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# Common Core State Standards Correlations

Each lesson meets one or more of the following Common Core State Standards © Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved. For more information about the Common Core State Standards, go to <http://www.corestandards.org/> or <http://www.teachercreated.com/standards>.

Reading: Literature Standards	Pages
<b>Key Ideas and Details</b>	
<b>ELA.RL.3.1:</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	13–16, 19–22, 25–28, 31–34, 39–42, 45–48, 51–54, 55–56, 57–60, 71–74, 75–76, 81–82, 83–86, 91–94, 95–96, 101–102, 103–106, 107–108, 109–112
<b>ELA.RL.3.2:</b> Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	13–16, 25–28, 31–34, 39–42, 51–54, 55–56, 57–60, 71–74, 81–82, 83–86, 91–94, 95–96, 101–102, 103–106, 107–108, 109–112
<b>ELA.RL.3.3:</b> Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	13–16, 19–22, 31–34, 39–42, 51–54, 55–56, 57–60, 81–82, 83–86, 91–94, 95–96, 107–108, 109–112
<b>Craft and Structure</b>	
<b>ELA.RL.3.4:</b> Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	13–16, 31–34, 39–42, 45–48, 55–56, 75–76, 91–94, 109–112
<b>ELA.RL.3.5:</b> Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	19–22, 57–60, 71–74, 75–76, 81–82, 83–86, 91–94, 103–106, 107–108, 109–112
<b>ELA.RL.3.6:</b> Distinguish their own point of view from that of the narrator or those of the characters.	103–106, 107–108, 109–112
<b>Integration of Knowledge and Ideas</b>	
<b>ELA.RL.3.7:</b> Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	19–22, 57–60, 81–82
<b>Range of Reading and Level of Text Complexity</b>	
<b>ELA.RL.3.10:</b> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of grades 2–3 text complexity band independently and proficiently.	All fiction passages allow students to read and comprehend a variety of literature in a grades 2–3 text complexity band.

# Common Core State Standards Correlations (cont.)

Reading: Informational Text Standards	Pages
<b>Key Ideas and Details</b>	
<b>ELA.RI.3.1:</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	17–18, 23–24, 29–30, 43–44, 49–50, 65–68, 69–70, 77–80, 97–100
<b>ELA.RI.3.2:</b> Determine the main idea of a text; recount the key details and explain how they support the main idea.	29–30, 49–50, 65–68, 69–70, 77–80
<b>ELA.RI.3.3:</b> Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	23–24, 43–44, 69–70
<b>Craft and Structure</b>	
<b>ELA.RI.3.4:</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	17–18, 23–24, 29–30, 43–44, 49–50, 65–68, 69–70, 77–80, 97–100
<b>ELA.RI.3.5:</b> Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	17–18, 23–24, 65–68, 77–80, 97–100
<b>Integration of Knowledge and Ideas</b>	
<b>ELA.RI.3.7:</b> Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	17–18, 43–44
<b>ELA.RI.3.8:</b> Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	23–24, 43–44, 49–50, 65–68, 69–70, 77–80 97–100
<b>Range of Reading and Level of Text Complexity</b>	
<b>ELA.RI.3.10:</b> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.	All passages allow students the opportunity to read and comprehend informational texts in the grades 2–3 text complexity band.

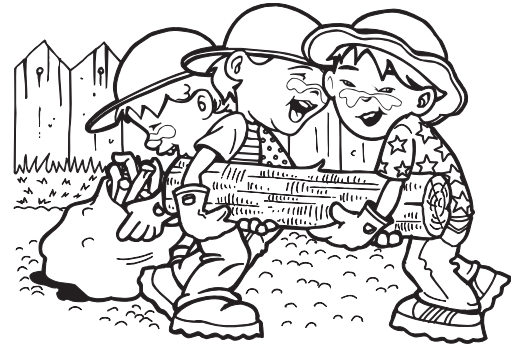
Name \_\_\_\_\_

To fully understand what you read, you must be able to determine the order in which events happen. This is called *sequencing*.

**Activity:** Read the story below and complete pages 40–42.

## A Clean Weekend

1. Last weekend, my family cleaned up our yard. Our city trash service was going to pick up all the trash the following week.
2. My two brothers and I had to help Mom and Dad. Before we started to clean up, we filled some large drinking bottles with cold water and placed them on the patio in the shade. Then, we put on sunscreen, hats, and thick garden gloves.
3. We wanted to get our clean-up out of the way, so we started right after breakfast.
4. First, Dad used his tree trimmer to cut away branches hanging over the driveway and path.
5. Then, he passed the branches to Mom, who used her shears to cut them into smaller pieces.
6. After that, we shoved the small pieces into large, strong garbage bags until they were full. We carried the branches that were too long or thick to fit in the bags out to the sidewalk to make a pile. Finally, we placed the bags on top of the pile.
7. Mark, David, and I stopped and went back inside before lunch because we were getting tired, but Mom and Dad kept cleaning up until lunchtime.
8. After Mom and Dad swept up and put away the tools, they got cleaned up, and took us to get hamburgers, fries, and milkshakes for lunch. They said we deserved it because we had been a really big help!



Name \_\_\_\_\_

Follow the steps below to learn how to determine the sequence of events.

- The order in which things happen is very important.
- Make sure you understand which events you need to sequence.
- Find the events in the text and underline them.
- You will need to determine how these events are related. There may be some time-marker words, such as *then*, *before*, or *next*, in the text to help you.
- Always check all possible answers before making a decision.

**Step 1:** Read the question.

What events had to happen ***before*** the family could ***start*** their clean-up?

- (a) The family took showers and had breakfast.
- (b) The family filled up and carried bags of trash to the sidewalk.
- (c) The boys went inside to rest before lunch.
- (d) The family got drinking bottles filled with cold water, put on sunscreen, hats, and garden gloves.

**Step 2:** The important words in the question are ***before*** and ***start***. Underline them. They tell you that you are looking for events that happened before the clean-up started. This information will be near the word ***before***.

**Step 3:** Choose the best answer by thinking about each choice carefully.

- (a) The family may have taken showers and had breakfast before starting the clean-up, but the text does not tell us this. This is not a good answer because it is not in the text.
- (b) The family did fill up bags and carry them to the sidewalk, but this was during the clean-up—not before! This is not a good answer.
- (c) The boys did go inside, but not before they started the clean-up. These events happened after the clean-up was finished. This is not a good answer.
- (d) The second sentence in paragraph 2 begins with “Before we started to clean up, . . .” The events following those words are the ones needed to answer the question. Getting bottles of cold water, putting on sunscreen, hats, and garden gloves is the best answer.

Name \_\_\_\_\_

Use the strategies you learned to practice sequencing. Use the clues in the "Think!" boxes to help you.

1. What was the **first** thing that Dad had to do?
  - (a) Dad had to cut away the big branches.
  - (b) Dad had to carry bags out to the sidewalk.
  - (c) Dad had to buy lunch.
  - (d) Dad had to take a shower.

### Think!

You will need to find and underline all of the answers in the text to determine which one happened **first**.

2. What was the first event to happen **after** Dad cut away the branches?
  - (a) Mom cut them into smaller pieces.
  - (b) The boys put on sunscreen.
  - (c) Mom swept up.
  - (d) The family had lunch.

### Think!

Find the sentence in the text that tells about Dad cutting away the big branches, then see which event comes right **after**.

3. What did the boys do **after** Mom cut the bigger branches into smaller pieces?
  - (a) The boys got tired and went inside.
  - (b) The boys cleaned up until lunchtime.
  - (c) The boys put the smaller pieces into garbage bags.
  - (d) The boys put the bags out on the sidewalk.

### Think!

Find the sentence where Mom is cutting up the bigger branches. Then, read the next event that happened.

4. What happened right **after** the boys got tired and went inside?

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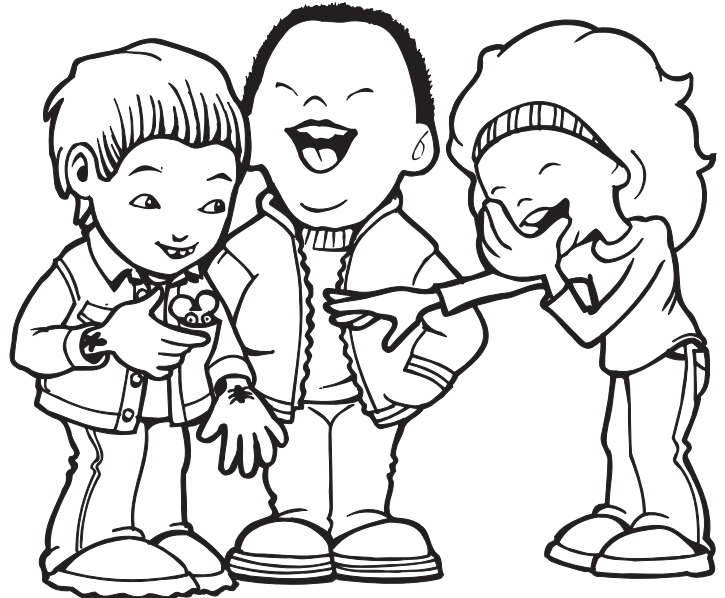


Name \_\_\_\_\_

**Activity:** Read the book review below, and use pages 58–60 to show how well you can sequence, find similarities and differences, and predict.

## A Big Birthday Bash

1. This picture book is a new one written by Karl Green.
2. The funny, rhyming storybook tells about a girl named Bree who is having a party to celebrate her seventh birthday.
3. Bree has invited some school friends, including two unusual characters named Tatts and Butch. Mom has bought or cooked all the food. The decorations are up, and Mom has set up games for them to play. Soon, the party guests start to arrive. Finally, Tatts and Butch arrive. Unfortunately, Tatts has brought his pet mouse, Twitch, in his pocket, and Butch has hidden a jar of sneezing powder inside his jacket.
4. The madness that follows after Tatts and Butch cause trouble by playing tricks makes this a very funny book.
5. Karl Green has written two other books, *A School Day Scare* and *A Holiday Howl*. *A School Day Scare* is scary, and *A Holiday Howl* is sad. This book is different because it is written in rhyme, but like his other books, it is still very funny.
6. This book is illustrated by Tess Willis. Her cartoon-like pictures make it colorful and funny. It is the first time she has drawn pictures for a book written by Karl Green.
7. This is a very funny story that all children will enjoy reading.



Name \_\_\_\_\_

**Remember:**

- Make sure you know which events you need to sequence.
- Find the events in the text and underline them.
- Determine how they are related. Look for time-marker words, such as *then*, *before*, *next*, etc.
- Check all possible answers before making a decision.

1. What happened first in the story *A Big Birthday Bash*?

- (a) Bree invited friends to her party.
- (b) Bree went to bed.
- (c) Tatts and Butch caused trouble.
- (d) Mom ate birthday cake.

2. What happened after Tatts and Butch played their tricks?

- (a) The party guests arrived.
- (b) Madness followed.
- (c) Bree turned five years old.
- (d) Mom put up decorations.

3. Write numbers next to the events to show the correct order.

- (a) Mom put up the decorations.
- (b) Mom cooked the food.
- (c) Bree invited school friends to the party.
- (d) Mom got the games set up.
- (e) Tatts and Butch arrived.
- (f) The party guests started to arrive.