
 - (A) In America, we have access to fresh water every day.
 - (B) Only a small part of all the water on Earth is fresh water.
 - (C) Most of it is salt water, such as what is found in the ocean.
 - (D) Still more is found underground in the soil.
2. What is the MAIN idea of the section "Fighting Over Water"?
 - (A) Ethiopia and Egypt are fighting over the fresh water from the Nile River.
 - (B) The Colorado River system gives fresh water to seven states.
 - (C) People around the world are having fights about sharing fresh water.
 - (D) A recent drought is leading to less water for people to use.
3. According to the section "Fishing and Farming," WHY do people think there will be a bigger demand for fresh water?
 - (A) because clean water is hard to find
 - (B) because farms are disappearing
 - (C) because many fish live in salt water
 - (D) because populations are growing
4. How does lack of clean water affect people around the world?
 - (A) Millions of people are dying every year.
 - (B) People are starting to use salt water more.
 - (C) Farms and fisheries have closed.
 - (D) Countries are learning to share water better.

Lesson 9

Target	I can report on a topic with appropriate facts and details, speaking clearly at an understandable pace.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Shrinking Freshwater Resources • Lesson Writing Activity, Pencil • ELA_G3_W2_L9
Read	With a family member, caregiver, or friend, read Shrinking Freshwater Resources .
Think	<p>Imagine that you are trying to explain the importance of freshwater and what issues are created by a lack of freshwater. Use evidence from the text.</p> <ul style="list-style-type: none"> • What main idea(s) would you share? • What supporting details would you share?
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> • Why is freshwater important? • What issues are created by a lack of freshwater?
Write	Using the Lesson 9 Writing Activity, write 3-4 sentences using the main idea and supporting details from the text to explain why freshwater is important and what issues are created by a lack of freshwater. When you are finished, practice reading your sentences out loud to a family member, caregiver, or friend. Remember to speak clearly and fluently!
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Show off your reading fluency! Read the passage aloud one last time to a parent, care giver or friend.

Lesson 9 Writing Activity

Directions: Write 3-4 sentences using the main idea and supporting details from the text to explain why freshwater is important and what issues are created by a lack of freshwater. When you are finished, practice reading your sentences out loud to a family member, caregiver, or friend. Remember to speak clearly and fluently!

Grade 3 ELA/Reading

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Daily 3-5 Videos



Week of 4/27/20 to 5/1/20

- Directions:** Read the directions for each lesson, watch the video and complete the lesson activity.
- Guiding Questions:** Why are the world's freshwater sources threatened?
How do people persuade others to take action to contribute to a better world?
- Materials Needed:** Text, Lessons and Note-Catchers, Pencil

	Watch	Read	Do
Day 1	ELA_G3_W3_L10	Facing Pressure, More Schools Scramble to Get Lead Out of Water	Note-catcher
Day 2	ELA_G3_W3_L11	Facing Pressure, More Schools Scramble to Get Lead Out of Water	Note-catcher
Day 3	ELA_G3_W3_L12	Facing Pressure, More Schools Scramble to Get Lead Out of Water	Note-catcher
Day 4	ELA_G3_W3_L13	Facing Pressure, More Schools Scramble to Get Lead Out of Water	Quiz
Day 5	ELA_G3_W3_L14	Facing Pressure, More Schools Scramble to Get Lead Out of Water	Writing Activity

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Facing pressure, more schools scramble to get lead out of water

By Washington Post, adapted by Newsela staff on 05.03.17

Word Count 410

Level 560L



Brian Jones (right), a registered nurse, draws a blood sample from 5-year-old Grayling Stefek in January 2016 at Eisenhower Elementary School in Flint, Michigan. The students were being tested for lead after the metal was found in the city's drinking water. AP Photo/Carlos Osorio

A kind of metal called lead has been causing problems in schools. Lead can come from pipes or faucets. Doctors say lead is not safe in drinking water. It can make children sick. Still, it's been getting into drinking fountains.

A school in Pennsylvania tested its water last summer. The tests showed the water had too much lead. No one told the students' parents for five months. The parents became very angry when they found out.

When leaders told families about the lead, things changed quickly. The school paid somebody to look into the problem. Leaders closed the school. Students had to move to another building.

More Schools Testing Water For Lead

Other schools have had trouble with lead in their water, too.

A town called Flint, in Michigan, has been in the news for its water problems. Many children got sick from lead there. Since then, more schools have been testing their water for lead. When the tests show there is lead, sometimes the schools do not tell parents right away. This makes many parents angry.

In Portland, Oregon, more lead was found in school water. Parents became angry after the schools did not tell them about it. Portland now uses bottled water in its schools.

New Law Will Make Schools Test For Lead In Water

Some schools do not have much money for changes. They have buildings with old water pipes. The laws also do not make them test for lead. Because of this, it can be hard to force a school to do lead testing.

Bruce Rauner is the governor of Illinois. He signed a law to make schools test drinking water for lead. Parents must be told the results. The law came after there were lead problems in Chicago schools. Chicago is the biggest city in Illinois.

New York has a new law, too. It says that schools must test their drinking water.

Water Filters Will Make Water Safer

Yanna Lambrinidou is a college professor. She has studied lead in water.

Testing a faucet once is not enough, she said. Lead coming from pipes can change, she said.

That means a faucet could test safe one day. Then it might have too much lead on another day.

It is better to fix all of the drinking water, she said. The water could go through a filter. The filter would strain the water. It would remove anything dangerous and make it safer to drink.

Lesson 10

Target	I can use strategies to figure out the meaning of words I do not know.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Facing Pressure, More Schools Scramble to Get Lead Out of Water • Lesson Note-Catcher, Pencil • ELA_G3_W3_L10
Read	With a family member, caregiver, or friend, read Facing Pressure, More Schools Scramble to Get Lead Out of Water . Locate two words you don't know the meaning of.
Think	<p>There's some challenging vocabulary in this article. To determine the main idea and supporting details, it's important to understand the text. Remember that close readers use strategies to figure out the meaning of words they don't know:</p> <ul style="list-style-type: none"> • context: read the sentences around the word • look at the affixes for clues (example: <u>dis</u>approve) • look at the root of the word for clues (example: <u>dis</u><u>approve</u>) • use a dictionary <p>Think about the definitions of the two words you picked out while reading. Think of some synonyms for your words. Remember that synonyms are words that mean the same thing.</p>
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> • What are the definitions of the words you picked out? • What are some synonyms of the words you picked out? • What strategy did you use to figure out the meaning of your words?
Write	Using the Lesson 10 note-catcher, for each of your two words record the definition in your own words, some synonyms, what strategy you used to determine the definition, and a quick sketch.
Closing	<ul style="list-style-type: none"> • Share your definitions with someone and tell them how you determined the meaning of the words. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Use a timer (cell phone time, kitchen timer or have someone count to 60) and read the passage for one minute. Count the words you read and write the number at the top of your text.

Lesson 10 Note-Catcher

Directions: For each of your two words record the definition in your own words, some synonyms, what strategy you used to determine the definition, and a quick sketch.

Word #1:	
Definition in your own words	Synonyms (words that mean the same)
Strategy (context, affixes, root, dictionary)	Sketch

Word #2:	
Definition in your own words	Synonyms (words that mean the same)
Strategy (context, affixes, root, dictionary)	Sketch

Lesson 11

Target	I can determine the main idea and supporting details of a text.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Facing Pressure, More Schools Scramble to Get Lead Out of Water • Lesson Note-Catcher, Pencil • ELA_G3_W3_L11
Read	With a family member, caregiver, or friend, read Facing Pressure, More Schools Scramble to Get Lead Out of Water .
Think	<p>Remember that a main idea, just like the central message, is a big idea that the author wants you to understand and take away from reading a text. Also, remember that a supporting detail is a detail in the text, like facts and pieces of information, that help you understand the big idea.</p> <p>Think about the main idea of the text and 2-3 supporting details.</p>
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> • What is the main idea of the text? How do you know? • What are 2-3 supporting details?
Write	Using the Lesson 11 Note-Catcher, write the main idea of the text and 2-3 supporting detail that help you to understand the main idea.
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Ask an adult to read the text to you and follow along. Then, practice reading the text at least two times on your own.

Lesson 11 Note-Catcher

Directions: Write the main idea of the text and 2-3 supporting detail that help you to understand the main idea.

Main Idea:

Supporting Detail:

Supporting Detail:

Supporting Detail:

Lesson 12

Target	I can use a text to answer questions.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Facing Pressure, More Schools Scramble to Get Lead Out of Water • Lesson Note-Catcher, Pencil • ELA_G3_W3_L12
Read	With a family member, caregiver, or friend, read Facing Pressure, More Schools Scramble to Get Lead Out of Water . Have a family member, caregiver, or friend reread out loud the first paragraph and “Water Filters Will Make Water Safer” section.
Think	<p>Remember an issue is a problem for discussion and impact is having a strong effect on something or someone. Use the the first paragraph and section “Water Filters Will Make Water Safer” to think about the questions below. Remember to look back in the text when thinking about your answers.</p> <ul style="list-style-type: none"> • What is the issue people are facing with water? • How does the problem affect people? • What is a way to solve the issue? • Why is it important to solve the problem?
Talk	<p>With your family member, caregiver, or friend, talk about the following questions and where in the text you found your answers using the first paragraph and “Water Filters Will Make Water Safer” section:</p> <ul style="list-style-type: none"> • What is the issue people are facing with water? • How does the problem affect people? • What is a way to solve the issue? • Why is it important to solve the problem?
Write	Using the Lesson 12 Note-Catcher, use the first paragraph and the section “Water Filters Will Make Water Safer” from the text to answer the questions.
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Practice reading the text with fluency and expression at least two times.

Lesson 12 Note-Catcher

Directions: Use the first paragraph and the section “Water Filters Will Make Water Safer” from the text to answer the questions.

Issue	Impact
<p>What is the issue people are facing with water?</p> <p>The issue is:</p>	<p>How does the problem affect people?</p> <p>It affects people by:</p>
Action	Call to Action
<p>What is a way to solve it?</p> <p>A way to solve the issue is:</p>	<p>Why is it important to solve the problem?</p> <p>It is important to solve the problem because:</p>

Lesson 13

Target	I can use a text to answer questions.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Facing Pressure, More Schools Scramble to Get Lead Out of Water • Lesson Quiz, Pencil • ELA_G3_W3_L13
Read	With a family member, caregiver, or friend, read Facing Pressure, More Schools Scramble to Get Lead Out of Water .
Think	<p>Remember the work that you have done this week:</p> <ul style="list-style-type: none"> • You found the meaning of some difficult words using close reading strategies. • You found the main idea of the text. • You selected supporting details that helped you understand the main idea. • You answered questions about an issue people are facing with water and the impact or effect it's having on people.
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> • What is the main idea of the article? • What are some supporting details that support your main idea? • What is an issue people are facing with water and what is the impact?
Write	Use the article to answer the questions on the Lesson 13 Quiz.
Closing	<ul style="list-style-type: none"> • Share your answers with someone and tell why you chose the ones you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Use a timer (cell phone time, kitchen timer or have someone count to 60) and read the passage for one minute. Count the words you read and write the number at the top of your text. Look at how many more words you read in one minute! Celebrate your reading fluency with a parent, care giver or friend!

Lesson 13 Quiz

Directions: Using the article, answer the following questions.

1. Read the introduction (paragraphs 1-3). Which sentence explains the MAIN reason why people are upset about lead in drinking water?

(A) Lead can come from pipes or faucets.
(B) It can make children sick.
(C) A school in Pennsylvania tested its water last summer.
(D) Students had to move to another building.

2. Read the paragraph from the section "More Schools Testing Water for Lead."

A town called Flint, in Michigan, has been in the news for its water problems. Many children got sick from lead there. Since then, more schools have been testing their water for lead. When the tests show there is lead, sometimes the schools do not tell parents right away. This makes many parents angry.

Which question is answered in this paragraph?

(A) Why did more schools start testing their water for lead?
(B) Why do some schools wait to tell parents about lead in water?
(C) Which schools around the country have tested their water?
(D) What can schools do to get lead out of their water?

3. Read the selection from the section "New Law Will Make Schools Test for Lead in Water."

He signed a law to make schools test drinking water for lead. Parents must be told the results.

Which answer choice could be used instead of "the results" in the sentence above?

(A) Where the law will be read
(B) When the law was made
(C) What the tests show
(D) How the tests were made

4. Read the paragraph from the section "Water Filters Will Make Water Safer."

It is better to fix all of the drinking water, she said. The water could go through a filter. The filter would strain the water. It would remove anything dangerous and make it safer to drink.

Fill in the blank. Based on the paragraph, a "filter" is _____.

- (A) Something that makes water smell better
- (B) A kind of water that is safer to drink
- (C) A kind of medicine taken after someone drinks water
- (D) Something that can take lead and other things out of water

Lesson 14

Target	I can report on a topic with appropriate facts and details, speaking clearly at an understandable pace.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Facing Pressure, More Schools Scramble to Get Lead Out of Water • Lesson Writing Activity, Pencil • ELA_G3_W3_L14
Read	With a family member, caregiver, or friend, read Facing Pressure, More Schools Scramble to Get Lead Out of Water
Think	<p>Imagine that you are trying to explain the issue from the article and some possible solutions. Use evidence from the text.</p> <ul style="list-style-type: none"> • What main idea(s) would you share? • What supporting details would you share?
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> • What is the biggest issue in the article? • What are some possible solutions?
Write	Using the Lesson 14 Writing Activity, write 3-4 sentences using the main idea and supporting details from the text to explain the biggest issue in the article and possible solutions. When you are finished, practice reading your sentences out loud to a family member, caregiver, or friend. Remember to speak clearly and fluently!
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Show off your reading fluency! Read the passage aloud one last time to a parent, care giver or friend.

Lesson 14 Writing Activity

Directions: write 3-4 sentences using the main idea and supporting details from the text to explain the biggest issue in the article and possible solutions. When you are finished, practice reading your sentences out loud to a family member, caregiver, or friend. Remember to speak clearly and fluently!

Grade 3 ELA/Reading

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Daily 3-5 Videos



Week of 5/4/20 to 5/8/20

- Directions:** Read the directions for each lesson, watch the video and complete the lesson activity.
- Guiding Questions:** Why are the world's freshwater sources threatened?
How do people persuade others to take action to contribute to a better world?
- Materials Needed:** Text, Lessons and Note-Catchers, Pencil

	Watch	Read	Do
Day 1	ELA_G3_W4_L15	No More Plastic: Restaurants Shift to paper Straws, Even Twizzlers	Note-catcher
Day 2	ELA_G3_W4_L16	No More Plastic: Restaurants Shift to paper Straws, Even Twizzlers	Note-catcher
Day 3	ELA_G3_W4_L17	No More Plastic: Restaurants Shift to paper Straws, Even Twizzlers	Note-catcher
Day 4	ELA_G3_W4_L18	No More Plastic: Restaurants Shift to paper Straws, Even Twizzlers	Quiz
Day 5	ELA_G3_W4_L19	No More Plastic: Restaurants Shift to paper Straws, Even Twizzlers	Writing Activity

www.detroitk12.org/youtube

No more plastic: Restaurants shift to paper straws, even Twizzlers

By Washington Post, adapted by Newsela staff on 02.28.18

Word Count **427**

Level **620L**



Bangladeshi men arrange wet plastic straws to dry under the sun before sending the materials to a recycling factory at Bosila on the outskirts of Dhaka in this July 25, 2007, photo. Bangladesh achieved close to a 100 percent recycling rate for its plastic waste, and thus appears to have one of the most efficient plastics recycling systems in the world, driven by the economic necessity which is associated with poverty, a report said. Photo by: Farjana K. Godhuly/AFP/Getty Images

Straws are a part of most meals when people eat out. Most straws these days are made of plastic. That's beginning to change, though. Restaurants are switching their straws. They want to make them better for the environment.

Drink and Eat With Twizzler Straws

Mama's Fish House in Hawaii has paper straws. Conscious 108 in South Africa has metal straws. Harlem Public is a restaurant in New York City. It serves some drinks with Twizzlers instead of straws. The tips of the Twizzler are cut off. That way you can drink through it.

Nearly all customers eat the Twizzler straw, says owner Lauren Lynch. So there is no waste.

Many city and state governments might put limits on plastic straws. Until then, restaurants around the world are testing new plans. They want to replace and get rid of plastic straws.

Environmentally-friendly products like paper are better for the planet. Plastic is not good for the planet. It's hard to get rid of and can harm the environment.

Bamboo, Wood And Paper Straws Used

There's a new idea for a law in California. It would stop restaurants from giving out plastic straws. They would only be offered if a customer asks for one. Seattle, Washington is getting rid of plastic straws beginning in July. South Africa, Costa Rica and Thailand are all countries near water. They are switching to straws made of bamboo, wood or paper.

Emma Iacono owns a hotel on a beach in Costa Rica. "There is so much plastic waste that washes up on our beaches," Iacono said. "We knew we had to do something."

Alternatives Good For The Planet

The hotel stopped using plastic straws. It now provides more environmentally-friendly straws when asked. Iacono said they used to use 500 plastic straws a week. Now they use about 25 environmentally-friendly ones.

Getting rid of plastic is becoming more popular. A video went viral three years ago. It showed a sea turtle with a plastic straw stuck in its nose. It made more people see the problems with plastic.

Demand for environmentally-friendly straws is going up.

Paper Straws In Demand

Kara Woodring works at Aardvark. The company makes paper straws. Their sales have doubled over the past five years. More people want to stop using plastic straws.

Lydia Mazzolini works for Freehold Brooklyn. It's a coffee shop in New York City. The shop switched from plastic to paper straws. Next, they want customers to stop using straws.

"It's so easy to do without a straw once you try it," Mazzolini said.

Lesson 15

Target	I can find the gist of an informative text.
Text, Materials, Video Name	<ul style="list-style-type: none"> • No More Plastic: Restaurants Shift to paper Straws, Even Twizzlers • Lesson Note-Catcher, Pencil • ELA_G3_W4_L15
Read	With a family member, caregiver, or friend, read No More Plastic: Restaurants Shift to paper Straws, Even Twizzlers . Have a family member, caregiver, or friend reread out loud the introductory paragraph (first paragraph), "Drink and Eat With Twizzler Straws" and "Bamboo, Wood, And Paper Straws Used" sections. Take note of words you don't know.
Think	<p>Remember close readers read small chunks of text slowly and think about the gist (what the text is mostly about).</p> <p>Close readers also use strategies to figure out the meaning of words they don't know:</p> <ul style="list-style-type: none"> • context: read the sentences around the word • look at the affixes for clues (example: <u>dis</u>approve) • look at the root of the word for clues (example: <u>dis</u><u>approve</u>) • use a dictionary <p>Think about:</p> <ul style="list-style-type: none"> • The gist of the sections you just heard. • The meaning of the words you don't know.
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> • What is the gist of the sections you just heard? • What is the meaning of the words you don't know?
Write	Using the Lesson 15 note-catcher, record the gist, unfamiliar vocabulary, and the meaning of those words for each section. Reread the text as necessary.
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Use a timer (cell phone time, kitchen timer or have someone count to 60) and read the passage for one minute. Count the words you read and write the number at the top of your text.

Lesson 15 Note-Catcher

Directions: record the gist, unfamiliar vocabulary, and the meaning of those words for each section. Reread the text as necessary.

Text	Gist (What is it mostly about?)	Unfamiliar Vocabulary and Meaning
Introductory (first) Paragraph		
"Drink and Eat With Twizzler Straws" section		
"Bamboo, Wood And Paper Straws Used" section		

Lesson 16

Target	I can find the gist of an informative text.
Text, Materials, Video Name	<ul style="list-style-type: none"> • No More Plastic: Restaurants Shift to paper Straws, Even Twizzlers • Lesson Note-Catcher, Pencil • ELA_G3_W4_L16
Read	With a family member, caregiver, or friend, read No More Plastic: Restaurants Shift to paper Straws, Even Twizzlers . Have a family member, caregiver, or friend reread out loud the “Alternatives Good For The Planet” and “Paper Straws in Demand” sections. Take note of words you don’t know.
Think	<p>Remember close readers read small chunks of text slowly and think about the gist (what the text is mostly about).</p> <p>Close readers also use strategies to figure out the meaning of words they don’t know:</p> <ul style="list-style-type: none"> • context: read the sentences around the word • look at the affixes for clues (example: <u>dis</u>approve) • look at the root of the word for clues (example: <u>dis</u><u>approve</u>) • use a dictionary <p>Think about:</p> <ul style="list-style-type: none"> • The gist of the sections you just heard. • The meaning of the words you don’t know.
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> • What is the gist of the sections you just heard? • What is the meaning of the words you don’t know?
Write	Using the Lesson 16 note-catcher, record the gist, unfamiliar vocabulary, and the meaning of those words for each section. Reread the text as necessary.
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Ask an adult to read the text to you and follow along. Then, practice reading the text at least two times on your own.

Lesson 16 Note-Catcher

Directions: record the gist, unfamiliar vocabulary, and the meaning of those words for each section. Reread the text as necessary.

Text	Gist (What is it mostly about?)	Unfamiliar Vocabulary and Meaning
Introductory (first) Paragraph		
"Drink and Eat With Twizzler Straws" section		

Lesson 17

Target	I can determine the author's point of view of a text.
Text, Materials, Video Name	<ul style="list-style-type: none"> • No More Plastic: Restaurants Shift to paper Straws, Even Twizzlers • Lesson Note-Catcher, Pencil • ELA_G3_W4_L17
Read	With a family member, caregiver, or friend, read No More Plastic: Restaurants Shift to paper Straws, Even Twizzlers .
Think	<p>The point of view in an informational text is what the author thinks about a topic or issue.</p> <p>To help determine the author's point of view think about these questions:</p> <ul style="list-style-type: none"> • What is the purpose of the text? • What is the author trying to answer, explain or describe? • What does the author think about the topic or issue? • What in the text makes you think so?
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> • What is the topic of the text? • What is the author trying to answer, explain, or describe in the text? • What does the author think about the topic of the text? • What is the author's point of view?
Write	Using the Lesson 17 Note-Catcher, answer the questions to determine the author's point of view.
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Practice reading the text with fluency and expression at least two times.

Lesson 17 Note-Catcher

Directions: Answer the questions to determine the author's point of view.

What is the topic of the text?

What is the author trying to answer, explain or describe in the text?

What does the author think about the topic of the text?

What is the author's point of view?

Lesson 18

Target	I can use a text to answer questions.
Text, Materials, Video Name	<ul style="list-style-type: none"> • No More Plastic: Restaurants Shift to paper Straws, Even Twizzlers. • Lesson Quiz, Pencil • ELA_G3_W4_L18
Read	With a family member, caregiver, or friend, read No More Plastic: Restaurants Shift to paper Straws, Even Twizzlers..
Think	<p>Remember the work that you have done this week:</p> <ul style="list-style-type: none"> • You found the gist of all the sections of the text. • You found the meaning of some difficult words using close reading strategies. • You determined the author's point of view.
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> • What is the gist of each of the sections? • What is the author's point of view?
Write	Use the article to answer the questions on the Lesson 18 Quiz.
Closing	<ul style="list-style-type: none"> • Share your answers with someone and tell why you chose the ones you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Use a timer (cell phone time, kitchen timer or have someone count to 60) and read the passage for one minute. Count the words you read and write the number at the top of your text. Look at how many more words you read in one minute! Celebrate your reading fluency with a parent, care giver or friend!

Lesson 18 Quiz

Directions: Using the article, answer the following questions.

1. Read the first paragraph of the article.

Straws are a part of most meals when people eat out. Most straws these days are made of plastic. That's beginning to change, though. Restaurants are switching their straws. They want to make them better for the environment.

Which question is answered in the paragraph?

- (A) Why are restaurants switching their straws?
 - (B) How many straws do most people use when they eat out?
 - (C) How many restaurants are switching their straws
 - (D) Why are most straws made of plastic?
2. Read the section "Drink And Eat With Twizzler Straws." Which sentence from the section explains WHY some restaurants are thinking of getting rid of plastic straws?
 - (A) That way you can drink through it.
 - (B) Until then, restaurants around the world were testing new plans.
 - (C) They want to replace and get rid of plastic straws.
 - (D) Plastic is not good for the planet.
 3. Read the section "Bamboo, Wood And Paper Straws Used." What does this section show the reader?
 - (A) A plastic straw once got stuck in the nose of a sea turtle.
 - (B) Straws can be made of several different kinds of materials.
 - (C) A coffee shop wants its customers to stop using straws.
 - (D) Some straws can be eaten after they are used for drinking.

4. Which section gives information about a company that is selling lots of paper straws?

(A) "Drink And Eat With Twizzler Straws"

(B) "Bamboo, Wood, And Paper Straws Used"

(C) "Alternatives Good For The Planet"

(D) "Paper Straws In Demand"

Lesson 19

Target	I can report on a topic with appropriate facts and details, speaking clearly at an understandable pace.
Text, Materials, Video Name	<ul style="list-style-type: none"> • No More Plastic: Restaurants Shift to paper Straws, Even Twizzlers • Lesson Writing Activity, Pencil • ELA_G3_W4_L19
Read	With a family member, caregiver, or friend, read No More Plastic: Restaurants Shift to paper Straws, Even Twizzlers .
Think	<p>Think about the author's point of view. Remember the point of view is what the author thinks about a topic or issue. Think about how you feel about the topic:</p> <ul style="list-style-type: none"> • What do you think about using plastic straws? • What do you think about using more environmentally friendly straws? • What's your point of view? • Is it different or the same as the author's point of view?
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> • What is the author's point of view? • What is your point of view? • Is your point of view different or the same as the author's?
Write	Using the Lesson 19 Note-Catcher, write 3-4 sentences describing the author's point of view, your point of view, and whether they are the same or different. When you are finished, practice reading your sentences out loud to a family member, caregiver, or friend. Remember to speak clearly and fluently!
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Show off your reading fluency! Read the passage aloud one last time to a parent, care giver or friend.

Lesson 19 Writing Activity

Directions: Write 3-4 sentences describing the author's point of view, your point of view, and whether they are the same or different. When you are finished, practice reading your sentences out loud to a family member, caregiver, or friend. Remember to speak clearly and fluently!

Grade 3 ELA/Reading

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Daily 3-5 Videos



Week of 5/11/20 to 5/15/20

- Directions:** Read the directions for each lesson, watch the video and complete the lesson activity.
- Guiding Questions:** Why are the world's freshwater sources threatened?
How do people persuade others to take action to contribute to a better world?
- Materials Needed:** Text, Lessons and Note-Catchers, Pencil

	Watch	Read	Do
Day 1	ELA_G3_W5_L20	Earth's Systems: Natural Resources	Note-catcher
Day 2	ELA_G3_W5_L21	Earth's Systems: Natural Resources	Note-catcher
Day 3	ELA_G3_W5_L22	Earth's Systems: Natural Resources	Note-catcher
Day 4	ELA_G3_W5_L23	Earth's Systems: Natural Resources	Quiz
Day 5	ELA_G3_W5_L24	Earth's Systems: Natural Resources	Writing Activity

www.detroitk12.org/youtube

Earth's Systems: Natural resources

By Encyclopaedia Britannica, adapted by Newsela staff on 04.13.17

Word Count **484**

Level **560L**



Fresh water pours from a spring in the country of Brazil. Water is a natural resource. It is also a renewable resource. Photo by: Jonathan Wilkins.

A natural resource is a something that is found in nature and can be used by people. On Earth, natural resources include air, water, soil, trees and minerals. People need some natural resources to live. Others keep our homes and cars running.

Every place on Earth has different resources. These resources are not spread evenly around the planet. For example, some areas have lots of water. Other places have very little.

Usually, the countries with the biggest amount of natural resources are the richest. These countries can make money from their resources. They can sell them to other countries.

Renewable Resources

Many natural resources are renewable. They cannot be used up. Air, water, soil and sunlight are all renewable.

People need some renewable resources to survive. They cannot live without air and water, for example. These resources are very important. That is why it is important to protect them from

pollution.

Like air and water, soil is needed for life on Earth. Soil is what you plant your garden in. It gives water and nutrition to plants. It also provides a home for tiny living creatures, like bacteria.

Plants and animals are renewable resources, too. These living things can reproduce. They can make baby plants and animals. This means younger living things can replace older ones. Still, people need to be careful. Some of the things people do can harm other living things. Hunting too much is one example. Cutting down too many trees is another. These actions can cause whole groups of living things to disappear forever.

Nonrenewable Resources

Nonrenewable resources cannot be replaced after they are used. There is a set number on Earth. Once they are gone, we cannot make more.

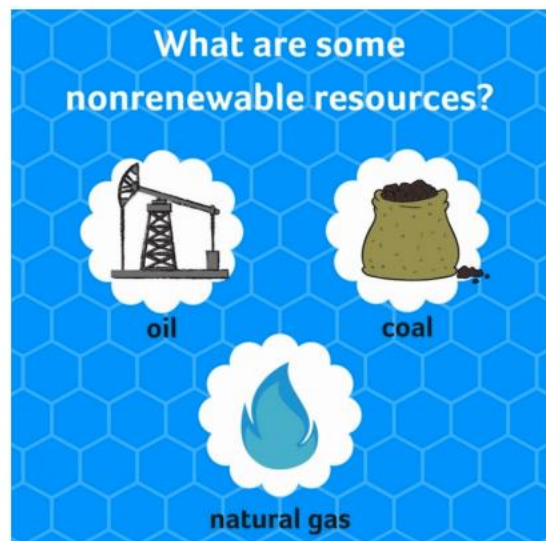
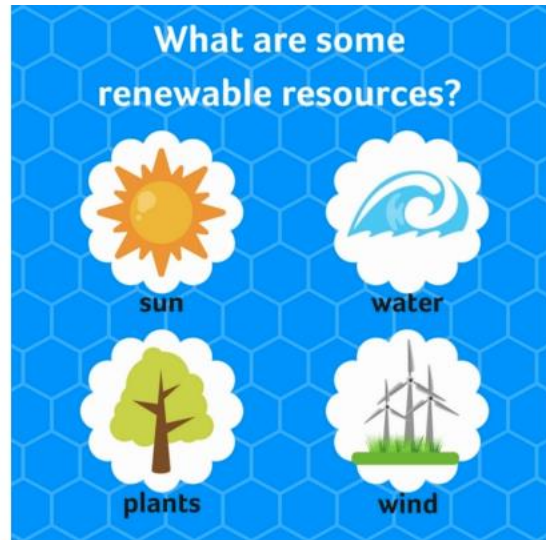
Rock, minerals and metals are nonrenewable resources. They are found deep in the Earth. We use rocks to build homes and roads. We turn metals into paints, pipes, computer chips and more.

Fossil fuels are also nonrenewable. Oil and coal are two examples. These fuels are used to make electricity all over the world. They power our cars and heat our homes. There is not a limitless supply of these fuels. More could eventually form deep in the Earth, but it would take millions of years.

What Humans Do To Natural Resources

Many people are worried about natural resources. They think people are destroying too many. Humans chop down trees to make more farmland. This clears forests. It also wipes out the animals that live in forests. Cars and trucks use a lot of oil every day. This pollutes the air and water.

Everyone needs to work together to protect the Earth's natural resources. Scientists are hard at work on this. They are looking into ways to make power and goods from renewable resources. That way, we don't have to worry about using them up.





Lesson 20

Target	I can use strategies to figure out the meaning of words I do not know.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Earth's Systems: Natural Resources • Lesson Note-Catcher, Pencil • ELA_G3_W5_L20
Read	With a family member, caregiver, or friend, read Earth's Systems: Natural Resources .
Think	<p>There's some challenging vocabulary in this article. To determine the main idea and supporting details, it's important to understand the text. Remember that close readers use strategies to figure out the meaning of words they don't know:</p> <ul style="list-style-type: none"> • context: read the sentences around the word • look at the affixes for clues (example: <u>dis</u>approve) • look at the root of the word for clues (example: <u>dis</u><u>approve</u>) • use a dictionary <p>The article talks about three different types of resources: natural resources, renewable resources, and nonrenewable resources. Resources are plants, animals or things found in the earth that can be used by people. Think about the meanings of these three types of resources and some examples of each.</p>
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> • What is a natural resource? • What is a renewable resource? • What is a nonrenewable resource?
Write	Using the Lesson 20 note-catcher, for each of the type of resource record the definition, the strategy you used to determine the meaning, and some examples.
Closing	<ul style="list-style-type: none"> • Share your definitions with someone and tell them how you determined the meaning of the words. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Use a timer (cell phone time, kitchen timer or have someone count to 60) and read the passage for one minute. Count the words you read and write the number at the top of your text.

Lesson 20 Note-Catcher

Directions: For each of the type of resource record the definition, the strategy you used to determine the meaning, and some examples.

Vocabulary	Definition in your own words	Strategy (context, affixes, root, dictionary)	Examples
natural resources			
renewable resources			
nonrenewable resources			

Lesson 21

Target	I can determine the main idea and supporting details of a text.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Earth's Systems: Natural Resources • Lesson Note-Catcher, Pencil • ELA_G3_W5_L21
Read	With a family member, caregiver, or friend, read Earth's Systems: Natural Resources .
Think	<p>Remember that a main idea, just like the central message, is a big idea that the author wants you to understand and take away from reading a text. Also, remember that a supporting detail is a detail in the text, like facts and pieces of information, that help you understand the big idea.</p> <p>Think about the main idea of the text and 2-3 supporting details.</p>
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> • What is the main idea of the text? How do you know? • What are 2-3 supporting details?
Write	Using the Lesson 21 Note-Catcher, write the main idea of the text and 2-3 supporting detail that help you to understand the main idea.
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Ask an adult to read the text to you and follow along. Then, practice reading the text at least two times on your own.

Lesson 21 Note-Catcher

Directions: Write the main idea of the text and 2-3 supporting detail that help you to understand the main idea.

Main Idea:

Supporting Detail:

Supporting Detail:

Supporting Detail:

Lesson 22

Target	I can determine the author's point of view of a text.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Earth's Systems: Natural Resources • Lesson Note-Catcher, Pencil • ELA_G3_W5_L22
Read	With a family member, caregiver, or friend, read Earth's Systems: Natural Resources . Have a family member, caregiver, or friend reread out loud the first paragraph and "What Humans Do to Natural Resources" section.
Think	<p>Remember the point of view in an informational text is what the author thinks about a topic or issue.</p> <p>To help determine the author's point of view think about these questions using the "What Humans Do to Natural Resources" section:</p> <ul style="list-style-type: none"> • What is the purpose of the text? • What is the author trying to answer, explain or describe? • What does the author think about the topic or issue? • What in the text makes you think so?
Talk	<p>With your family member, caregiver, or friend, talk about the following questions and where in the text you found your answers using the "What Humans Do to Natural Resources" section:</p> <ul style="list-style-type: none"> • What is the topic of the text? • What is the author trying to answer, explain, or describe in the text? • What does the author think about the topic of the text? • What is the author's point of view?
Write	Using the Lesson 22 Note-Catcher, answer the questions using the "What Humans Do to Natural Resources" section to determine the author's point of view.
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Practice reading the text with fluency and expression at least two times.

Lesson 22 Note-Catcher

Directions: Answer the questions using the "What Humans Do to Natural Resources" section to determine the author's point of view.

What is the topic of the text?

What is the author trying to answer, explain or describe in the text?

What does the author think about the topic of the text?

What is the author's point of view?

Lesson 23

Target	I can use a text to answer questions.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Earth's Systems: Natural Resources • Lesson Quiz, Pencil • ELA_G3_W5_L23
Read	<ul style="list-style-type: none"> • With a family member, caregiver, or friend, read Earth's Systems: Natural Resources.
Think	<p>Remember the work that you have done this week:</p> <ul style="list-style-type: none"> • You found the meaning of some difficult vocabulary using close reading strategies. • You found the main idea of the text. • You selected supporting details that helped you understand the main idea. • You found the author's point of view.
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> • What is the main idea of the article? • What are some supporting details that support your main idea? • What is the author's point of view?
Write	Use the article to answer the questions on the Lesson 23 Quiz.
Closing	<ul style="list-style-type: none"> • Share your answers with someone and tell why you chose the ones you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Use a timer (cell phone time, kitchen timer or have someone count to 60) and read the passage for one minute. Count the words you read and write the number at the top of your text. Look at how many more words you read in one minute! Celebrate your reading fluency with a parent, care giver or friend!

Lesson 23 Quiz

Directions: Using the article, answer the following questions.

1. Read the section "Nonrenewable Resources." Select the sentence that explains WHY fossil fuels are nonrenewable resources.

- (A) They are found deep in the Earth.
- (B) We turn metals into paints, pipes, computer chips and more.
- (C) These fuels are used to make electricity all over the world.
- (D) More could eventually form deep in the Earth, but it would take millions of years.

2. Read the paragraph from the section "What Humans Do To Natural Resources."

Many people are worried about natural resources. They think people are destroying too many. Humans chop down trees to make room for farmland. This clears forests. It also wipes out the animals that live in the forests. Cars and trucks use a lot of oil every day. This pollutes the air and water.

Which question is answered by the paragraph?

- (A) Which natural resources do humans use to power their homes?
- (B) How are people hurting the natural resources that we have?
- (C) What kinds of things use oil besides cars and trucks?
- (D) What are the most important natural resources used by people?

3. Read these sentences from the article.

- *People need some natural resources to live.*
- *Others keep our homes and cars running.*
- *These countries can make money from their resources.*

What MAIN idea of the article do these details support?

- (A) Natural resources are used to make electricity.
- (B) Natural resources can be protected by everyone.
- (C) Natural resources are very important to people.
- (D) Natural resources are being destroyed.

4. What is the MAIN idea of the section "Renewable Resources"?

- (A) Even though renewable resources can be replaced, we should protect them.
- (B) People sometimes pollute the air or water, which can harm living things.
- (C) Soil is important for life on Earth because it helps plants grow.
- (D) If humans are not careful, whole groups of living things can disappear forever.

Lesson 24

Target	I can report on a topic with appropriate facts and details, speaking clearly at an understandable pace.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Earth's Systems: Natural Resources • Lesson Writing Activity, Pencil • ELA_G3_W5_L24
Read	With a family member, caregiver, or friend, read Earth's Systems: Natural Resources .
Think	<p>Imagine that you are trying to explain the importance of natural resources. Use evidence from the text.</p> <ul style="list-style-type: none"> • What main idea(s) would you share? • What supporting details would you share?
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> • What are natural resources? • Why are natural resources important? • What is the author's point of view?
Write	Using the Lesson 24 Writing Activity, write 3-4 sentences using the main idea and supporting details from the text to explain the importance of natural resources. When you are finished, practice reading your sentences out loud to a family member, caregiver, or friend. Remember to speak clearly and fluently!
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Show off your reading fluency! Read the passage aloud one last time to a parent, care giver or friend.

Lesson 24 Writing Activity

Directions: Write 3-4 sentences using the main idea and supporting details from the text to explain the importance of natural resources. When you are finished, practice reading your sentences out loud to a family member, caregiver, or friend. Remember to speak clearly and fluently!

Grade 3 ELA/Reading

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Daily 3-5 Videos



Week of 5/18/20 to 5/22/20

- Directions:** Read the directions for each lesson, watch the video and complete the lesson activity.
- Guiding Questions:** Why are the world's freshwater sources threatened?
How do people persuade others to take action to contribute to a better world?
- Materials Needed:** Text, Lessons and Note-Catchers, Pencil

	Watch	Read	Do
Day 1	ELA_G3_W6_L25	PRO/CON: Should We Stop Recycling Our Trash?	Note-catcher
Day 2	ELA_G3_W6_L26	PRO/CON: Should We Stop Recycling Our Trash?	Note-catcher
Day 3	ELA_G3_W6_L27	PRO/CON: Should We Stop Recycling Our Trash?	Note-catcher
Day 4	ELA_G3_W6_L28	PRO/CON: Should We Stop Recycling Our Trash?	Quiz
Day 5	ELA_G3_W6_L29	PRO/CON: Should We Stop Recycling Our Trash?	Writing Activity

www.detroitk12.org/youtube

PRO/CON: Should we stop recycling our trash?

By Tribune News Service, adapted by Newsela staff on 01.04.16

Word Count **856**

Level **590L**



Adonis Herring sorts cans and bottles at Capital Redemption Center on Sept. 22, 2015, in Albany, New York. The center offers refunds on empty beverage containers before they are transported to distributors and recycled. AP/Mike Groll

PRO: It costs too much money to recycle

You may want to save the planet. The best way to help is to make sure your garbage is buried in a giant garbage dump called a landfill. They have plenty of room for garbage.

People talk about “reduce, reuse, recycle.” What they mean is, first, do not use more than you need. Second, use things more than once. Finally, you should recycle. It sounds like a good idea.

There is a problem, though. Recycling costs too much money.

Paper And Plastic And Glass

The U.S. Environmental Protection Agency (EPA) is part of the government. It is in charge of protecting the environment. The EPA says it makes sense to recycle only some garbage. In fact, it says only about one-third of all garbage should be recycled. Recycling any more costs too much, the EPA says.

Recycling paper is expensive. Paper is made out of trees. Paper companies pay for the trees they use. Then, new trees have to be planted. It costs money. Yet making new paper is still cheaper than recycling it.

Plastic is another problem. Plastic is made out of oil. The price of oil has gotten much cheaper. Now, it costs less money to make a new plastic container than recycle an old one.

Glass is even worse. The old glass has to be collected by truck. Recycling trucks cause pollution. Melting it down to make recycled glass causes pollution, too. Recycling glass is more expensive than making it from scratch. New glass is made mainly from sand and there is plenty of that.

Recycling has good parts and bad parts. Government officials should think about both. Then, they should end programs that waste money and hurt the environment.

Here is a test. Will anyone pay you to recycle? If it made money, companies would be offering you money for your trash. Do not believe what you are told about recycling. It is probably just a bunch of garbage.

ABOUT THE WRITER William F. Shughart II is the research director of the Independent Institute, 100 Swan Place, Oakland, Calif. He is also the J. Fish Smith Professor in Public Choice at Utah State University's Huntsman School of Business.

This essay is available to Tribune News Service subscribers. Tribune did not subsidize the writing of this column; the opinions are those of the writer and do not necessarily represent the views of Tribune or Newsela.

CON: Recycling is still the way to go

We Americans use a lot of stuff. We also throw out a lot. We dump far more trash than we need. The trash gets dumped into giant landfills. Americans make twice as much trash as people in Europe.

Since 1960, we have thrown out more and more garbage. Since that year, the amount has gone up three times. In 2013, we threw out more than 508 billion pounds. Each person threw out 4.4 pounds every day.

We have gotten a lot better at handling garbage. People began recycling more about 30 years ago. Now, we in America recycle about one-third of what we use.

We Can Do Better

The U.S. Environmental Protection Agency (EPA) is a government department. It reports that we recycle many batteries, paper and cans. Yet we do not recycle as much of other things. We should recycle more cellphones and computers. We should also recycle more glass and plastic bottles and jars.

We should be able to do much better than this. So why are we not? Some people just do not want to do it or think it is hard. Some states say people have to recycle. They have laws about this, but people do not really follow the laws.

Some states and cities do much better. They take recycling seriously. One of those cities is Seattle, Washington. In Seattle, people pay to throw out garbage. The more garbage they throw out, the more they pay. It works. Half of Seattle recycles.

Some people see it differently. They argue that recycling costs too much money.

Should we recycle only if it is cheap enough? Doing that sends the wrong message.

Some experts say companies should not waste stuff when things are being made. When the companies make things, they should be careful not to use extra stuff. Then, they do not have to throw out as much.

An important change is starting. This change will cut down on garbage and pollution from when things are made until they are thrown away. It will also get people to change what they use and throw out. That is the way to go.

ABOUT THE WRITER: Michael Kraft is a retired political science and public and environmental affairs at the University of Wisconsin-Green Bay. Readers may write him at UWGB, 2420 Nicolet Dr., MAC B310, Green Bay, WI 54311 or e-mail him at kraftm@uwgb.edu

This essay is available to Tribune News Service subscribers. Tribune did not subsidize the writing of this column; the opinions are those of the writer and do not necessarily represent the views of Tribune or Newsela.

Lesson 25

Target	I can determine the main idea and supporting details of a text.
Text, Materials, Video Name	<ul style="list-style-type: none"> • PRO/CON: Should We Stop Recycling Our Trash? • Lesson Note-Catcher, Pencil • ELA_G3_W6_L25
Read	With a family member, caregiver, or friend, read PRO/CON: Should We Stop Recycling Our Trash? Have a family member, caregiver, or friend reread out loud the “PRO” article.
Think	<p>This text is broken down into two articles: “PRO” and “CON”. Two different authors are providing their point of view or opinion about the topic: Should we stop recycling our trash? Today you will work with the “PRO” article and tomorrow you will work with the “CON” article.</p> <p>Remember that a main idea, just like the central message, is a big idea that the author wants you to understand and take away from reading a text. Also, remember that a supporting detail is a detail in the text, like facts and pieces of information, that help you understand the big idea.</p> <p>Think about the main idea of the “PRO” article and 2-3 supporting details.</p>
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> • What is the main idea of the “PRO” article? How do you know? • What are 2-3 supporting details?
Write	Using the Lesson 25 Note-Catcher, write the main idea of the “PRO” article and 2-3 supporting detail that help you to understand the main idea.
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Use a timer (cell phone time, kitchen timer or have someone count to 60) and read the passage for one minute. Count the words you read and write the number at the top of your text.

Lesson 25 Note-Catcher

Directions: Write the main idea of the "PRO" article and 2-3 supporting detail that help you to understand the main idea.

Main Idea:

Supporting Detail:

Supporting Detail:

Supporting Detail:

Lesson 26

Target	I can determine the main idea and supporting details of a text.
Text, Materials, Video Name	<ul style="list-style-type: none"> • PRO/CON: Should We Stop Recycling Our Trash? • Lesson Note-Catcher, Pencil • ELA_G3_W6_L26
Read	With a family member, caregiver, or friend, read PRO/CON: Should We Stop Recycling Our Trash? Have a family member, caregiver, or friend reread out loud the "CON" article.
Think	<p>Remember that this text is broken down into two articles: "PRO" and "CON". Two different authors are providing their point of view or opinion about the topic: Should we stop recycling our trash? Yesterday you determined the main idea of the "PRO" article and today you will work with the "CON" article.</p> <p>Remember that a main idea, just like the central message, is a big idea that the author wants you to understand and take away from reading a text. Also, remember that a supporting detail is a detail in the text, like facts and pieces of information, that help you understand the big idea.</p> <p>Think about the main idea of the "CON" article and 2-3 supporting details.</p>
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> • What is the main idea of the "CON" article? How do you know? • What are 2-3 supporting details?
Write	Using the Lesson 26 Note-Catcher, write the main idea of the "CON" article and 2-3 supporting detail that help you to understand the main idea.
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Ask an adult to read the text to you and follow along. Then, practice reading the text at least two times on your own.

Lesson 26 Note-Catcher

Directions: Write the main idea of the "CON" article and 2-3 supporting detail that help you to understand the main idea.

Main Idea:

Supporting Detail:

Supporting Detail:

Supporting Detail:

Lesson 27

Target	I can compare and contrast main ideas and supporting details.
Text, Materials, Video Name	<ul style="list-style-type: none"> • PRO/CON: Should We Stop Recycling Our Trash? • Lesson Note-Catcher, Pencil • ELA_G3_W6_L27
Read	With a family member, caregiver, or friend, read PRO/CON: Should We Stop Recycling Our Trash?
Think	<p>You have determined the main idea and supporting details of both the “PRO” and “CON” articles in the text. Compare and contrast the main ideas and supporting details. When we compare and contrast two or more things we look for similarities and differences—how they are the same and how they are different.</p> <p>To compare and contrast the main ideas and supporting details from the “PRO” and “CON” articles think about these questions:</p> <ul style="list-style-type: none"> • How are the main ideas of the two articles similar? • How are the supporting details of the two articles similar? • How are the main ideas of the two articles different? • How are the supporting details of the two articles different?
Talk	<p>With your family member, caregiver, or friend, talk about the following questions and where in the text you found your answers:</p> <ul style="list-style-type: none"> • How are the main ideas of the two articles similar? • How are the supporting details of the two articles similar? • How are the main ideas of the two articles different? • How are the supporting details of the two articles different?
Write	Using the Lesson 27 Note-Catcher, record how the main ideas and supporting details of the “PRO” article and “CON” article are similar and different.
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Practice reading the text with fluency and expression at least two times.

Lesson 27 Note-Catcher

Directions: Record how the main ideas and supporting details of the “PRO” article and “CON” article are similar and different.

Similarities	Differences

Lesson 28

Target	I can use a text to answer questions.
Text, Materials, Video Name	<ul style="list-style-type: none"> • PRO/CON: Should We Stop Recycling Our Trash? • Lesson Quiz, Pencil • ELA_G3_W6_L28
Read	With a family member, caregiver, or friend, read PRO/CON: Should We Stop Recycling Our Trash?
Think	<p>Remember the work that you have done this week:</p> <ul style="list-style-type: none"> • You found the main idea and supporting details of the “PRO” article. • You found the main idea and supporting details of the “CON” article. • You compare and contrasted the main ideas and supporting details of the two articles.
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> • What is the main idea and some supporting details of the “PRO” article? • What is the main idea and some supporting details of the “CON” article? • What are the similarities and differences of the main ideas and supporting details of the two articles?
Write	Use the article to answer the questions on the Lesson 28 Quiz.
Closing	<ul style="list-style-type: none"> • Share your answers with someone and tell why you chose the ones you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Use a timer (cell phone time, kitchen timer or have someone count to 60) and read the passage for one minute. Count the words you read and write the number at the top of your text. Look at how many more words you read in one minute! Celebrate your reading fluency with a parent, care giver or friend!

Lesson 28 Quiz

Directions: Using the article, answer the following questions.

1. In the PRO article, the author is explaining:
 - (A) the reasons why people should reuse more things
 - (B) the reasons why recycling is not a good choice
 - (C) the reasons why people should recycle more things
 - (D) the reasons why many people do not recycle

2. In the CON article, what does the author think about people in Seattle?
 - (A) They waste too much stuff.
 - (B) They do a good job recycling.
 - (C) They spend too much money on recycling
 - (D) They don't understand why recycling is important.

3. In the PRO article, what information supports the author's idea that people should not recycle?
 - (A) Some people think that the best place for garbage is in a giant garbage dump.
 - (B) Paper companies have to plant new trees when they use trees to make paper.
 - (C) Some groups say that only one third of all garbage should be recycled.
 - (D) It costs less to make a new plastic container than to recycle and old one.

4. In the CON article, why does the author include these sentences?

We should be able to do much better than this. So why are we not? Some people just do not want to do it or think it is hard.

- (A) to explain the reason for a problem
- (B) to explain that will happen in the future
- (C) to compare two different ideas
- (D) to explain a cause then an effect

Lesson 29

Target	I can report on a topic with appropriate facts and details, speaking clearly at an understandable pace.
Text, Materials, Video Name	<ul style="list-style-type: none"> • PRO/CON: Should We Stop Recycling Our Trash? • Lesson Writing Activity, Pencil • ELA_G3_W6_L29
Read	With a family member, caregiver, or friend, read PRO/CON: Should We Stop Recycling Our Trash?
Think	<p>You read two articles where the authors provided their point of view or opinion about the topic: Should we stop recycling our trash? Think about your own point of view or opinion on the topic.</p> <ul style="list-style-type: none"> • What is your point of view or opinion about: Should we should stop recycling our trash? • What main idea(s) would you share? • What supporting details would you share?
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> • What is your point of view or opinion about: Should we should stop recycling our trash? • What main idea(s) would you share? • What supporting details would you share?
Write	Using the Lesson 29 Writing Activity, write 3-4 sentences about your point of view or opinion about: Should we stop recycling our trash? Include your main idea and supporting details. When you are finished, practice reading your sentences out loud to a family member, caregiver, or friend. Remember to speak clearly and fluently!
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Show off your reading fluency! Read the passage aloud one last time to a parent, care giver or friend.

Lesson 29 Writing Activity

Directions: Write 3-4 sentences about your point of view or opinion about: Should we stop recycling our trash? Include your main idea and supporting details. When you are finished, practice reading your sentences out loud to a family member, caregiver, or friend. Remember to speak clearly and fluently!

Grade 3 ELA/Reading

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Daily 3-5 Videos



Week of 5/26/20 to 5/29/20

- Directions:** Read the directions for each lesson, watch the video and complete the lesson activity.
- Guiding Questions:** Why are the world's freshwater sources threatened?
How do people persuade others to take action to contribute to a better world?
- Materials Needed:** Text, Lessons and Note-Catchers, Pencil

	Watch	Read	Do
Day 1	ELA_G3_W7_L30	Many Animals Are in Danger of Extinction, But Kids Can Help	Note-catcher
Day 2	ELA_G3_W7_L31	Many Animals Are in Danger of Extinction, But Kids Can Help	Note-catcher
Day 3	ELA_G3_W7_L32	Many Animals Are in Danger of Extinction, But Kids Can Help	Note-catcher
Day 4	ELA_G3_W7_L33	Many Animals Are in Danger of Extinction, But Kids Can Help	Quiz

www.detroitk12.org/youtube

Many animals are in danger of extinction, but kids can help

By Washington Post, adapted by Newsela staff on 04.04.19

Word Count **442**

Level **540L**



Scientists say kids can help save endangered species such as the rufa red knot bird. There are lots of ways they can help; for instance, staying away from protected beach areas that are reserved for shorebirds such as the red knot. Photo by: U.S. Fish and Wildlife Service/Flickr

The rufa red knot is a kind of bird. The red knots journey a long way every year. They fly from South America to Canada. The birds stop at beaches in the United States. The birds can eat and rest.

Scientists study these birds. The scientists call one red knot "Moonbird." This bird has traveled enough miles to fly to the moon and halfway back.

Moonbird and other red knots are in danger. They might die out. Humans have moved into the birds' normal areas. Climate change also hurts the birds.

The Earth is heating up. This is called climate change, or global warming. Most scientists agree that global warming is caused by humans. People use fossil fuels like oil and coal. It is how we heat our homes and power our cars. Fossil fuels emit greenhouse gases. Greenhouse gases trap heat in the air. This causes temperatures to rise.

Many types of birds are in danger. Many amphibians and mammals could die out, too. The list includes famous animals like giant pandas, tigers and African elephants. The list also includes less-famous animals like red knots.

Kids can help protect animals. There are many ways kids can help. For example, kids can stay away from protected areas. The areas let red knots eat and rest.

Programs To Help Protect Animals

Kids can be citizen scientists. Citizen scientists watch nature. They write down what they see. Then they share what they learned.

Bill McShea learns how humans can protect animals. He said watching animals is the first step.

Kids can use eBird. The eBird website helps decide what bird kids saw. The user writes where and when he or she saw the bird.

Another program is eMammal. This program takes pictures of animals without getting close. These cameras can sense movements. Then the camera takes a photo. Scientists can see the pictures from the camera.

The photographs help scientists, said Stephanie Schuttler. She studies wildlife. Kids used eMammal at a school in India. Their camera took pictures of six tigers. The scientists saw where tigers go when people are not around.

The work makes kids want to help animals.

McShea said kids can teach people to help animals. Scientists want to learn how humans and animals can live together.

Become A Citizen Scientist

A citizen scientist program is a great way for kids to help animals. Learn more at the websites below.

Check out eMammal.si.edu to learn more about becoming a citizen scientist.

Visit ebird.org to find out how you can help spot birds.

Join up with bumblebeewatch.org to help save North America's bumblebees.

At journeynorth.org/monarchs, help track the monarch butterflies.

Lesson 30

Target	I can use strategies to figure out the meaning of words I do not know.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Many Animals Are in Danger of Extinction, But Kids Can Help • Lesson Note-Catcher, Pencil • ELA_G3_W7_L30
Read	With a family member, caregiver, or friend, read Many Animals Are in Danger of Extinction, But Kids Can Help . Locate two words you don't know the meaning of.
Think	<p>There's some challenging vocabulary in this article. To determine the main idea and supporting details, it's important to understand the text. Remember that close readers use strategies to figure out the meaning of words they don't know:</p> <ul style="list-style-type: none"> • context: read the sentences around the word • look at the affixes for clues (example: <u>dis</u>approve) • look at the root of the word for clues (example: <u>dis</u><u>approve</u>) • use a dictionary <p>Think about the definitions of the two words you picked out while reading. Think of some synonyms for your words. Remember that synonyms are words that mean the same thing.</p>
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> • What are the definitions of the words you picked out? • What are some synonyms of the words you picked out? • What strategy did you use to figure out the meaning of your words?
Write	Using the Lesson 30 note-catcher, for each of your two words record the definition in your own words, some synonyms, what strategy you used to determine the definition, and a quick sketch.
Closing	<ul style="list-style-type: none"> • Share your definitions with someone and tell them how you determined the meaning of the words. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Use a timer (cell phone time, kitchen timer or have someone count to 60) and read the passage for one minute. Count the words you read and write the number at the top of your text.

Lesson 30 Note-Catcher

Directions: For each of your two words record the definition in your own words, some synonyms, what strategy you used to determine the definition, and a quick sketch.

Word #1:	
Definition in your own words	Synonyms (words that mean the same)
Strategy (context, affixes, root, dictionary)	Sketch

Word #2:	
Definition in your own words	Synonyms (words that mean the same)
Strategy (context, affixes, root, dictionary)	Sketch

Lesson 31

Target	I can determine the main idea and supporting details of a text.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Many Animals Are in Danger of Extinction, But Kids Can Help • Lesson Note-Catcher, Pencil • ELA_G3_W7_L31
Read	With a family member, caregiver, or friend, read Many Animals Are in Danger of Extinction, But Kids Can Help .
Think	<p>Remember that a main idea, just like the central message, is a big idea that the author wants you to understand and take away from reading a text. Also, remember that a supporting detail is a detail in the text, like facts and pieces of information, that help you understand the big idea.</p> <p>Think about the main idea of the text and 2-3 supporting details.</p>
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> • What is the main idea of the text? How do you know? • What are 2-3 supporting details?
Write	Using the Lesson 31 Note-Catcher, write the main idea of the text and 2-3 supporting detail that help you to understand the main idea.
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Ask an adult to read the text to you and follow along. Then, practice reading the text at least two times on your own.

Lesson 31 Note-Catcher

Directions: Write the main idea of the text and 2-3 supporting detail that help you to understand the main idea.

Main Idea:

Supporting Detail:

Supporting Detail:

Supporting Detail:

Lesson 32

Target	I can identify the key points of an issue described in a text.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Many Animals Are in Danger of Extinction, But Kids Can Help • Lesson Note-Catcher, Pencil • ELA_G3_W7_L32
Read	With a family member, caregiver, or friend, read Many Animals Are in Danger of Extinction, But Kids Can Help .
Think	<p>Remember an issue is a problem for discussion. This article outlines a big issue and a way to take action to help solve the problem.</p> <p>Imagine you are quickly telling a friend or family member about the issue and a way to take action that was discussed in this article. You don't want to tell them absolutely everything you learned, just the most important points so they understand the cause of the issue and a way to take action. These most important points are called key points.</p> <p>Think about:</p> <ul style="list-style-type: none"> • What key points would you share about the issue? • What key points would you share about the way to take action?
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> • What is the issue? • What are the key points about the issue? • What is a way to take action? • What are the key points to the way to take action?
Write	Using the Lesson 32 Note-Catcher, record the issue discussed, a way to take action, and the key points for both from the text.
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Practice reading the text with fluency and expression at least two times.

Lesson 32 Note-Catcher

Directions: Record the issue discussed, a way to take action, and the key points for both from the text.

[illegible]

Lesson 33

Target	I can use a text to answer questions.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Many Animals Are in Danger of Extinction, But Kids Can Help • Lesson Note-Catcher, Pencil • ELA_G3_W7_L33
Read	With a family member, caregiver, or friend, read Many Animals Are in Danger of Extinction, But Kids Can Help .
Think	<p>Remember the work that you have done this week:</p> <ul style="list-style-type: none"> • You found the meaning of some difficult words using close reading strategies. • You found the main idea of the text. • You selected supporting details that helped you understand the main idea. • You picked out key points from the text for the issue and a way to take action.
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> • What is the main idea of the article? • What are some supporting details that support your main idea? • What are the key points from the text for the issue and a way to take action?
Write	Use the article to answer the questions on the Lesson 33 Quiz.
Closing	<ul style="list-style-type: none"> • Share your answers with someone and tell why you chose the ones you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Use a timer (cell phone time, kitchen timer or have someone count to 60) and read the passage for one minute. Count the words you read and write the number at the top of your text. Look at how many more words you read in one minute! Celebrate your reading fluency with a parent, care giver or friend!

Lesson 33 Quiz

Directions: Using the article, answer the following questions.

1. Which sentence from the article states a MAIN idea of the entire article?
 - (A) The birds can eat and rest.
 - (B) People use fossil fuels like oil and coal.
 - (C) Kids can be citizen scientists
 - (D) Kids used eMammal at a school in India.
2. What is the MAIN idea of the section "Programs To Help Protect Animals"?
 - (A) Some people like to write down what they see in nature.
 - (B) Kids at school in India were able to take pictures of tigers.
 - (C) Some cameras can sense movements of animals nearby.
 - (D) Kids can watch animals and share what they learn with scientists.
3. Select the paragraph from the introduction (paragraphs 1-6) that explains what is causing harm to red knots.
 - (A) The rufa red knot is a kind of bird. The red knots journey a long way every year. They fly from South America to Canada. The birds stop at beaches in the United States. The birds can eat and rest.
 - (B) Scientists study these birds. The scientists call one red knot "Moonbird." This bird has traveled enough miles to fly to the moon and halfway back.
 - (C) Moonbird and other red knots are in danger. They might die out. Humans have moved into the birds' normal areas. Climate change also hurts the birds.
 - (D) Kids can help protect animals. There are many ways kids can help. For example, kids can stay away from protected areas. The areas let the red knots eat and rest.

4. What information will the reader find in the section "Become A Citizen Scientist"?

- (A) a description of reasons why animals need help
- (B) a list of websites that help kids help animals
- (C) ways that cameras take pictures of animals
- (D) effects of global warming on kids and animals

Grade 3 ELA/Reading

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Daily 3-5 Videos



Week of 6/1/20 to 6/5/20

- Directions:** Read the directions for each lesson, watch the video and complete the lesson activity.
- Guiding Questions:** Why are the world's freshwater sources threatened?
How do people persuade others to take action to contribute to a better world?
- Materials Needed:** Text, Lessons and Note-Catchers, Pencil

	Watch	Read	Do
Day 1	ELA_G3_W8_L34	Millions of Four-Legged Friends Are Homeless	Note-catcher
Day 2	ELA_G3_W8_L35	PRO/CON: Should We Stop Recycling Our Trash?	Note-catcher
Day 3	ELA_G3_W8_L36	PRO/CON: Should We Stop Recycling Our Trash?	Note-catcher
Day 4	ELA_G3_W8_L37	PRO/CON: Should We Stop Recycling Our Trash?	Quiz
Day 5	ELA_G3_W8_L38	PRO/CON: Should We Stop Recycling Our Trash?	Writing Activity

www.detroitk12.org/youtube

Millions of four-legged friends are homeless around the world

By Washington Post, adapted by Newsela staff on 08.18.17

Word Count **497**

Level **520L**



Asvila was abandoned on the streets of Phuket before arriving at Soi. Photo from: Washington Post by Andrea Sachs.

Around the world, millions of cats and dogs do not have homes. They don't have a human family to care for them.

An animal protection group wanted people to know about this problem. The group is called the International Society for Animal Rights. It started International Homeless Animals' Day. This event is called IHAD for short.

Celebrating Animals Who Need Homes

On, August 19, people will celebrate IHAD. Rescue centers and shelters in more than 50 countries are taking part. They are planning fun activities. Some centers will have dog and owner look-alike contests. Others will be painting pet portraits!

Children can celebrate, too. They will have a chance to walk shelter dogs. They can brush them and play with them. This will make the animals very happy. It will also help them get ready for their new homes, said Susan Dapsis. She is the president of the International Society for Animal Rights.

Special Animal Shelter In Thailand

Of course, many groups help stray animals every day. Soi Dog Foundation is one example. It is a shelter in Thailand, a country in Asia. More than 560 dogs and 200 cats live at the shelter. The shelter cares for them until they find forever homes.

Many of the animals at Soi have never eaten out of a bowl. They have never worn a collar. They never have curled up on a couch. The animals have to learn these things. They have to learn how to live with people.

Volunteers help them. They take the dogs on walks. They pet the dogs and cats. They help the animals learn to be pets. This way, they are ready to be adopted.

The animals at Soi are fast learners. On a hot day there, a kitten curled up in a volunteer's lap. A puppy named Goody stood on her back legs. She opened her paws. It looked like she wanted a hug.

Volunteer Your Time

You can make every day International Homeless Animals' Day. There are many ways to help stray dogs and cats. You can volunteer at a local animal shelter. You might help by walking the dogs. Or, you might get to play with them and brush them. At some places, you can even read to a dog or cat.

Another way to help is to collect items for shelters. These centers always need food, cat litter, toys and treats. Ask people to donate. Then give the items to your neighborhood shelter.

You can also help dogs and cats in shelters find a home. Make a flier showing the animal who needs a home. Add its name and age. Then hang up the fliers in your neighborhood. Someone may see it and decide to adopt!



Lesson 34

Target	I can use strategies to figure out the meaning of words I do not know.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Millions of Four-Legged Friends Are Homeless • Lesson Note-Catcher, Pencil • ELA_G3_W8_L34
Read	With a family member, caregiver, or friend, read Millions of Four-Legged Friends Are Homeless . Locate the sentences that have the word “shelter”, “volunteer”, and “flier”. Have a family member, caregiver, or friend reread out loud the sentences that have the word “shelter”, “volunteer”, and “flier”.
Think	<p>There's some challenging vocabulary in this article. To determine the main idea and supporting details, it's important to understand the text. Remember that close readers use strategies to figure out the meaning of words they don't know:</p> <ul style="list-style-type: none"> • context: read the sentences around the word • look at the affixes for clues (example: <u>dis</u>approve) • look at the root of the word for clues (example: <u>dis</u>approve) • use a dictionary <p>Think about the meaning of “shelter”, “volunteer”, and “flier”. Some of these words have more than one meaning. Think about what the words mean in the sentences you just read.</p>
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> • What's the definition of “shelter”, “volunteer”, and “flier” in your own words? • What strategy did you use to figure out the meaning?
Write	Using the Lesson 34 note-catcher, create a glossary by writing the definition of each word in your own words and what strategy you used to determine the definition.
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Use a timer (cell phone time, kitchen timer or have someone count to 60) and read the passage for one minute. Count the words you read and write the number at the top of your text.

Lesson 34 Note-Catcher

Directions: Create a glossary by writing the definition of each word in your own words and what strategy you used to determine the definition.

Word	Definition in your own words	Strategy (context, affixes, root, dictionary)
shelter		
volunteer		
flier		

Lesson 35

Target	I can determine the main idea and supporting details of a text.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Millions of Four-Legged Friends Are Homeless • Lesson Note-Catcher, Pencil • ELA_G3_W8_L35
Read	With a family member, caregiver, or friend, read Millions of Four-Legged Friends Are Homeless .
Think	<p>Remember that a main idea, just like the central message, is a big idea that the author wants you to understand and take away from reading a text. Also, remember that a supporting detail is a detail in the text, like facts and pieces of information, that help you understand the big idea.</p> <p>Think about the main idea of the text and 2-3 supporting details.</p>
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> • What is the main idea of the text? How do you know? • What are 2-3 supporting details?
Write	Using the Lesson 35 Note-Catcher, write the main idea of the text and 2-3 supporting detail that help you to understand the main idea.
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Ask an adult to read the text to you and follow along. Then, practice reading the text at least two times on your own.

Lesson 35 Note-Catcher

Directions: Write the main idea of the text and 2-3 supporting detail that help you to understand the main idea.

Main Idea:

Supporting Detail:

Supporting Detail:

Supporting Detail:

Lesson 36

Target	I can identify the key points of an issue described in a text.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Millions of Four-Legged Friends Are Homeless • Lesson Note-Catcher, Pencil • ELA_G3_W8_L36
Read	With a family member, caregiver, or friend, read Millions of Four-Legged Friends Are Homeless . Have a family member, caregiver, or friend reread out loud the introduction (paragraphs 1-2) and the “Volunteer Your Time” section.
Think	<p>Remember an issue is a problem for discussion. This article outlines a big issue and a way to take action to help solve the problem.</p> <p>Imagine you are quickly telling a friend or family member about the issue and a way to take action that was discussed in this article. You don’t want to tell them absolutely everything you learned, just the most important points so they understand the cause of the issue and a way to take action. These most important points are called key points.</p> <p>Pay special attention to the introduction (paragraphs 1-2) and the “Volunteer Your Time” section and think about:</p> <ul style="list-style-type: none"> • What key points would you share about the issue? • What key points would you share about the way to take action?
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> • What is the issue? • What are the key points about the issue? • What is a way to take action? • What are the key points to the way to take action?
Write	Using the Lesson 36 Note-Catcher, record the issue discussed, a way to take action, and the key points for both from the text.
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Practice reading the text with fluency and expression at least two times.

Lesson 36 Note-Catcher

Directions: Record the issue discussed, a way to take action, and the key points for both from the text.

Issue:	Way to take action to help solve the problem:
Key Points: 1. 2. 3. 	Key Points: 1. 2. 3.

Lesson 37

Target	I can use a text to answer questions.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Millions of Four-Legged Friends Are Homeless • Lesson Quiz, Pencil • ELA_G3_W8_L37
Read	With a family member, caregiver, or friend, read Millions of Four-Legged Friends Are Homeless .
Think	<p>Remember the work that you have done this week:</p> <ul style="list-style-type: none"> • You found the meaning of some difficult words using close reading strategies. • You found the main idea of the text. • You selected supporting details that helped you understand the main idea. • You picked out key points from the text for the issue and a way to take action.
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> • What is the main idea of the article? • What are some supporting details that support your main idea? • What are the key points from the text for the issue and a way to take action?
Write	Use the article to answer the questions on the Lesson 37 Quiz.
Closing	<ul style="list-style-type: none"> • Share your answers with someone and tell why you chose the ones you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Use a timer (cell phone time, kitchen timer or have someone count to 60) and read the passage for one minute. Count the words you read and write the number at the top of your text. Look at how many more words you read in one minute! Celebrate your reading fluency with a parent, care giver or friend!

Lesson 37 Quiz

Directions: Using the article, answer the following questions.

1. Which sentence from the article best states a MAIN idea of the entire article?
 - (A) Around the world, millions of cats and dogs do not have homes.
 - (B) Some centers will have dog and owner lookalike contests.
 - (C) On a hot day there, a kitten curled up in a volunteer's lap.
 - (D) Make a flier showing the animal who needs a home.
2. Read the section "Special Animal Shelter In Thailand." Which sentence from the section states a MAIN idea about animal shelters?
 - (A) Soi Dog Foundation is one example.
 - (B) More than 560 dogs and 200 cats live at the shelter.
 - (C) They help the animals learn to be pets.
 - (D) A puppy named Goody stood on her back legs.
3. Susan Dapsis thinks that children can help celebrate International Homeless Animals Day. Why does she think this?
 - (A) Children can teach puppies how to stand on their hind legs.
 - (B) Children can celebrate by painting pet portraits and entering contests.
 - (C) Children can help animals get ready for new homes by walking them and playing with them.
 - (D) Children can get jobs at places like the Soi Dog Foundation where they grow up.

4. Read the section "Volunteer Your Time." Which sentence BEST expresses the author's point of view about helping homeless animals?
- (A) Everyone can do simple things to help homeless animals.
 - (B) The best way to help animals is by donating money.
 - (C) All children should make fliers to help animals find new homes.
 - (D) Animal shelters need toys and treats more than anything else.

Lesson 38

Target	I can report on a topic with appropriate facts and details, speaking clearly at an understandable pace.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Millions of Four-Legged Friends Are Homeless • Lesson Writing Activity, Pencil • ELA_G3_W6_L38
Read	With a family member, caregiver, or friend, read Millions of Four-Legged Friends Are Homeless .
Think	In this article you read how some shelters help stray dogs and cats and some ways that you and others can take action to help with the issue. Think about whether you would like to volunteer to help stray dogs and cats and why or why not.
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> • Would you like to volunteer to help stray dogs and cats? • Why or why not? • If you would like to volunteer, what would like to do? (use ideas from the text or come up with your own)
Write	Using the Lesson 38 Writing Activity, write 3-4 sentences about whether you would like to volunteer to help stray dogs and cats or not. Make sure to include why or why not. If you would like to volunteer, explain what you would like to do. When you are finished, practice reading your sentences out loud to a family member, caregiver, or friend. Remember to speak clearly and fluently!
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Show off your reading fluency! Read the passage aloud one last time to a parent, care giver or friend.

Lesson 38 Writing Activity

Directions: Write 3-4 sentences about whether you would like to volunteer to help stray dogs and cats or not. Make sure to include why or why not. If you would like to volunteer, explain what you would like to do. When you are finished, practice reading your sentences out loud to a family member, caregiver, or friend. Remember to speak clearly and fluently!

Grade 3 ELA/Reading

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Daily 3-5 Videos



Week of 6/8/20 to 6/12/20

- Directions:** Read the directions for each lesson, watch the video and complete the lesson activity.
- Guiding Questions:** Why are the world's freshwater sources threatened?
How do people persuade others to take action to contribute to a better world?
- Materials Needed:** Text, Lessons and Note-Catchers, Pencil

	Watch	Read	Do
Day 1	ELA_G3_W9_L39	<i>Viral Videos of "Cute" Animals Can Have Negative Effects</i>	Note-catcher
Day 2	ELA_G3_W9_L40	<i>Viral Videos of "Cute" Animals Can Have Negative Effects</i>	Note-catcher
Day 3	ELA_G3_W9_L41	<i>Viral Videos of "Cute" Animals Can Have Negative Effects</i>	Note-catcher
Day 4	ELA_G3_W9_L42	<i>Viral Videos of "Cute" Animals Can Have Negative Effects</i>	Quiz
Day 5	ELA_G3_W9_L43	<i>Viral Videos of "Cute" Animals Can Have Negative Effects</i>	Writing Activity

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Viral videos of "cute" animals can have negative effects

By Mongabay.com, adapted by Newsela staff on 02.07.19

Word Count **418**

Level **580L**



A viral video of a ring-tailed lemur released in 2016 had a surprising result: hundreds of people tweeted about "wanting to own pet lemurs," a new study has found. Photo by: Mathias Appel/Flickr

In April 2016, a video of a ring-tailed lemur was posted on Facebook. Lemurs are related to monkeys. Lemurs only live in Madagascar. This country is an island off the coast of Africa.

The video shows two boys sitting beside a lemur. They are rubbing its back. Whenever they stop, the lemur taps its back. It is asking to be scratched again.

The short video was a huge hit. It went viral. It was viewed around 20 million times. The video was also shared widely on YouTube and Twitter.

People React To Viral Video Of Lemur

A group of scientists was curious about the effect of the video. They decided to study how people reacted to it on Twitter. It turned out hundreds of people reacted the same way. They all tweeted about "wanting to own pet lemurs."

Tara Clarke led the new study. She says that not too many people tweet about lemurs. After the video went up, many people started tweeting about them. They said they wanted the animals as pets. After two weeks, things went back to normal. There were fewer tweets about lemurs.

Viral videos of wild animals can be educational. They also can cause problems, though. The videos can make people want to have wild animals as pets. Many species, or types, of wild animals are endangered. This means there are not many left in the wild. Wild animals usually do not make good pets. They are hard to care for properly.

Trapping Wild Lemurs Is Against The Law

The ring-tailed lemur is now an endangered species. There may be fewer than 2,500 left in the wild. If lemurs become popular pets, more hunters will try to catch them. There are laws against catching wild lemurs. Still, some hunters do it anyway. They make money by taking lemurs from the wild.

Lemurs live in rainforests. In Madagascar, rainforests are disappearing quickly. This is the main reason ring-tailed lemurs are endangered. It is not the only reason. Thousands of wild lemurs have been trapped by hunters. They are now kept in restaurants and hotels. Guests take selfies with the lemurs. Taking selfies with lemurs is very popular in Madagascar. People like to post these selfies on Facebook. The 2016 lemur video may have helped create this craze.

Lemurs In Danger

Scientist Kim Reuter worked on the new study. She is a lemur expert. Reuter believes viral videos can be a real problem. They can put wild lemurs in danger, she said.

Lesson 39

Target	I can use strategies to figure out the meaning of words I do not know.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Viral Videos of "Cute" Animals Can Have Negative Effects Lesson Note-Catcher, Pencil • ELA_G3_W9_L39
Read	With a family member, caregiver, or friend, read Viral Videos of "Cute" Animals Can Have Negative Effects . Locate two words you don't know the meaning of.
Think	<p>There's some challenging vocabulary in this article. To determine the main idea and supporting details, it's important to understand the text. Remember that close readers use strategies to figure out the meaning of words they don't know:</p> <ul style="list-style-type: none"> • context: read the sentences around the word • look at the affixes for clues (example: <u>dis</u>approve) • look at the root of the word for clues (example: <u>dis</u><u>approve</u>) • use a dictionary <p>Think about the definitions of the two words you picked out while reading. Think of some synonyms for your words. Remember that synonyms are words that mean the same thing.</p>
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> • What are the definitions of the words you picked out? • What are some synonyms of the words you picked out? • What strategy did you use to figure out the meaning of your words?
Write	Using the Lesson 39 note-catcher, for each of your two words record the definition in your own words, some synonyms, what strategy you used to determine the definition, and a quick sketch.
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Use a timer (cell phone time, kitchen timer or have someone count to 60) and read the passage for one minute. Count the words you read and write the number at the top of your text.

Lesson 39 Note-Catcher

Directions: For each of your two words record the definition in your own words, some synonyms, what strategy you used to determine the definition, and a quick sketch.

Word #1:	
Definition in your own words	Synonyms (words that mean the same)
Strategy (context, affixes, root, dictionary)	Sketch

Word #2:	
Definition in your own words	Synonyms (words that mean the same)
Strategy (context, affixes, root, dictionary)	Sketch

Lesson 40

Target	I can determine the main idea and supporting details of a text.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Viral Videos of "Cute" Animals Can Have Negative Effects Lesson • Note-Catcher, Pencil • ELA_G3_W9_L40
Read	With a family member, caregiver, or friend, read Viral Videos of "Cute" Animals Can Have Negative Effects .
Think	<p>Remember that a main idea, just like the central message, is a big idea that the author wants you to understand and take away from reading a text. Also, remember that a supporting detail is a detail in the text, like facts and pieces of information, that help you understand the big idea.</p> <p>Think about the main idea of the text and 2-3 supporting details.</p>
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> • What is the main idea of the text? How do you know? • What are 2-3 supporting details?
Write	Using the Lesson 40 Note-Catcher, write the main idea of the text and 2-3 supporting detail that help you to understand the main idea.
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Ask an adult to read the text to you and follow along. Then, practice reading the text at least two times on your own.

Lesson 40 Note-Catcher

Directions: Write the main idea of the text and 2-3 supporting detail that help you to understand the main idea.

Main Idea:

Supporting Detail:

Supporting Detail:

Supporting Detail:

Lesson 41

Target	I can identify cause and effect in an informational text.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Viral Videos of "Cute" Animals Can Have Negative Effects Lesson • Note-Catcher, Pencil • ELA_G3_W9_L41
Read	With a family member, caregiver, or friend, read Viral Videos of "Cute" Animals Can Have Negative Effects .
Think	<p>Identifying cause and effect in a text can help you understand the connection between the different parts of the text.</p> <p>Remember, a cause is the reason for something happening and the effect is what happens. From the text from last week a cause was volunteers take stray dogs on walks and the effect is the dogs start to learn how to be pets.</p> <p>Think about the effects of the viral lemur video on Facebook and the causes of ring-tailed lemur's being endangered.</p>
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> • What were the effects of the viral Lemur video on Facebook? • What are the causes of ring-tailed lemurs being endangered?
Write	Using the Lesson 41 Note-Catcher, fill in the blanks with the causes and effects from the text.
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Practice reading the text with fluency and expression at least two times.

Lesson 41 Note-Catcher

Directions: Fill in the blanks with the causes and effects from the text

Cause (the reason for something happening)	Effect (what happens)
The lemur video on Facebook goes viral.	1. 2.
1. 2.	Ring-tailed lemurs are endangered.

Lesson 42

Target	I can use a text to answer questions.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Viral Videos of "Cute" Animals Can Have Negative Effects • Lesson Quiz, Pencil • ELA_G3_W9_L42
Read	With a family member, caregiver, or friend, read Viral Videos of "Cute" Animals Can Have Negative Effects .
Think	<p>Remember the work that you have done this week:</p> <ul style="list-style-type: none"> • You found the meaning of some difficult words using close reading strategies. • You found the main idea of the text. • You selected supporting details that helped you understand the main idea. • You identified the cause and effect in the text.
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> • What is the main idea of the article? • What are some supporting details that support your main idea? • What were some examples of cause and effect in the article?
Write	Use the article to answer the questions on the Lesson 42 Quiz.
Closing	<ul style="list-style-type: none"> • Share your answers with someone and tell why you chose the ones you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Use a timer (cell phone time, kitchen timer or have someone count to 60) and read the passage for one minute. Count the words you read and write the number at the top of your text. Look at how many more words you read in one minute! Celebrate your reading fluency with a parent, care giver or friend!

Lesson 42 Quiz

Directions: Using the article, answer the following questions.

1. The main idea of the section "Trapping Wild Lemurs Is Against The Law" is that lemurs are endangered. Which key detail from the section supports this main idea?

(A) There may be fewer than 2,500 left in the wild.

(B) There are laws against catching wild lemurs.

(C) Lemurs live in rainforests.

(D) The 2016 lemur video may have helped create this craze.

2. Finish the sentence below.

One main idea of the article is that _____.

(A) the lemur video was taken in April 2016

(B) the lemur video was posted on Facebook

(C) the lemur video might cause harm to lemurs

(D) the lemur video shows a very friendly lemur

3. How did tweets about lemurs change because of the video?

(A) Before the video, people did not tweet much about lemurs. After the video, people tweeted about lemurs more.

(B) Before the video, people only tweeted about pet lemurs. After the video, people tweeted about wild lemurs, too.

(C) Before the video, people only tweeted about pet lemurs. After the video, people tweeted about wild lemurs, too.

(D) Before the video, people only tweeted about wild lemurs. After the video, people tweeted about their pet lemurs, too.

4. Why do hunters catch lemurs?

(A) to take selfies with lemurs

(B) to make videos of lemurs

(C) to take lemurs to their homes

(D) to make money by selling lemurs

Lesson 43

Target	I can report on a topic with appropriate facts and details, speaking clearly at an understandable pace.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Viral Videos of "Cute" Animals Can Have Negative Effects Lesson Writing Activity, Pencil • ELA_G3_W9_L43
Read	With a family member, caregiver, or friend, read Viral Videos of "Cute" Animals Can Have Negative Effects .
Think	In this article you read how a viral video had some negative effects on lemurs. Think about some actions you could take to help lemurs and how you could convince (persuade) people it is important to help lemurs
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> • What were the negative effects of the viral video on lemurs? • What are some actions you could take to help lemurs? • Why should people help lemurs?
Write	Using the Lesson 43 Writing Activity, write 3-4 sentences about some actions you could take to help lemurs and why people should help lemurs. When you are finished, practice reading your sentences out loud to a family member, caregiver, or friend. Remember to speak clearly and fluently!
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Show off your reading fluency! Read the passage aloud one last time to a parent, care giver or friend.

Lesson 43 Writing Activity

Directions: Write 3-4 sentences about some actions you could take to help lemurs and why people should help lemurs. When you are finished, practice reading your sentences out loud to a family member, caregiver, or friend. Remember to speak clearly and fluently!

Grade 3 ELA/Reading

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Daily 3-5 Videos



Week of 6/15/20 to 6/19/20

- Directions:** Read the directions for each lesson, watch the video and complete the lesson activity.
- Guiding Questions:** Why are the world's freshwater sources threatened?
How do people persuade others to take action to contribute to a better world?
- Materials Needed:** Text, Lessons and Note-Catchers, Pencil

	Watch	Read	Do
Day 1	ELA_G3_W10_L44	Selected Article	Note-catcher
Day 2	ELA_G3_W10_L45	Selected Article	Note-catcher
Day 3	ELA_G3_W10_L46	Selected Article	Note-catcher
Day 4	ELA_G3_W10_L47	Selected Article	Note-catcher
Day 5	ELA_G3_W10_L48	Selected Article	Note-catcher

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Lesson 44

Target	I can use a text to answer questions.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Water on Earth, Lesson 1 • Shrinking Freshwater Resources, Lesson 5 • Facing Pressure, More Schools Scramble to Get Lead Out of Water, Lesson 10 • No More Plastic: Restaurants Shift to paper Straws, Even Twizzlers, Lesson 15 • Earth's Systems: Natural Resources, Lesson 20 • PRO/CON: Should We Stop Recycling Our Trash?, Lesson 25 • Many Animals Are in Danger of Extinction, But Kids Can Help, Lesson 30 • Millions of Four-Legged Friends Are Homeless, Lesson 34 • Viral Videos of "Cute" Animals Can Have Negative Effects, Lesson 39 • Lesson Note-Catcher, Pencil • ELA_G3_W10_L44
Read	<p>You have been learning about different issues and ways to take action to help solve the issues.</p> <p>For this project you get to take a stand! You will create a Public Service Announcement about the importance of an issue that you pick and give evidence for your point of view.</p> <p>A speech about an important issue is sometimes called a Public Service Announcement, or PSA for short. A PSA is an announcement and also an advertisement. You need to sell your idea with information and a viewing experience that changes the way people feel.</p> <p>Choose the two articles you found most interesting or enjoyable. You will use one of these articles to create your PSA.</p> <p>Today, reread one of the articles you selected.</p>
Think	Think about the issue in the article you just reread and one action people can take to help solve the issue. This action can be one from the text or one that you have thought up. Think about why the issue is important and why people should take the action you picked out.

	Review the note-catchers from the week that you read the article you chose.
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> • What is the issue from the text? • Why is the issue important? • What is an action that people can take to help solve the issue? • Why should people take that action?
Write	Using the Lesson 44 note-catcher, answer the questions using the article you read today.
Closing	<ul style="list-style-type: none"> • Tell a family member, caregiver, or friend about your project [presentation, speech, etc.] and that you will be sharing your progress and asking for their feedback on your work this week. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.

Lesson 44 Note-Catcher

Directions: Answer the questions using the article you read today.

Article Title:		Lesson #:	
What is the issue?		Why is the issue important?	
What is an action to help solve the issue?		Why should people take the action you picked out?	

Lesson 45

Target	I can use a text to answer questions.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Self-selected Focus Texts 1 & 2 • Lesson Note-Catcher, Pencil • ELA_G3_W10_L45
Read	<p>Remember for your project you get to take a stand! You will create a Public Service Announcement about the importance of an issue that you pick and give evidence for your point of view.</p> <p>A speech about an important issue is sometimes called a Public Service Announcement, or PSA for short. A PSA is an announcement and also an advertisement. You need to sell your idea with information and a viewing experience that changes the way people feel.</p> <p>With a family member, caregiver, or friend, reread the second focus article you selected.</p>
Think	<p>Think about the issue in the article you just reread and one action people can take to help solve the issue. This action can be one from the text or one that you have thought up. Think about why the issue is important and why people should take the action you picked out.</p> <p>Review the note-catchers from the week that you read the article you chose.</p>
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> • What is the issue from the text? • Why is the issue important? • What is an action that people can take to help solve the issue? • Why should people take that action?
Write	Using the Lesson 45 note-catcher, answer the questions using the article you read today.
Closing	<ul style="list-style-type: none"> • Tell a family member, caregiver, or friend about the progress you have made toward completing your project. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.

Lesson 45 Note-Catcher

Directions: Answer the questions using the article you read today.

Article Title:		Lesson #:	
What is the issue?		Why is the issue important?	
What is an action to help solve the issue?		Why should people take the action you picked out?	

Lesson 46

Target	I can identify the key points of an issue and an action.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Self-selected Focus Texts 1 or 2 • Lesson Note-Catcher, Pencil • ELA_G3_W10_L46
Read	<p>Remember for your project you get to take a stand! You will create a Public Service Announcement about the importance of an issue that you pick and give evidence for your point of view.</p> <p>A speech about an important issue is sometimes called a Public Service Announcement, or PSA for short. A PSA is an announcement and also an advertisement. You need to sell your idea with information and a viewing experience that changes the way people feel.</p> <p>You need to pick one of the articles you read this week to focus on for your PSA.</p> <p>With a family member, caregiver, or friend, reread the article you've chosen to focus on.</p>
Think	<p>Now that you've determined which article and issue to focus on for your PSA, think about the audience. Will it be children, young adults, or adults? Think about who should take the action you picked out to help solve the issue.</p> <p>For your PSA you don't want to tell your audience absolutely everything you learned, just the most important points so they understand the issue and a way to take action. Remember, these most important points are called key points.</p> <p>Review your note-catcher from either Lesson 44 or 45.</p>
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> • Who is the audience of your PSA? • What is the issue? • What are the key points about the issue? • What is a way to take action? • What are the key points to the way to take action?

Write	Using the Lesson 46 Note-Catcher, determine your audience and draft your key points for the issue and action for your PSA.
Closing	<ul style="list-style-type: none"> • Share your work with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.

Lesson 46 Note-Catcher

Directions: determine your audience and draft your key points for the issue and action for your PSA.

Issue:	
Target Audience (circle): Children Young Adults Adults	
Key Points—Issue 1. 2. 3.	Key Points—Action 1. 2. 3.

Lesson 47

Target	I can draft a script for my PSA.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Self-selected Focus Texts 1 or 2 • Lesson Note-Catcher, Pencil • ELA_G3_W10_L47
Read	<p>Remember, for your project you get to take a stand! You will create a Public Service Announcement about the importance of an issue that you pick and give evidence for your point of view.</p> <p>A speech about an important issue is sometimes called a Public Service Announcement, or PSA for short. A PSA is an announcement and also an advertisement. You need to sell your idea with information and a viewing experience that changes the way people feel.</p> <p>With a family member, caregiver, or friend, reread the article you've chosen to focus on.</p>
Think	<p>Today you will be writing a script for your PSA. The script is a written version of what you want to say. A good structure for your PSA script is:</p> <ol style="list-style-type: none"> 1. An introduction to the issue (what it is and why it is important) 2. An action for your audience to follow 3. A conclusion (give your audience an additional reason to take action) <p>Review your note-catcher from Lesson 46 and think about what you would to include in each of the three sections above. Keep these things in mind:</p> <ul style="list-style-type: none"> • Your PSA should share evidence from your reading and arguments that will surprise people and make them consider the issue that you are addressing. • Think about what key ideas will be memorable for people: what will stick with them after they hear your PSA.
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> • What is the issue and why is it important? • What is an action for your audience to follow • What is an additional reason to take action you can include in your conclusion?

Write	Using the Lesson 47 Note-Catcher, draft a script for your PSA. Once complete, share it with a family member, caregiver, or friend for feedback and then revise your script.
Closing	<ul style="list-style-type: none"> • Practice reading your PSA script with a family member, caregiver, or friend one more time. Remember to speak clearly and fluently! • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.

Lesson 47 Note-Catcher

Directions: Draft a script for your PSA. Once complete, share it with a family member, caregiver, or friend for feedback and then revise your script.

Introduction to the issue (what it is and why it is important):

Action for your audience to follow:

Conclusion (give your audience an additional reason to take action):

Lesson 48

Target	I can present a PSA about an issue I have chosen.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Self-selected Focus Texts 1 or 2 • Lesson Note-Catcher, Pencil • ELA_G3_W10_L48
Read	<p>Remember for your project you get to take a stand! You are creating a Public Service Announcement about the importance of an issue that you have chosen and are giving evidence for your point of view.</p> <p>With a family member, caregiver, or friend, reread the article you've chosen to focus on.</p>
Think	People often include a visual (picture or drawing) to accompany their PSA's. Think about an idea for a visual that will help your audience better understand your issue and action
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> • What is a visual that will help your audience understand your issue and action? • Why will that be helpful in proving your point of view?
Write	Using the Lesson 48 Note-Catcher, create a visual to go with your PSA. Practice your PSA one last time before presenting it to a family member, friend, or caregiver. Remember to speak clearly and fluently!
Closing	<ul style="list-style-type: none"> • Find a family member, friend, or caregiver. Tell them you would like to present what you have learned about over the past several weeks. • Present your work and be proud of what you have accomplished! • If you have a cell phone, ask a family member, caregiver, or friend to record you giving your speech so others in the community can hear your message. You have the power to convince people to make choices that will help keep their family and friends, the community and environment healthy and safe! Post your speech online with the hashtags #DPSCDProud and #ProjectsAtHome

Lesson 48 Note-Catcher

Directions: Create a visual to go with your PSA. Practice your PSA one last time before presenting it to a family member, friend, or caregiver. Remember to speak clearly and fluently!