Printer Warning:
This packet is lengthy. Determine whether you want to print both sections, or only print Section 1 or 2.

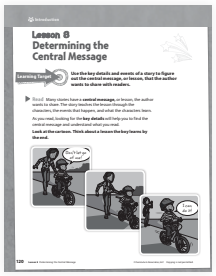
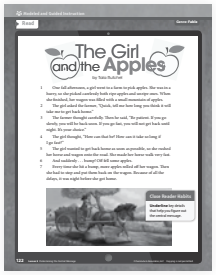
Grade 3 Reading

Student Activity Packet 1

Flip to see the Grade 3 Reading activities included in this packet!

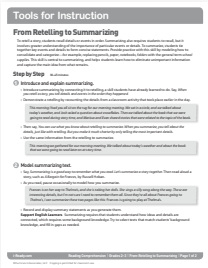
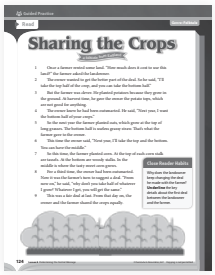
© 2020 Curriculum Associates, LLC. All rights reserved.

Grade 3 Reading Activities in Section 1

Lesson	Resource	Instructions	Page(s)
1	Grade 3 Ready Reading Lesson 8 Determining the Central Message Part 1 	• Read the Introduction. • Complete the Think chart. • Complete the Talk activity.	**10–11**
2	Grade 3 Ready Reading Lesson 8 Part 2 	• Read "The Girl and the Apples." • Complete the Think chart and the Talk activity. • Complete the Write activity.	**12–14**

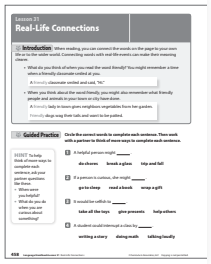
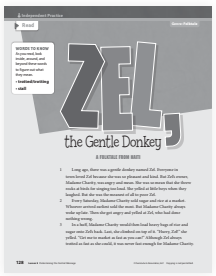
© 2020 Curriculum Associates, LLC. All rights reserved.

Grade 3 Reading Activities in Section 1 (Cont.)

Lesson	Resource	Instructions	Page(s)
3	Tools for Instruction From Retelling to Summarizing 	• **Parent/Guardian**: Read the instructions and guide the student through the exercise. When the activity requires a text, choose the text the student read in the previous lesson.	**15–16**
4	Grade 3 Ready Reading Lesson 8 Part 3 	• Read "Sharing the Crops." • Complete the Think and Talk activities. • Complete the Write activity.	**17–19**

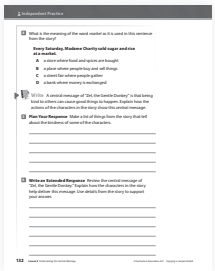
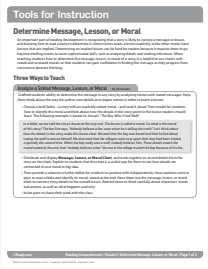
© 2020 Curriculum Associates, LLC. All rights reserved.

Grade 3 Reading Activities in Section 1 (Cont.)

Lesson	Resource	Instructions	Page(s)
5	Grade 3 Ready Language Handbook Lesson 31 Real–Life Connections 	• Read the Introduction. • Complete the Guided Practice. • Complete the Independent Practice.	**20–21**
6	Grade 3 Ready Reading Lesson 8 Part 4 	• Read "Zel, the Gentle Donkey." • Complete the Think activity.	**22–26**

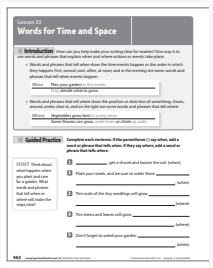
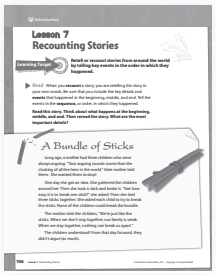
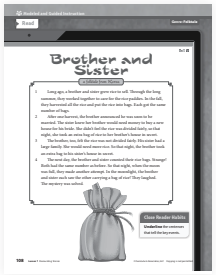
© 2020 Curriculum Associates, LLC. All rights reserved.

Grade 3 Reading Activities in Section 1 (Cont.)

Lesson	Resource	Instructions	Page(s)
7	Grade 3 Ready Reading Lesson 8 Part 5 	• Reread "Zel, the Gentle Donkey." • Complete the Write activities.	**26–27**
8	Tools for Instruction Determine Lesson, Message, or Moral 	• **Parent/Guardian**: Read the instructions and guide the student through the activity. Use this with a text the student read in a previous lesson.	**28–30**

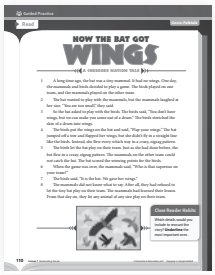
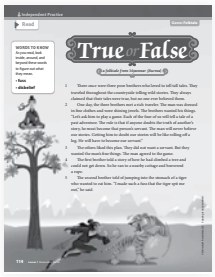
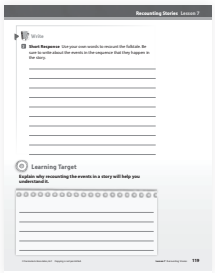
© 2020 Curriculum Associates, LLC. All rights reserved.

Grade 3 Reading Activities in Section 2

Lesson	Resource	Instructions	Page(s)
1	Grade 3 Ready Language Handbook Lesson 33 	• Read the Introduction. • Complete Guided Practice and Independent Practice.	**31–32**
2	Grade 3 Ready Reading Lesson 7 Part 1 	• Read the Introduction. • Complete the Think and Talk activities.	**33–34**
3	Grade 3 Ready Reading Lesson 7 Part 2 	• Read "Brother and Sister." • Complete Think, Talk, and Write activities.	**35–37**

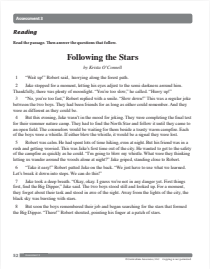
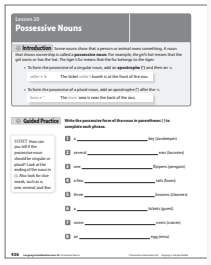
© 2020 Curriculum Associates, LLC. All rights reserved.

Grade 3 Reading Activities in Section 2 (Cont.)

Lesson	Resource	Instructions	Page(s)
4	Grade 3 Ready Reading Lesson 7 Part 3 	• Read "How the Bat Got Wings." • Complete Think, Talk, and Write activities.	**38–40**
5	Grade 3 Ready Reading Lesson 7 Part 4 	• Read "True and False." • Complete the Think activity.	**41–45**
6	Grade 3 Ready Reading Lesson 7 Part 5 	• Reread the passage "True and False." • Complete the Write activity.	**46**

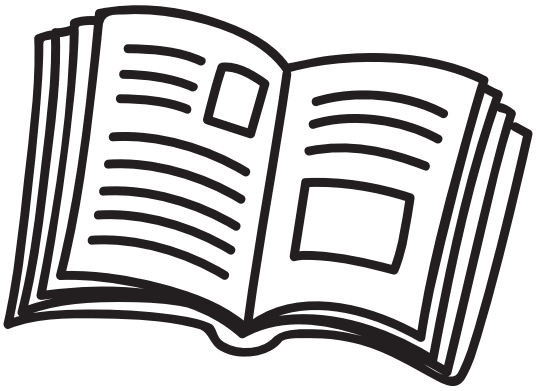
© 2020 Curriculum Associates, LLC. All rights reserved.

Grade 3 Reading Activities in Section 2 (Cont.)

Lesson	Resource	Instructions	Page(s)
7	Practice Assessment 	• Read “Following the Stars.” • Answer items 1–5.	**47–51**
8	Grade 3 Ready Language Handbook Lesson 20 Possessive Nouns 	• Read the Introduction. • Complete Guided Practice and Independent Practice.	**52–53**
9	Practice Assessment 	• Read “Baby Bird.” • Complete items 23–26.	**54–56**

© 2020 Curriculum Associates, LLC. All rights reserved.

Independent Reading!



See pages 57 and 58 of this packet.

Use the questions/ prompts on the Discourse Card resource to start a conversation about something the student has read. You may talk about a text the student read in one of the lessons above, or anything else the student is reading.

Encourage daily reading. And remember, reading isn't just about the books on the shelves—it's about anything around you with letters! Turn on the closed captioning feature on your TV or read catalogs that come in the mail. The backs of cereal boxes work, too, as do directions to board games!

Running out of stuff to read? **Grab some sticky notes, and label household objects, or make up new, silly names for things!** Communicating with sticky notes, instead of talking, is fun, too—start with a half hour and see if you can go all afternoon. Reading is everywhere!

Don't worry about right/wrong answers when you talk about text—the important thing is that you and your student share a reading experience and have fun!

Here are some websites that offer fun, free, high–quality material for kids:

www.starfall.com

www.storyplace.org

www.uniteforliteracy.com

www.storynory.com

www.freekidsbooks.org

en.childrenslibrary.org

© 2020 Curriculum Associates, LLC. All rights reserved.

Lesson 8
Determining the Central Message

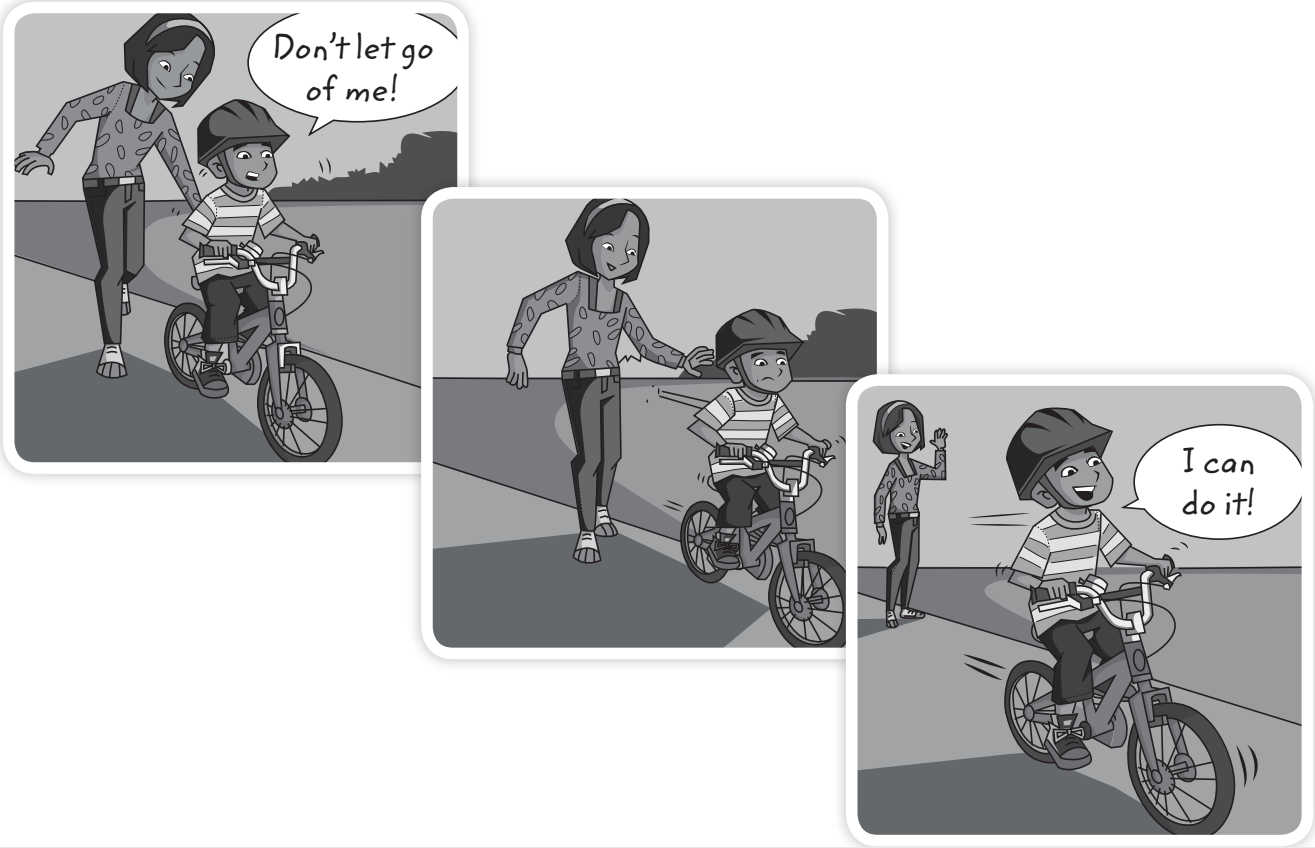
Learning Target

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

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

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

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



© 2020 Curriculum Associates, LLC. All rights reserved.

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

Key Detail	Key Detail	Key Detail

What Is the Central Message?

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

Academic Talk

Use these phrases to talk about the text.

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

© 2020 Curriculum Associates, LLC. All rights reserved.

Genre: Fable

The Girl and the Apples

by Tala Rutchel

1 One fall afternoon, a girl went to a farm to pick apples. She was in a hurry, so she picked carelessly both ripe apples and unripe ones. When she finished, her wagon was filled with a small mountain of apples.

2 The girl asked the farmer, "Quick, tell me how long you think it will take me to get back home."

3 The farmer thought carefully. Then he said, "Be patient. If you go slowly, you will be back soon. If you go fast, you will not get back until night. It's your choice."

4 The girl thought, "How can that be? How can it take so long if I go fast?"

5 The girl wanted to get back home as soon as possible, so she rushed her horse and wagon onto the road. She made her horse walk very fast.

6 And suddenly . . . bump! Off fell some apples.

7 Every time she hit a bump, more apples rolled off her wagon. Then she had to stop and put them back on the wagon. Because of all the delays, it was night before she got home.

Close Reader Habits

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

© 2020 Curriculum Associates, LLC. All rights reserved.

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

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

Think

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

Key Details (the Girl)	Key Details (the Farmer)

What Is the Central Message?

Talk

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

Write

3 **Short Response** What is another lesson the girl might learn from what happened? Use the space provided on page 14 to write your answer.

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

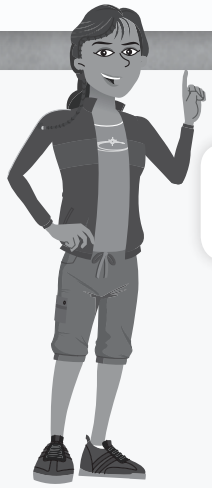
© 2020 Curriculum Associates, LLC. All rights reserved.

Write **Use the space below to write your answer to the question on page 13.**

The Girl and the Apples

3 **Short Response** What is another lesson the girl might learn from what happened?

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



Don't forget to check your writing.

© 2020 Curriculum Associates, LLC. All rights reserved.

Tools for Instruction

From Retelling to Summarizing

To retell a story, students recall details or events in order. Summarizing also requires students to recall, but it involves greater understanding of the importance of particular events or details. To summarize, students tie together key events and details to form concise statements. Provide practice with this skill by modeling how to consolidate and categorize—for example, replacing *pencils, paper, notebooks, folders* with the general term *school supplies*. This skill is central to summarizing, and helps students learn how to eliminate unimportant information and capture the main idea from what remains.

Step by Step 30–45 minutes

1 Introduce and explain summarizing.

- Introduce summarizing by connecting it to retelling, a skill students have already learned to do. Say, *When you retell a story, you tell details and events in the order they happened.*
- Demonstrate a retelling by recounting the details from a classroom activity that took place earlier in the day.

> *This morning I had you all sit on the rug for our morning meeting. We sat in a circle, and we talked about today's weather, and Josh asked a question about snowflakes. Then we talked about the book that we were going to read during story time, and Marissa and Evan shared stories that were related to the topic of the book.*

- Then say, *You can use what you know about retelling to summarize. When you summarize, you tell about the details, just like with retelling. But you make it much shorter by only telling the most important details.*
- Use the same information from the retelling to summarize.

> *This morning we gathered for our morning meeting. We talked about today's weather and about the book that we were going to read later on at story time.*

2 Model summarizing text.

- Say, *Summarizing is a good way to remember what you read. Let's summarize a story together.* Then read aloud a story, such as *A Bargain for Frances,* by Russell Hoban.
- As you read, pause occasionally to model how you summarize.

> *Frances is on her way to Thelma's, and she is taking her dolls. She sings a silly song along the way. These are interesting details, but I'm not sure I need to remember them all. Since they're all about Frances going to Thelma's, I can summarize these two pages like this:* Frances is going to play at Thelma's.

- Record and display summary statements as you generate them.

Support English Learners Summarizing requires that students understand how ideas and details are connected, which requires some background knowledge. Try to select texts that match students' background knowledge, and fill in gaps as needed.

© 2020 Curriculum Associates, LLC. All rights reserved.

3 Provide guided practice with summarizing text.

- Continue reading, and pause to engage students in summarizing with you. Focus attention on specific summarizing skills, such as combining related information.

> *Thelma offers to sell Frances her cups and saucers, sugar bowl, cream pitcher, and teapot. This is a long list to remember! When readers summarize, they think about how lists like this are related. Think about how these things Thelma is selling are alike. What is a name we can give them?* (tea set) *So how can we summarize this page?* (Thelma offers to sell Frances her tea set.)

- Continue to record summary statements.
- When you have finished reading, read the summary statements in order for a summary of the entire story.

4 Provide repeated practice with summarizing text.

- Use additional read alouds to provide frequent practice with summarizing.
- Provide these question prompts to help students transfer summarizing to independent reading.

> - What are the most important things about _____?
> - What's interesting about _____ but not so important?
> - Can you think of one word to describe _____, _____, and _____?
> - What is a shorter way to tell what happened when _____?

Connect to Writing Have students divide a sheet of paper into as many boxes as chapters in the book, or into three sections for beginning, middle, and end. As they read independently or listen to read alouds, have students draw and/or write the most important ideas, one per box.

Check for Understanding

If you observe...	Then try...
difficulty distinguishing important ideas and details	using stories from the day to provide practice. Revisit a recent class activity. Provide two details, and have students think about which is more important. As the student demonstrates understanding, transfer the process to practicing with a story or poem.
difficulty determining how ideas or events in a story can be condensed	using relatable examples. You might say, *What's another way to tell what's happening when students tidy up their desks, put on their jackets, and line up by the door?* (It's time to go home.) Relate this to combining events in a story.

© 2020 Curriculum Associates, LLC. All rights reserved.

Genre: Folktale

Sharing the Crops

a folktale from England

1 Once a farmer rented some land. "How much does it cost to use this land?" the farmer asked the landowner.

2 The owner wanted to get the better part of the deal. So he said, "I'll take the top half of the crop, and you can take the bottom half."

3 But the farmer was clever. He planted potatoes because they grow in the ground. At harvest time, he gave the owner the potato tops, which are not good for anything.

4 The owner knew he had been outsmarted. He said, "Next year, I want the bottom half of your crops."

5 So the next year the farmer planted oats, which grow at the top of long grasses. The bottom half is useless grassy straw. That's what the farmer gave to the owner.

6 This time the owner said, "Next year, I'll take the top and the bottom. You can have the middle."

7 So this time, the farmer planted corn. At the top of each corn stalk are tassels. At the bottom are woody stalks. In the middle is where the tasty sweet corn grows.

8 For a third time, the owner had been outsmarted. Now it was the farmer's turn to suggest a deal. "From now on," he said, "why don't you take half of whatever I grow? Whatever I get, you will get the same."

9 This was a fair deal at last. From that day on, the owner and the farmer shared the crops equally.

Close Reader Habits

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

© 2020 Curriculum Associates, LLC. All rights reserved.

Think

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

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

Part A
What is the central message of "Sharing the Crops"?

A It is wrong to try to cheat others.

B Never make a deal with a clever farmer.

C The best part of a crop is usually at the top.

D If a plan doesn't succeed, keep trying.

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

A "Once a farmer rented some land."

B "The owner wanted to get the better part of the deal."

C "This was a fair deal at last."

D "So this time, the farmer planted corn."

Talk

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

Write

3 **Short Response** Explain which character in "Sharing the Crops" learns a lesson. Use one detail from the folktale to support your response. Use the space provided on page 19 to write your answer.

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

© 2020 Curriculum Associates, LLC. All rights reserved.

Write **Use the space below to write your answer to the question on page 18.**

Sharing the Crops

3 **Short Response** Explain which character in "Sharing the Crops" learns a lesson. Use one detail from the folktale to support your response.

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

Check Your Writing

- ☐ Did you read the prompt carefully?
- ☐ Did you put the prompt in your own words?
- ☐ Did you use the best evidence from the text to support your ideas?
- ☐ Are your ideas clearly organized?
- ☐ Did you write in clear and complete sentences?
- ☐ Did you check your spelling and punctuation?

© 2020 Curriculum Associates, LLC. All rights reserved.

Lesson 31

Real-Life Connections

Introduction

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

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

  A friendly classmate smiled and said, "Hi."

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

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

  Friendly dogs wag their tails and want to be patted.

Guided Practice

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

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

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

1 A helpful person might _____ .

do chores **break a glass** **trip and fall**

2 If a person is curious, she might _____ .

go to sleep **read a book** **wrap a gift**

3 It would be selfish to _____ .

take all the toys **give presents** **help others**

4 A student could interrupt a class by _____ .

writing a story **doing math** **talking loudly**

© 2020 Curriculum Associates, LLC. All rights reserved.

Independent Practice

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

1 How might a **patient** person act?

A tell a friend to hurry up

B run to be first in line

C refuse to wait for someone

D teach a baby something new

2 What might a **stubborn** person say?

A "I like this new food after all."

B "I won't eat that even if it's good for me."

C "I agree with you about that."

D "I'll stay home because you need my help."

3 What might a **generous** person do?

A help a friend with homework

B eat candy without sharing

C disobey his parents

D scare a friend's dog

4 How might someone cause **confusion**?

A by solving a problem

B by telling the truth

C by giving poor directions

D by speaking clearly

5 What is a **rude** thing to do?

A invite a friend to a party

B talk while others are talking

C offer to wash the dishes

D help a neighbor plant a garden

© 2020 Curriculum Associates, LLC. All rights reserved.

Read

Genre: Folktale

WORDS TO KNOW
As you read, look inside, around, and beyond these words to figure out what they mean.

- **trotted/trotting**
- **stall**

Zel, the Gentle Donkey

A FOLKTALE FROM HAITI

1 Long ago, there was a gentle donkey named Zel. Everyone in town loved Zel because she was so pleasant and kind. But Zel's owner, Madame Charity, was angry and mean. She was so mean that she threw rocks at birds for singing too loud. She yelled at little boys when they laughed. But she was the meanest of all to poor Zel.

2 Every Saturday, Madame Charity sold sugar and rice at a market. Whoever arrived earliest sold the most. But Madame Charity always woke up late. Then she got angry and yelled at Zel, who had done nothing wrong.

3 In a huff, Madame Charity would then load heavy bags of rice and sugar onto Zel's back. Last, she climbed on top of it. "Hurry, Zel!" she yelled. "Get me to market as fast as you can!" Although Zel always trotted as fast as she could, it was never fast enough for Madame Charity.

© 2020 Curriculum Associates, LLC. All rights reserved.

4 One day, Zel's friend Touloulou the crab visited. "Did you have a good day at the market?" asked Touloulou.

5 "Madame Charity was mad at me all day. I work as hard as I can, but she is always mean to me."

6 "Madame Charity is always late. She won't blame herself, so she blames you," said Touloulou.

7 "Yes," said Zel. "And because everyone is afraid of her angry tongue, she never sells much at the market."

8 "I will help you," said Touloulou.

9 The next Saturday, Madame Charity woke up at 9 a.m. "Oh, no! I'm late again!" she yelled. As she tossed her heavy bags onto Zel's back, Touloulou the crab grabbed onto the hem of her long skirt. Madame Charity climbed on Zel's back. Touloulou held tightly to her skirt.

© 2020 Curriculum Associates, LLC. All rights reserved.

10 Zel started trotting. Madame Charity remembered how late she was. She opened her mouth to speak angrily, but Touloulou pinched her ankle.

11 "Ouch!" Madame Charity rubbed her ankle. She forgot how late she was. But soon she remembered. "Faster, Zel! Faster!" she yelled.

12 Again Touloulou pinched Madame Charity's ankle.

13 "Ouch!" shouted Madame Charity.

14 When they got to the market, Madame Charity saw that someone had taken the stall she liked to use. In a fit of rage, Madame Charity opened her mouth to yell. For the third time, Touloulou pinched her ankle. Madame Charity screamed.

15 "What's wrong?" people asked.

16 "Hurrying to get to market, I must have hurt my ankle. It's very painful. Ouch! Ouch! Ouch!"

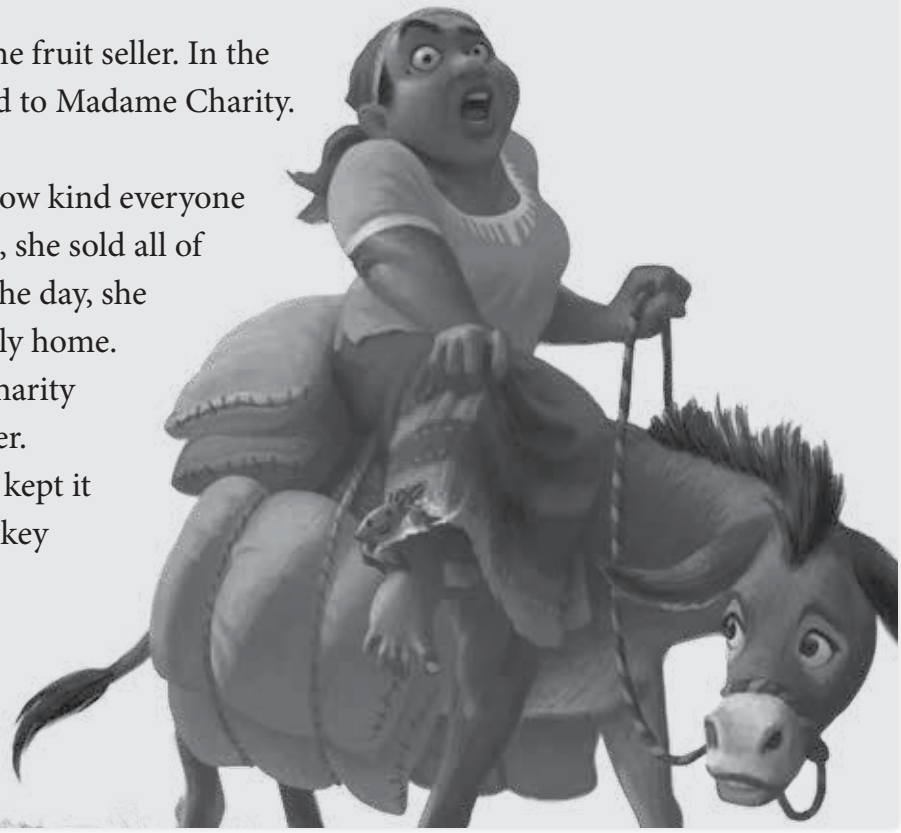
17 The fish seller said, "Madame Charity, you should get up earlier. Then you will not have to rush. Next week, I will wake you at 6 a.m."

18 "Thank you," said Madame Charity. She was surprised at the man's kindness.

19 "Let me fix your ankle," said the fruit seller. In the past, the fruit seller had not talked to Madame Charity. Today he felt sorry for her.

20 When Madame Charity saw how kind everyone was, she smiled. For the first time, she sold all of her rice and sugar. At the end of the day, she saddled Zel gently and rode quietly home.

21 From that day on, Madame Charity tried not to raise her voice in anger. Sometimes she got angry, but she kept it to herself. And Zel the gentle donkey was happy at last.



© 2020 Curriculum Associates, LLC. All rights reserved.

Think Use what you learned from reading the selection to respond to these questions.

1 Which detail in the first part of the story explains why Madame Charity is cruel to Zel?

A Zel does not walk to the market as fast as she is able to.

B Madame Charity is always angry and mean.

C Madame Charity does not have enough sugar and rice to sell.

D Everyone in town loves Zel because she is pleasant and kind.

2 Describe how Touloulou helps Zel.

_____

_____

_____

_____

3 This question has two parts. First, answer Part A. Then answer Part B.

Part A
What is the central message of this story?

A Honesty is the best policy.

B Kindness gets better results than anger.

C Things are not always as they appear.

D Beware of strangers.

Part B
Which sentence from the story is **most** important to the central message of the story?

A "'Madame Charity, you should get up earlier.'"

B "Then she got angry and yelled at Zel. . . ."

C "From that day on, Madame Charity tried not to raise her voice in anger."

D "Today he felt sorry for her."

© 2020 Curriculum Associates, LLC. All rights reserved.

4 What is the meaning of the word *market* as it is used in this sentence from the story?

Every Saturday, Madame Charity sold sugar and rice at a market.

A a store where food and spices are bought

B a place where people buy and sell things

C a street fair where people gather

D a bank where money is exchanged

Write A central message of "Zel, the Gentle Donkey" is that being kind to others can cause good things to happen. Explain how the actions of the characters in the story show this central message.

5 **Plan Your Response** Make a list of things from the story that tell about the kindness of some of the characters.

6 **Write an Extended Response** Review the central message of "Zel, the Gentle Donkey." Explain how the characters in the story help deliver this message. Use details from the story to support your answer.

© 2020 Curriculum Associates, LLC. All rights reserved.

Learning Target

Explain why understanding the central message of a story will help you understand the text you read.

© 2020 Curriculum Associates, LLC. All rights reserved.

Tools for Instruction

Determine Message, Lesson, or Moral

An important part of reading development is recognizing that a story is likely to convey a message or lesson, and learning how to read closely to determine it. Some stories teach a lesson explicitly, while other stories have lessons that are implied. Determining an implied lesson can be hard for readers because it requires them to go beyond retelling events to more sophisticated skills, such as analyzing details and making inferences. When teaching students how to determine the message, lesson, or moral of a story, it is helpful to use stories with stated and unstated morals so that students can gain confidence in finding the message as they progress from concrete to abstract thinking.

Three Ways to Teach

Analyze a Stated Message, Lesson, or Moral 20–30 minutes

Scaffold students' ability to determine the message in any story by analyzing stories with stated messages. Help them think about the way the author uses details and shapes events in order to teach a lesson.

- Choose a brief fable—a story with an explicitly stated moral—and read it aloud. Then model for students how to identify the moral and think about how the details in the story point to the lesson readers should learn. The following example is based on Aesop's "The Boy Who Cried Wolf."

> *In a fable, we are told the story's lesson at the very end. The lesson is called a* moral. *So what is the moral of this story? The last line says, "Nobody believes a liar, even when he is telling the truth!" Let's think about how the details in the story make this lesson clear. We read that the boy was bored and that he lied about seeing the wolf to amuse himself. We also read that the villagers were very upset that they had been tricked, especially the second time. When the boy really sees a wolf, nobody believes him. These details match the moral stated at the end, that "nobody believes a liar." No one in the village trusted the boy because of his lies.*

- Distribute and display **Message, Lesson, or Moral Chart**, and work together to record details from the story on the chart. Explain to students that the chart is a useful way for them to see how details are connected to one moral or big idea.
- Then provide a selection of other fables for students to practice with independently. Have students work in pairs to read a fable and identify its moral, stated at the end. Have them use the message, lesson, or moral chart to connect story details to the overall lesson. Remind them to think carefully about characters' words and actions, as well as what happens and why.
- Invite pairs to share their work with the class.

© 2020 Curriculum Associates, LLC. All rights reserved.

Determine an Unstated Message, Lesson, or Moral 10–15 minutes

As students begin to read chapter books, teach them how to think about details and events in order to figure out the lesson the author wants readers to learn.

Choose a section from a current story, or reflect on an entire story that students have recently finished reading. Say, *The author uses the key events in the story to show readers what can happen as a result of certain choices. The author expects us, as readers, to think about what we can learn from these events.* Then model how to determine an unstated message by asking questions about what you read. The following example is based on *Charlotte's Web,* by E. B. White.

> *What decision did Charlotte make?* (to write a message in her web)
> *Why did she make it?* (to help save Wilbur from slaughter)
> *What happened because of that decision?* (Wilbur was chosen for the fair.)
> *What did everyone learn?* (Big or small, we can use what we have to help others.)

Point out that the answer to the last question is the author's message. Help students think about how this message applies to other stories they have read, and to their own lives.

Convey a Message, Lesson, or Moral 30–45 minutes

Connect to Writing Ask students to think of a lesson they would want to teach a younger sibling or friend. You might suggest lessons about telling the truth or being nice to one another. Tell them to write their lesson at the top of a piece of lined paper. Then have them each craft a brief story that effectively conveys their lesson. If students need additional support, you might organize them in pairs or small groups to brainstorm. Invite volunteers to share their stories with the class, and discuss the lessons in each story.

Check for Understanding

If you observe…	Then try…
difficulty identifying an unstated moral	first checking comprehension by asking them to retell or summarize the story in their own words. Then help them identify the moral using guiding questions such as these: *What was the main character's problem?* *How did that problem get solved?* *Did you think the character did the right or wrong thing?* *What did we learn from this example?*

© 2020 Curriculum Associates, LLC. All rights reserved.

Name_____

Message, Lesson, or Moral Chart

Details	Details	Details

Message, Lesson, or Moral

© 2020 Curriculum Associates, LLC. All rights reserved.