

Sample Pages from



Created *by* Teachers *for* Teachers and Students

Thanks for checking us out. Please call us at **800-858-7339** with questions or feedback or to order this product. You can also order this product online at **[www.tcmpub.com](http://www.tcmpub.com)**.

For correlations to state standards, please visit  
**[www.tcmpub.com/administrators/correlations](http://www.tcmpub.com/administrators/correlations)**

## Summer Scholars Language Arts Rising 3rd Grade

**This sample includes the following:**

### **Management Guide pages**

- Cover and Table of Contents (3 pages)
- How to Use This Resource pages (8 pages)
- Grade Level Details pages (7 pages)

### **Teacher's Guide Pages**

- Cover (1 page)
- Days 1–2 Overview (1 page)
- Day 1 Lesson (4 pages)
- Day 2 Lesson (4 pages)

### **Student Guided Practice Book Pages**

- Cover (1 page)
- Day 1 Student Pages (12 pages)
- Day 2 Student Pages (5 pages)

To Create a World <sup>in</sup> which  
Children Love to Learn!

800-858-7339 • [www.tcmpub.com](http://www.tcmpub.com)



# SUMMER Scholars

---

## Language Arts

# Management Guide



# Table of Contents

<b>Welcome Letter</b> .....	5
<b>Overview</b> .....	6
Components of Reading Intervention .....	6
Providing Access to Complex Text .....	6
The Importance of Reading Informational Text .....	6
The Importance of Reading Literature .....	7
Shared Reading of Complex Text .....	7
Shared Reading Menu .....	9
Comprehension Strategies for Complex Text .....	11
Phonics and Word Study .....	13
Goals of Phonics and Word Study .....	13
How the Practice Activities Work .....	13
Assessments .....	14
Differentiating Phonics Instruction .....	14
Structured Practice .....	14
Additional Word Study Activities .....	15
Fluency and Reader’s Theater .....	16
The Significance of Reading Fluency .....	16
The Connection Between Fluency and Reader’s Theater .....	17
Tips on Reader’s Theater .....	19
Language Learner Support .....	21
Multilingual Learning .....	21
The Importance of Oral Language and Discussion .....	21
Differentiating for All Learners .....	22
Accessing Complex Text .....	22
Creating a Language-Rich Environment .....	22
<b>Using Summer Scholars</b> .....	23
How to Use This Resource .....	23
What’s Included? .....	23
Reading Comprehension .....	24
Phonics and Word Study .....	26
Reader’s Theater .....	28
Classroom Library .....	30
Assessment .....	31
Digital Assessment in Summer Scholars .....	31
Technology .....	32
Digital Literacy Games .....	32
Using Technology for Accessibility .....	33
Navigating Digital Texts .....	33
Interactive Ebooks .....	34
Interactive Text Cards .....	35
Audio Recordings .....	35
Additional Digital Resources .....	35

# Table of Contents *(cont.)*

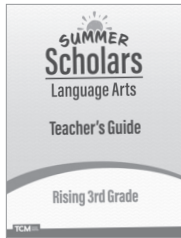
Planning Your Summer School Program .....	36
Pacing Plan Overview .....	36
Grade Level Details Overview .....	37
<b>Grade Level Details</b> .....	39
Rising 1st Grade .....	39
Scope and Sequence .....	40
Text Cards .....	43
Reader's Theater Scripts .....	44
Classroom Library .....	45
Rising 2nd Grade .....	47
Scope and Sequence .....	48
Text Cards .....	51
Reader's Theater Scripts .....	52
Classroom Library .....	53
Rising 3rd Grade .....	55
Scope and Sequence .....	56
Text Cards .....	59
Reader's Theater Scripts .....	60
Classroom Library .....	61
Rising 4th Grade .....	63
Scope and Sequence .....	64
Text Cards .....	67
Reader's Theater Scripts .....	68
Classroom Library .....	69
Rising 5th Grade .....	71
Scope and Sequence .....	72
Text Cards .....	75
Reader's Theater Scripts .....	76
Classroom Library .....	77
Rising 6th Grade .....	79
Scope and Sequence .....	80
Text Cards .....	83
Reader's Theater Scripts .....	84
Classroom Library .....	85
<b>References Cited</b> .....	87
<b>Accessing Digital Assessments</b> .....	90
<b>Accessing Writing Rubrics</b> .....	91
<b>Digital Resources</b> .....	92
Contents of the Digital Resources .....	93

# How to Use This Resource

The *Summer Scholars: Language Arts* curriculum has been designed to meet the needs of summer learning programs. Reading comprehension lessons, phonics and word study activities, and fluency practice are presented in a flexible format to make learning (and teaching) fun for everyone.

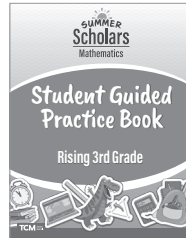
## What's Included?

### Teacher's Guide



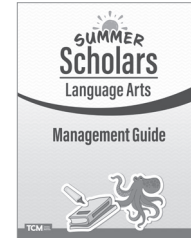
The daily lessons grounded in the Science of Reading enhance instruction with research-based instructional practices.

### Student Guided Practice Book



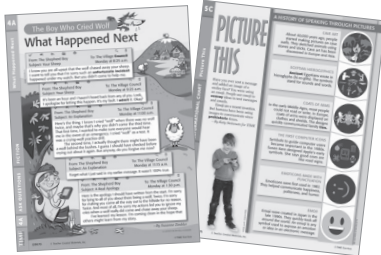
This book encourages growth in students' reading, writing, speaking, listening, and phonics skills.

### Management Guide



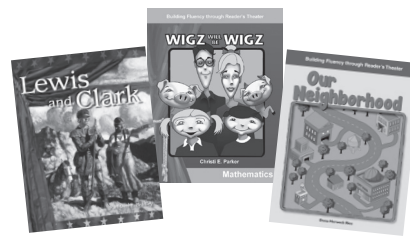
This guide helps teachers plan effectively with flexible lesson pacing and a scope and sequence designed specifically for varied summer settings.

### 12 Reading Comprehension Text Cards



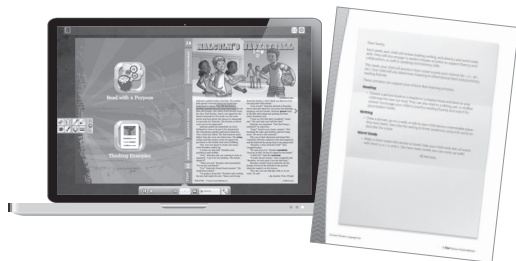
These cards increase student interest and text-analysis skills through thought-provoking topics and meaningful images. The cards are provided in both print and digital formats.

### Reader's Theater Scripts



Excite students about reading and performing with fun reader's theater stories. The scripts are provided in the student books for their easy reference, as well as in the digital resources.

### Digital Resources



These resources increase student engagement and enhance instruction. Family Engagement Letters are provided for a strong school-to-home connection.

### Classroom Library with 10 Books



Inspire curiosity and a love of reading with a variety of fiction and nonfiction books for independent reading.

# How to Use This Resource *(cont.)*

## Reading Comprehension

The Gradual Release of Responsibility model is embedded into each of the 12 text card lessons. As you progress through every two-day lesson, there is less emphasis on the teacher (I Do) and more ownership given to the student (You Do).

- On the first day, students preview the text, are introduced to new words, and engage with the text as the teacher models the reading strategy. Students practice reading the text together and are given prompts to write about their learning. Rubrics to assess student writing are available in the digital resources. See page 91 for details.
- On the second day, students use the reading strategy they are learning as they reread the text and discuss the text structure and big idea. Helpful strategies enable teachers to support language learners as they listen, speak, read, and write.

### TIME FOR KIDS™ Text Cards

**3A**  
Mr. Crenshaw's Day  
REALISTIC FICTION  
USE TEXT FEATURES  
**3A**



**MR. CRENSHAW'S DAY**  
Mr. Crenshaw liked to stick to a **schedule**. Every morning, his alarm went off at 6:00 on the dot. He read the newspaper while eating two scrambled eggs. Then he went to the park with his dog, Juniper.

For lunch, he had a tuna fish sandwich. Then he rode the bus to the library. In the evening, he ate chicken potpie while watching TV. By 10:00, he was ready for bed.

Every day was the same. That was how Mr. Crenshaw wanted it to be. But on a cloudy day in April, something **interrupted** his **routine**.


Mr. Crenshaw had just sat down for dinner when he heard music playing outside. He peeked out the window. On the bench across the street was a young man playing a saxophone.

Mr. Crenshaw was about to return to his dinner. Then he changed his mind. He pulled out his old **trumpet**. He walked outside and **joined** the saxophone player.

For the next hour, the two men played music together. Mr. Crenshaw remembered how he used to love to play. He realized that he still loved to play.

That day was not the same as the one before it. Mr. Crenshaw decided that the next day would be different, too.

—By Suzanne Zimbler



Key words are bolded within the text and defined on the back of each text card.

Be sure you introduce the Essential Question with the first reading of the card.

Comprehension strategy and genre are clearly noted.

Additional activities are included for easy reference.

**3A ESSENTIAL QUESTION** How do patterns help you?

**KEY WORDS**

- interrupt:** to cause something to stop happening for a time  
*Our card game was interrupted.*
- join:** to go somewhere in order to be with a person or group  
*Sam joined his friends for lunch.*
- routine:** activities always done the same way and in the same order  
*Brushing his teeth is the first step in Jeremy's morning routine.*
- schedule:** a plan of things that will be done and when they will be done  
*Greg has a busy schedule.*

**STORY MAP**  
Character

BEGINNING	END
THINKS	THINKS
FEELS	FEELS
DOES	DOES

**TALK ABOUT IT**

- Why do you think Mr. Crenshaw chose to have the same routine every day?
- How did Mr. Crenshaw change at the end of the story? What caused the change?
- Do you think it is good to have a daily routine? Explain.

**WORK TOGETHER**

Think about your routine.

- **Discuss** what you do each morning, afternoon, and evening.
- **Write** down the activities you do on a typical weekday. Include what time you do each thing.
- **Compare** your daily routine with your classmates' routines.



# How to Use This Resource (cont.)

## Reading Comprehension (cont.)

### Lesson Plans

**Day 5**  
The Test Features



### Mr. Crenshaw's Day

**Look Before You Leap**  

- Discuss the questions below using the "Shout Out" classroom protocol. Students will shout out responses for every question.
  - What character is named in the title? What will we learn about the character by reading the text?
  - What do you notice about the time of day on the right side of the illustration versus the left side of the illustration? What are the various settings shown in the photograph? The same character is shown five times in the illustration. Why? How does this illustration relate to the title of the text?
  - What other character is in the illustration with Mr. Crenshaw? Describe what they are doing.
- Have students review the key words list from page xx in the Student Guided Practice Book. Read each word and definition aloud. Let students know they will add to the definitions after reading the words in context.
- Explain that sometimes in fiction text, authors use different crafts as they write. Say, "The main character in 'Mr. Crenshaw's Day' changes throughout the story."
- Guide students by saying, "Authors often use details such as what the character does, says and thinks, to show that a character is changing."
- What details show how the character changes in 'Mr. Crenshaw's Day'? Give students an opportunity to discuss their thinking.

**Support for Language Learners:** Review the terms morning and evening that are used in the text. Provide examples of events that occur during each time of day.

**Technology:** A digital copy of the text card, 'Mr. Crenshaw's Day' can be accessed in the digital resources and displayed for the group.

**Read and Think**  



- Explain to students that they will practice the strategy of using text features to preview the text.

Icons indicate student groupings: whole group, collaborative, and independent.

Stopwatch icons indicate suggested durations.

**Mr. Crenshaw's Day**



Place students into two groups. Work with one group on the Talk About It activity and the Quick Check while the other group is completing the Practice activity described below. Rotate after 15 minutes.

**Talk About It**  



- Reread the text card, 'Mr. Crenshaw's Day'.
- Lead a discussion using the following prompts.
  - How do patterns help you?
  - Why do you think Mr. Crenshaw chose to have the same routine every day?
  - How did Mr. Crenshaw change at the end of the story? What caused the change?
  - Do you think it is good to have a daily routine? Explain.
- Have students get in pairs or small groups to share their responses, creating lists of their supporting details.
- Allow time for students to combine into larger groups to share their ideas and come up with one agreed-upon answer.

**Support for Language Learners:** Provide discussion response frames, such as these:

- A daily routine is a pattern because \_\_\_\_\_.
- Mr. Crenshaw had the same routine every day because \_\_\_\_\_.
- At the end, Mr. Crenshaw \_\_\_\_\_ He changed because \_\_\_\_\_.
- A daily routine is good is not good because \_\_\_\_\_.

**Quick Check**  

- Provide time for students to complete the Quick Check from page xx in the Student Guided Practice Book.
- Review student responses as a whole group. Acknowledge incorrect answers and guide students toward text evidence that supports the correct answers.

**Practice**  

- Have students fill in the graphic organizer from page xx of the Student Guided Practice Book. Make sure students focus on what Mr. Crenshaw is like at first, and then how he changes.
- If students finish early, encourage them to write their writing piece from the previous day.

Each lesson page and student page clearly indicates the instructional day for easy implementation.

Assessment opportunities are provided in every lesson.

## Student Guided Practice Book

**Day 5**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Words to Know

Directions: Read about each word. Write notes for each word. Choose a word from the text to add to the last row.

Word	Definition	Notes
interrupt (verb)	to cause something to stop happening for a time	
join (verb)	to go somewhere in order to be with a person or group	
routine (noun)	activities always done the same way and in the same order	
schedule (noun)	a plan of things that will be done and when they will be done	

**Day 6**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### How Words Work

When *ou* is used at the beginning or middle of a word, it is usually pronounced /ou/ as in *out*.

At the Beginning of a Word	In the Middle of a Word
ou <u>t</u>	h <u>ou</u> se

Directions: Practice writing the words your teacher reads. Use the *ou* spelling pattern.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Challenge: Write more words that follow the *ou* spelling pattern.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Rule Breaker!** Some words spelled with *ou* have the short *u* sound as in the word *young* or *touch*.

There are many ways for students to access the activities in the Student Guided Practice Book:

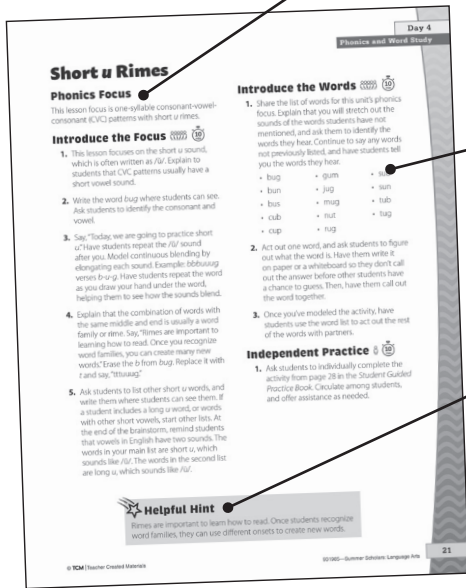
- use individual books (purchased separately)
- make copies from provided book
- project pages on whiteboard
- print pages from digital resources
- share on digital devices

# How to Use This Resource *(cont.)*

## Phonics and Word Study

Each of the eight phonics and word study units is organized over three days. These lessons offer a variety of activities to enhance student learning while providing numerous opportunities for both guided and independent practice.

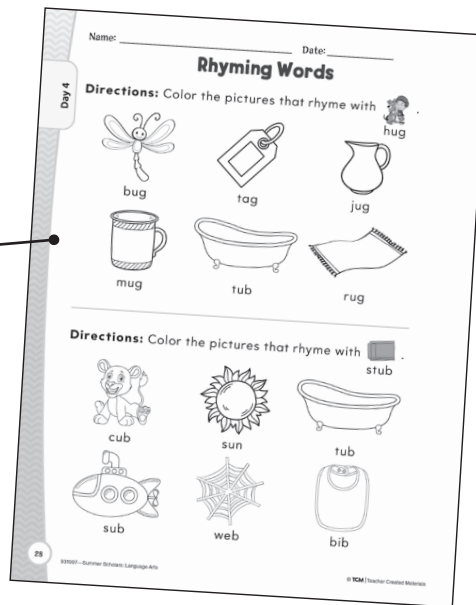
On the first day of the lesson, the phonics focus is presented, and students apply learned concepts as they read and speak each word that is introduced.



Each lesson includes a shareable word list which focuses on the phonetic patterns being studied.

Helpful Hints create meaningful connections between the phonics focus and specific words being studied.

Practice exercises in the *Student Guided Practice Book* allow for increased retention.





# How to Use This Resource *(cont.)*

## Phonics and Word Study *(cont.)*

**Day 5**  
Phonics and Word Study

**Short u Rimes**  
Phonics Focus  
This lesson focus is one-syllable CVC patterns with short u rimes.

**Revisit the Focus**











1. Write short u and short o on two separate papers. Ask for two students to hold the papers in two different places in the room. Assign each remaining student a short u or short o word and ask them to find their partner.
2. Remind students to have the same rime in their learning word in words. Ease the say this.

**Guided Practice**

1. Work as a whole group to model how to write words using two fingers. For example, turn your back to students and carefully spell out u-n above your head so students can see each letter being "written" in the air with your fingers.
2. Place students in pairs, and have them write words for the rest of the words in this unit.

Name: \_\_\_\_\_ Date: \_\_\_\_\_







**Read, Write, Match**  
Directions: Read each word. Write each word. Circle the picture that matches each word.

1. cup  
2. nut  
3. tub  
4. bun  
5. rug  

On the second day, students revisit the phonics focus and work in small groups to interact with the words presented in the unit.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Picture Match**  
Directions: Draw a line from each picture to the matching word. Stretch out each sound as you draw.

cup  
sun  
bus  
bug  
gum

Independent and partner activities in the *Student Guided Practice Book* help students apply word study concepts.

On the third day, students review completed work as they revisit the phonics focus a final time.

**Day 6**  
Phonics and Word Study

**Short u Rimes**  
Phonics Focus  
This lesson focus is one-syllable CVC patterns with short u rimes.

**Revisit the Focus**

1. Review together the answers for pages 32–33 in the *Student Guided Practice Book*, asking students to share their reasoning behind choosing the words they did for each answer.

**Independent Practice**









1. Ask students to individually complete page 38 from the *Student Guided Practice Book*. Circulate among students, and offer assistance as needed.

**Quick Check**






1. Ask students to spell these two words: *fun* and *mad*. Say each word slowly, repeating as often as needed. Then, ask students to write the word that matches the first sound.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Change a Letter**  
Directions: Look at each picture. Say the word. Cross out the letter that changes. Then, write the word for the second picture.

1.    
b a g
2.    
c u f
3.    
t u g
4.    
b u

**Tapping Sounds**  
Directions: Say each word slowly. Stretch out all the sounds. Write a letter for each missing sound.

1.    
[ ] [ ]
2.   
[ ] [ ]
3.   
[ ] [ ]
4.   
[ ] [ ]

Directions: Write two words.

\_\_\_\_\_

\_\_\_\_\_

Summative and formative assessment opportunities are provided in every lesson.

# How to Use This Resource *(cont.)*

## Reader's Theater

Each of the three fluency units is organized over eight days. These lessons offer a variety of activities to increase reading fluency while providing numerous opportunities for collaborative practice.

Day 17  
Fluency and Oral Language


### Camping Constitution

**Introducing the Script**

- Present the following scenario: "You have been asked to join an after-school club where you will go on a field trip. But you all begin to argue on where to go and how many supplies to take. How can you solve this problem?"
- Have students share their ideas. Ask them how they could have prevented this problem altogether. Point out that if rules are in place before a decision must be made, then it is easier to make decisions based on the rules. Tell students that they will perform a reader's theater called "Camping Constitution" about a group of kids who realize they need to create a set of rules while they are camping.
- Hold up the copy of the script you have, which is in book form, and ask students to refer to the script from pages 102–108 in the *Student Guided Practice Book*. Give them a few minutes to familiarize themselves with the script's format.
- Before reading the script, point out new vocabulary words to your students. Show them the glossary at the end of your script and explain that a glossary is like a mini-dictionary that provides definitions of certain words in the script. Discuss unfamiliar words by reading the words aloud as each appears in the story.
- Play the recording of the script for students, which is available as audio only or as a read-along ebook in the digital resources. Encourage students to read along with the poem or sing along with the song.

**Collaborative Activity**

- Once students have heard the script read aloud, place students in pairs to tell each other about a time in their lives when they had to solve a disagreement by using rules. If students have not solved disagreements this way, have them think of a time when rules may have helped them solve a disagreement.
- Ask a few partner groups to share their stories and talk about the details they included.



© TCM Teacher Created Materials  
©2020—Summer Scholars Language Arts 81

On the first day of the lesson, the script and fluency focus are introduced, and students apply learned concepts as they listen to, and reflect upon, the script.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### CAMPING CONSTITUTION Act I

**Reader's Theater**

Mrs. Freedom: Let me know when you kids have a plan for our camping trip this weekend.

Thomas: Okay. Let me think—we need food, water, and a tent. What else do we need? Let's make a list.

Sam: I can't wait to sleep outside under the stars.

Madison: This is going to be fun. I can't wait!

George: I want to cook hot dogs over a campfire.

Sam: I want to look for buried treasure.

Thomas: Hot dogs! We need to add that to our list.

George: I'm going to bring some games. What are you going to bring?

Madison: I'm bringing my swimsuit, because I can't wait to go swimming!

Thomas: Swimming? Are we camping by a river so that we could go swimming?

Mrs. Freedom: Are you kids still arguing about where to go? You sound like our Founding Fathers in 1787. They had something to work hard on the details to make a decision.

Madison: Are you talking about the American Revolution?

Mrs. Freedom: Yes, exactly.

Sam: The Constitution is a set of rules.

Mrs. Freedom: Sure, it's that—and so are the rules of our camp.

Sam: It's the supreme law of the land.

©2020—Summer Scholars Language Arts 102

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Reader's Theater**

Sam: I would have probably forgotten all the stuff we need to make a fire.

Madison: And everyone would be using my soap, toothpaste, and maybe even my toothbrush!

Thomas: And we'd just be swimming or fishing. We would never even get around to looking for buried treasure.

Mrs. Freedom: Okay, kids—in't it about time we went to the store?


Thomas: Sorry, Mom. We just got so caught up in writing our new constitution.

Sam: It's awesome, Mrs. Freedom! We even included our very own preamble, "We the people of this camping trip . . ."

Mrs. Freedom: Well, it sounds like you have come to some good decisions. Tomorrow, you'll have a lot of fun!

Thomas: With our new constitution, I know our camp will run smoothly. And I won't be stuck doing all the work myself.

George: We'll also have time to do all the things we want to do. Now let's get the food, pack the car, and get some sleep. We want to leave first thing in the morning. Then we can swim, fish, and search for buried treasure!



© TCM Teacher Created Materials  
©2020—Summer Scholars Language Arts 108

Scripts are included in the *Student Guided Practice Book* so students can easily highlight their lines and practice them both in school and while at home.

# How to Use This Resource *(cont.)*

## Reader's Theater *(cont.)*

**Day 19**  
Fluency and Oral Language

### Camping Constitution *(cont.)*

**Practicing the Script**

1. Give students time to practice the script within their groups. Encourage students to focus reading with expression as they practice.
2. Students can listen to the audio or interact with the read-along book of the script if they need strong models of fluent reading. Both are available in the digital resources.

**Collaborative Activity**

1. The script contains a poem entitled "Compressing." Have students refer to page 104 from the Student Guided Practice Book. Play the audio of "Compressing" as students read along.
2. Ask students to pay attention to the types of expressions used as the poem is read. Ask the class to identify and discuss with one another the various visual expressions in the poem.

**Day 18**  
Fluency and Oral Language

### Camping Constitution *(cont.)*

**Assigning Roles**

1. Place students in groups of six or less. These will be their reader's theater groups for performing this script.
2. Assign roles to students based on reading proficiency. When students practice fluency, it is important that they read materials at or below their reading levels so they can focus on accuracy, expression, and reading rate. If a student reads less than that is too difficult, attention is focused on sounding out words and comprehension rather than fluency. Appropriate reading levels for the roles in this script are as follows:
  - George: second half of 2nd grade
  - Thomas: second half of 2nd grade
  - Madison: first half of 3rd grade
  - Sam: first half of 3rd grade
  - Narrator: second half of 3rd grade
  - Mrs. Freedom: second half of 3rd grade

**Practicing the Script**

1. Give students time to practice the script within their groups. Also, encourage them to practice their parts at home with family members. Encourage students to focus on reading with expression as they practice.
2. Students can listen to the audio or interact with the read-along book of the script if they need strong models of fluent reading. Both are available in the digital resources.

**Collaborative Activity**

1. Explain to students that it is important to use the proper voice and facial expression when performing, as it helps the audience to understand the emotions of the character. It also makes the reading more real and interesting.
2. Write the following sentences from the script on strips of paper.
  - Mrs. Freedom: "Are you all ready for our outdoor club camping adventure?"
  - Madison: "I plan on swimming all day!"
  - Narrator: "But, then more problems occur!"
  - Sam: "Can we go swimming?"
  - Thomas: "We need hot dogs—and what else?"
3. Have five volunteers each draw a strip from your hand. Ask each of them to read their assigned sentence aloud.
4. Have students in the audience turn to the characters and discuss if they can tell how their classmates feel based on the way their classmates read the sentences.
5. Ask for new volunteers to read the sentences using clear intonation and facial expressions. Discuss how the way something is read can affect understanding.

During the second through sixth days of the lessons, students revisit the fluency focus and work collaboratively to improve their reading fluency through targeted exercises.

On the final two days, students continue to practice fluently reading their scripts. They also create props and present their final performances of the reader's theater.

**Day 23**  
Fluency and Oral Language

### Camping Constitution *(cont.)*

**Collaborative Activity**

1. Acting out a reader's theater can be a fun way for students to enjoy reading through performing arts. Students may wish to create masks and props to enhance their performances. Provide students with construction paper and art supplies.
2. Have each student draw a mask to represent their character. They should think about what they've learned about their characters so far. Those details will help them to make their masks more interesting and unique. The masks should only cover the top halves of their faces. This will allow for their voices to carry better during performances.
3. Punch holes on both sides of each completed mask. Gluing a piece of tape over each side of the mask before hole-punching is a great way to reinforce the area. Add string to the masks for students to wear them comfortably. Or they can attach their masks to sticks and hold them up in front of their faces.
4. Have students use construction paper to create props for their performances. Suggested props include the following items:
  - compass
  - flashlight
  - toothpaste

**Practicing the Script**

1. Place students into their small groups for performance reading practice. Have groups practice reading their roles in the script with verbal expression, facial expressions, and body language. If possible, place groups in areas where they can practice projecting their voices without disturbing others.
2. Provide students more time to practice reading the script to increase fluency and prepare for the presentation on the next day. They should finalize where they are standing for each scene and any actions or expressions they will make while other characters/narrators are talking. Encourage students to practice while meaningfully.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Act 6**

Mrs. Freedom: You should make a list of some of these decisions. Then, you should vote. That way, you can be in agreement.

George: We can vote on where we'll go.

Thomas: who will do what chores,

Sam: how late we will stay up,

Madison: and whether or not we'll bring our own toothpaste and soap.


Narrator: Voting was necessary to ratify the Constitution. Ratify means to agree. The states held special conventions to vote for or against the Constitution. Nine states were in favor, and so the Constitution was ratified.

**Act 7**

Thomas: I can't believe how much planning it takes to get ready for a camping trip!

Mrs. Freedom: Well, we could have just grabbed a few things and then headed for the mountains. But we would only have a bunch of people with one idea in common—camping. It's a great idea. But you still need to figure out how to make it happen.

Thomas: Without a plan, we might have made it to the campsite. But I probably would have left the tent and sleeping bag at home.

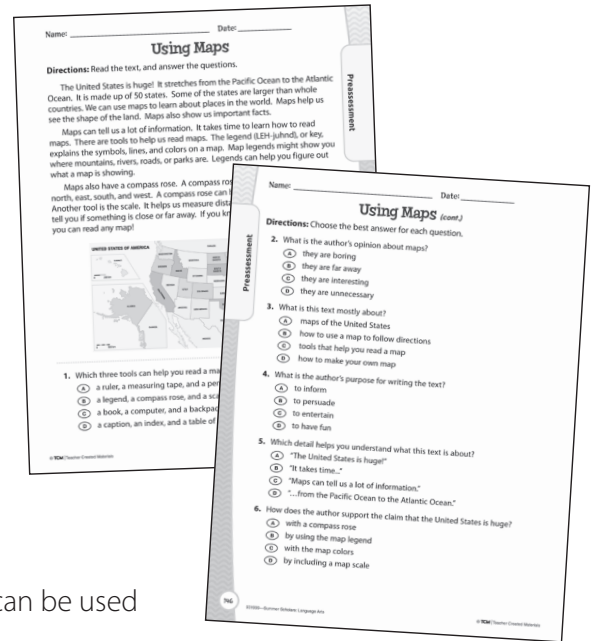


# How to Use This Resource *(cont.)*

## Assessment

Assessment is a critical piece of any intervention or summer school program. *Summer Scholars* includes several opportunities for assessment.

- Each kit includes a preassessment and a postassessment to measure student growth. These assessments are provided in the *Student Guided Practice Book*. They can also be accessed as both Google Forms™ and Microsoft Forms® documents. See below for more information. The pages can be ripped out of the student books to make implementation easier.
- Alignments of the preassessments and postassessments are provided digitally. They show the lesson and standard that each question assesses. This can be used to guide further instruction.
- The activity pages from the *Student Guided Practice Book* can be used as formative assessments.
- Quick Check activities provide the teacher with valuable insight which enables them to guide students toward text evidence that supports correct answers and reinforces the reading comprehension strategy focus of the lesson.
- The digital games can be used for additional practice and to monitor student progress.



## Digital Assessment in Summer Scholars


Digital versions of the preassessments and postassessments are provided digitally as fillable PDFs. They can also be accessed as Google Forms™ documents, and Microsoft Forms® documents. Please see page 90 for links to these resources.

### Using Google Forms™

The Google Forms™ version of each assessment is best for use with Google Classroom. The links on page 90 prompt a copy of the assessment to be saved to your Google Drive™. From there, a share link can be copied and shared with students to take the assessment from any device that has a web browser and internet connection. Having the assessment in Google Drive™ allows you to easily collect and analyze student data and results. These results can then be shared with administrators as needed.

### Using Microsoft Forms®

The Microsoft Forms® version of the assessment is best for use with Office 365 Education. The links on page 90 prompt a copy of the assessment to be saved to your OneDrive account. From there, a share link can be copied and shared with students to take the assessment from any device that has a web browser and internet connection. Having the assessment in OneDrive allows you to collect and analyze student data and results. These results can then be shared with administrators as needed.



**SUMMER**  
**Scholars**

---

**Language Arts**

**Rising 3rd Grade**

**Grade Level Details**

# Rising 3rd Grade Scope and Sequence

		Reading and Writing 60 minutes per day		Phonics and Word Study 30 minutes per day		Fluency, Speaking, and Listening 30 minutes per day	
		Reading Focus and Text Card	Standards	Phonics and Word Study Focus	Standard	Reader's Theater Title and Activity	Standard
Day 1		Summarize "Plate of Pasta" (realistic fiction)	Use main story elements in a logical sequence for a literary text. Write opinion pieces.	Short A with Final Blends	Distinguish long and short vowels when reading regularly spelled one-syllable words.	<i>The Fox and the Crow</i> Introduce and assign parts.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
Day 2							
Day 3		Summarize "Wheels in Motion" (narrative nonfiction)	Identify the central idea of an informative text. Write explanatory texts.	Short / with Final Blends	Use knowledge of grade-appropriate phonics to read words.  Distinguish short vowels when reading one-syllable words.	<i>The Fox and the Crow</i> Analyze poem and practice performance.	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
Day 4							
Day 5		Use Text Features "Mr. Crenshaw's Day" (realistic fiction)	Describe how characters in stories change. Write narratives.	Short E with Final Blends	Know spelling-sound correspondences for final blends.	<i>The Fox and the Crow</i> Sing song and practice performance.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Day 6							
Day 7		Use Text Features "A Sea Turtle's Life" (narrative nonfiction)	Use text features to help identify the central idea. Write explanatory texts.	Short E with Final Blends	Distinguish long and short vowels when reading regularly spelled one-syllable words.	<i>The Fox and the Crow</i> Create props and perform.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
Day 8							

# Rising 3rd Grade Scope and Sequence (cont.)

		Reading and Writing 60 minutes per day		Phonics and Word Study 30 minutes per day		Fluency, Speaking, and Listening 30 minutes per day	
		Reading Focus and Text Card	Standards	Phonics and Word Study Focus	Standard	Reader's Theater Title and Activity	Standard
Day 9	Ask Questions	Generate questions about a text before, during, and after reading to deepen understanding	Short E with Final Blends	Know spelling-sound correspondences for final blends.	<i>Poetry? Yuck!</i> Introduce and assign parts.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	
Day 10	"Three Brothers" (folktale)	Write fictional narratives.					
Day 11	Ask Questions	Explain an author's opinion(s) and supporting reasons.	Short O and U with Final Blends	Use knowledge of grade-appropriate phonics to read words.	<i>Poetry? Yuck!</i> Sing song and practice and performance.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	
Day 12	"Clothes for Class" (informational)	Write opinion pieces.					
Day 13	Determine Meaning	Determine the meaning of words and phrases in a text to help identify the central theme.	Beginning R Blends	Recognize and read words with beginning r blends followed by a long vowel and silent e.	<i>Poetry? Yuck!</i> Analyze poem and practice and performance.	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	
Day 14	"Talking with Apes" (informational)	Gather information to answer a question.					
Day 15	Determine Meaning	Identify different characters' perspectives and describe how they respond to events in a story.	Consonant Digraphs	Know spelling-sound correspondences for final blends.	<i>Poetry? Yuck!</i> Create props and perform.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	
Day 16	"The Little Red Hen: WHN" (fiction)	Write explanatory texts.					

# Rising 3rd Grade Scope and Sequence *(cont.)*

	Reading and Writing 60 minutes per day		Phonics and Word Study 30 minutes per day		Fluency, Speaking, and Listening 30 minutes per day	
	Reading Focus and Text Card	Standards	Phonics and Word Study Focus	Standards	Reader's Theater Title and Activity	Standard
Day 17	Evaluate Evidence	Explain an author's opinion(s) and supporting reasons. Write explanatory texts.	Consonant Digraphs	Recognize and read grade-appropriate irregularly spelled words.	<i>Moving Forward</i> Introduce and assign parts.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
Day 18	"A Safer Sport" (informational)					
Day 19	Evaluate Evidence	Explain an author's purpose for writing a text. Gather information to answer a question.	OU Diphthong	Decode words with vowel diphthongs.	<i>Moving Forward</i> Analyze poem and practice performance.	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
Day 20	"Debate: Should Kids Be..." (opinion)					
Day 21	Synthesize Elements	Identify the central idea and relevant details in a text. Write personal narratives.		Know spelling-sound correspondences for final blends. Use knowledge of grade-appropriate phonics to read words.	<i>Moving Forward</i> Sing song and practice performance.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Day 22	"Bug Business" (informational)					
Day 23	Synthesize Elements	Identify plot structure and explain events. Write opinion pieces.	Contractions	Recognize and read contractions that combine with the words <i>not</i> , <i>will</i> , <i>is</i> , or <i>are</i> .	<i>Moving Forward</i> Create props and perform.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
Day 24	"Today" (poetry)					
Day 25	Culminating Activity "Trading Cards"	Ask and answer questions about a text. Write explanatory narratives.	Reading and Writing	Use knowledge of grade-appropriate phonics to write words.	n/a	Tell a story with relevant, descriptive details, speaking audibly in coherent sentences.



# Rising 3rd Grade Text Cards

This chart includes important information about the TIME For Kids™ Text Cards.

Title	Genre	Lexile® Measure	Description
A Plate of Pasta?	realistic fiction	380L	Harry plans a park clean-up with his baseball team after he slips on a plate of pasta while sliding into home plate.
Wheels in Motion	narrative nonfiction	590L	Learn about Second Life Bikes, a bike shop in New Jersey that takes in old bicycles, repairs them, and donates them to kids in the community.
Mr. Crenshaw's Day	realistic fiction	480L	Mr. Crenshaw sticks to the same routine every day. One day, Mr. Crenshaw hears a man playing saxophone in the park and breaks his routine to play trumpet alongside the man.
A Sea Turtle's Life	informational text	660L	Learn about the life cycle of sea turtles, from hatchlings to adults, and how they continue to repeat this cycle.
Three Brothers	folktale	540L	Three brothers reunite after being apart on their own adventures in this folktale from Israel. They choose to use gifts they found on their expeditions to help a sick princess.
Clothes for Class	informational text	570L	Kids have different rules for what clothes they can wear to school. Learn about how dress codes can be important, and about how students can make choices on what they wear.
Talking with Apes	informational text	480L	Kanzi is a bonobo who knows over 300 human words. Jeffrey Kluger writes about how he communicates with the intelligent Kanzi.
The Little Red Hen: What Happened Next	fiction	320L	The little red hen is frustrated that her friends don't help her any time she's cooking. She convinces them to assist her through choosing her words wisely.
A Safer Sport	informational text	570L	Learn about how soccer players stay safe through wearing equipment and creating rules and suggestions to prevent injuries.
Debate: Should Kids Be Allowed to Take On Dangerous Challenges?	opinion	590L	Two opposing viewpoints are presented on whether kids should be allowed to take on dangerous challenges and risks.
Bug Business	informational text	590L	Can bugs actually be healthy to eat? The company Bitty Foods educates people on the health benefits that eating certain insects can have.
Today	poetry	370L	Two students share their contrasting opinions on the same day at school. One student has a great day, while the other has a boring day. Each human can see the same thing differently.

# Rising 3rd Grade Reader's Theater Scripts

This chart includes important information about the Reader's Theater Scripts.

Title	Characters	Setting	Description
<i>The Fox and the Crow</i>	Narrator 1 Narrator 2 Fox Crow Beetle Cricket	This reader's theater takes place in a forest. The forest is filled with trees. Many animals make their homes there.	A fox tries to outwit a crow into giving up a piece of cheese. These two clever animals face off in a battle of wits in front of the insects of the forest.
<i>Poetry? Yuck!</i>	Narrator Jason Mike Nicolle Chris Cassie	This reader's theater takes place in the homes of Mike and Jason.	Jason and Mike have to write poems for Kindness Week in school. Through the help of an older sibling and reading different types of poems, the two boys shift their opinion of poetry being lame to actually being cool.
<i>Moving Forward</i>	Narrator 1 Narrator 2 Sophia Dad Gram Rachel	This reader's theater takes place both near Sophia's old home and at her new home.	Sophia struggles with the huge change of moving to a new town. She'll be far away from many of the things and people she loves, including her "Gram." To quell Sophia's fears, Gram recounts her story of immigrating to the United States from Russia.

# Rising 3rd Grade Classroom Library

This chart includes important information about the books included in the Classroom Library.

Book Title	Lexile® Measure	*Guided Reading Level	Summary
<i>America Then and Now</i>	490L	M	If you lived long ago, how different would your life be from how it is today? Many things have changed. But many things are just like they always were!
<i>Coming to America</i>	500L	P	America is a land of immigrants. It is filled with people from around the world. The story of immigration is the story of America.
<i>Escape from Pacaya</i>	480L	J	Juan's family must escape from the fiery volcano!
<i>Maps and Globes</i>	480L	M	Are you ready for adventure? Maps and globes make it easy to see the world. From your neighborhood to the whole planet, there is a map for everything you want to explore. Pick a destination, and away you go!
<i>Pablo's Haircut</i>	510L	L	Pablo is nervous about getting sheared. But with the help of his friend Esteban, he will learn to love getting his haircut!
<i>Sand and Snow</i>	540L	L	Sadie and Gus go to visit Grandma at her home in the Mojave Desert. They are excited to explore a new place. But the next day, they wake up to a big surprise!
<i>Shake and Quake</i>	550L	L	Chip learns that an earthquake could threaten his family's home. So, he decides they need to be ready. But will it be too late?
<i>Skeleton Picnic</i>	570L	M	Annabelle wants an extra special goodnight story that will also spook her a little—and make her laugh. Well, Dad has the perfect story to tell. It's "Skeleton Picnic" coming right up!
<i>Where People Live</i>	470L	O	There are different places to live in the United States. But, how do people choose where to go? Let's explore the reasons why people live where they do.
<i>Women Who Changed the World</i>	510L	P	Meet six women who did great things. They were leaders in health care, science, politics, civil rights, and sports. They helped and inspired others. All of them followed their dreams. Discover the journeys they took.

\*These titles have been officially leveled using the F&P Text Level Gradient™ Leveling System.



# SUMMER **Scholars**

---

## Language Arts

## Teacher's Guide

## Rising 3rd Grade

# Days 1–2 Overview

## A Plate of Pasta?

### Learning Outcomes

- Analyze the traits of the characters in a story and how their thoughts, words, and actions reveal their personalities and contribute to the plot and theme.
- Summarize information.
- Carry out assigned roles for a group project by following agreed-upon rules.
- Use basic elements of structural analysis to decode words that contain consonant blends.

### Big Idea

Community

### Essential Question

What is a community?

### Reading Strategy: Retell Narrative Fiction

To summarize, readers will retell the main events in the narrative. This begins with identifying relevant events in the plot and summarizing these events in their own words. In this lesson, students will read “A Plate of Pasta?” and use the story map to record key events in the story.

### Summary of the Text Card

The story is about a fictional baseball team and the importance of working as a community. In the story, the field that the team plays on is littered with trash, which makes it hard to play. The team decides to ban food on the field and work together to come up with a solution for the trash problem. (Realistic Fiction)

.....

## Short A Words with Final Blends

### Learning Outcome

- Know and apply grade-level phonics and word analysis skills in decoding words.

### Phonics Focus

Students will focus on one-syllable words that include the short *a* sound and include final blends. Students will complete sentences using these words, find synonyms and antonyms, and write different types of sentences using the words in context.

.....

## The Fox and the Crow

### Learning Outcome

- Deliver oral presentations and read passages fluently, focusing on correct phrasing.

### Fluency Focus

Students will listen to the script, discuss the themes, and think about how narrators tell stories. Students will be assigned to groups and begin practicing the script. They will also focus on fluently reading the poem.

### Summary of the Script

A hungry fox comes upon a crow with a piece of cheese in its beak. The fox would like to eat that cheese. Of course, the crow also wants to eat the cheese. Can the sly fox trick the crow into giving up the cheese?

### Materials

- *Student Guided Practice Book* pages 8–15
- drawing paper
- crayons or markers

# A Plate of Pasta?

## Look Before You Leap

1. Discuss the questions below using the Whip Around protocol. For this protocol, have students sit in a circle. Pose one question to each student, allowing time for students to scan the text and respond. If a student does not have an answer, you can skip them and come back to them later. Use the following prompts:
  - What can you tell about the setting or where and when the story takes place?
  - What does it tell you about the topic?
  - Do any of the words in the title relate to baseball?
2. Review the key words list from page 4 in the *Student Guided Practice Book*. Read each word and definition aloud. Let students know they will add to the definitions after reading the words in context.
3. Explain that sometimes in fiction text, authors use different crafts as they write. Say, "In this story the author has included dialogue." Guide students by saying, "Dialogue is a conversation between the characters. Sometimes, readers must use clues to figure out which character is speaking."
4. Look at the dialogue in the story. Say, "Who are the characters that speak during the story?" Give students time to locate different speakers.
5. Say, "Since there are multiple characters speaking in the story, we should make sure to read the story differently every time someone new speaks so that it is clear."

**Support for Language Learners:** Clarify the two meanings of plate (a flat dish and home base in baseball).

## Read and Think

1. Explain to students that they will practice the strategy of retelling summarize the text. Use the following think aloud to model the strategy as you read the first two paragraphs:
  - Say, "What happens in this section? We learn that it was a perfect day. We learn that the story is taking place at the park. The coach is standing on home plate yelling at Harry to slide toward him."
  - "I know a lot of information so far. To retell the beginning of the story, I would say that during a baseball game, the coach tells a player named Harry to slide into home."
  - "By retelling what I've read, I can identify and summarize only the most important things in my own words."
2. Have students reread the text card (provided on page 5 of the *Student Guided Practice Book*). Depending on students' abilities, have them choral read (all students read aloud simultaneously), whisper read (all students whisper the text aloud simultaneously), or use the Jump-In Reading protocol (one student starts reading aloud, then the other students take turns "jumping in" to take over the reading). After each section, have students discuss what they learned with partners using the following prompt:
  - What happened in this section? Let's retell.

**Technology:** A digital copy of the text card, "A Plate of Pasta?," can be accessed in the digital resources and displayed for the group.

# A Plate of Pasta?

Place students into two groups. Work with one group on the Read the Way You Speak activity while the other group is completing the Write It activity described below. Rotate after 15 minutes.

## Read the Way You Speak

1. Explain the importance of reading the way you speak.
  - Say, “When we read the way we speak, the text is easier to understand. One way to do this is to pay attention to all punctuation marks as you read. Every time you see quotation marks, you know it is dialogue, which means someone is talking. When you read dialogue, pause, then begin to speak like the character.”
2. Highlight the dialogue, “Get ready to slide, Harry!” Model reading the preceding sentence in a neutral voice and switching to a slight yell for the coach’s dialogue.
3. Circle the comma in the highlighted sentence. Say, “This comma tells me I should make a slight pause between the words slide and Harry.”
4. Guide students to highlight all dialogue and circle all commas in the selected text from page 5 in the *Student Guided Practice Book*.
5. Direct students to read the selected section several times in their heads, then aloud individually, and finally with partners.
6. Once students have practiced reading the selected section with appropriate pauses, have students independently highlight the rest of the text and read the entire story in baby voices.

## Write It

1. Have students respond to the prompt from page 6 in the *Student Guided Practice Book*: *Make a poster. Help Harry’s community see that they need to take better care of the park.*
2. Remind students to edit and revise their writing to make sure it includes the following:
  - capital letters at the start of each sentence
  - punctuation at the end of each sentence
  - events from the text
  - capital letter for all proper nouns

**Technology:** If students are ready to work independently, they can access a digital copy of the text card, “A Plate of Pasta?” In the interactive text card, students are given a purpose for reading and can use annotation tools to record their thinking. The Help button provides model annotations if students need additional support.

# Short A Words with Final Blends

## Phonics Focus

This unit's focus is one-syllable words with short *a* and final blends. Final blends *-sk*, *-st*, *-sp*, and *-ct* are introduced.

## Introduce the Focus

1. This lesson focuses on two phonics concepts. First, students will work with words that include the short *a* sound, or /ă/. Have students repeat the /ă/ sound after you. Ask students to list as many short *a* words as they can. Write them where students can see them as they call them out. If a student includes a long *a* word, start a second list to the side. At the end of the brainstorm, remind them that vowels in English have two sounds. The words in your main list are short *a*, which sounds like /ă/. The words in the second list are long *a*, which sounds like /ā/.
2. Write the final blends *-sk*, *-st*, *-sp*, and *-ct* where students can see them. Use the first blend as an example as you draw out and blend the two sounds together, /s/ /k/ or /sskk/. Explain what you are doing to students and repeat the blended sound. Have students repeat the blend /s/ /k/.
3. For each of the other example blends, have student volunteers blend the sounds together in front of the whole group. Ask students to repeat the blends after they're shared.

## Introduce the Words

1. Share the list of words for this unit's phonics focus:
  - ask
  - blast
  - cast
  - clasp
  - fact
  - fast
  - last
  - mask
  - past
  - task
2. For each word, first say the word, blending the sounds together clearly for students to hear. Underline the short *a* and draw a box around the final blend. Have students repeat the word as you draw your hand under the word helping them to see how the sounds blend.
3. Ask students to tell you what each word means. Allow time for students to turn and talk to others as you ask for the definitions.
4. Once you've shared a definition of each word, have a student volunteer create a hand or body motion that represents the word. (For example, *ask* could be your hands cupped around your mouth.) For each word, have the group blend the sounds and make the motion while you point to the letters.

## Independent Practice

1. Ask students to individually complete page 7 from the *Student Guided Practice Book*. Circulate among the students offering assistance as needed.



### Helpful Hint

The *sc* blend shows up at the beginning of a word (*scab*, *scoop*), but never at the end. Instead, use *-sk* to make the /sk/ sound at the end of a word (*mask*, *task*).



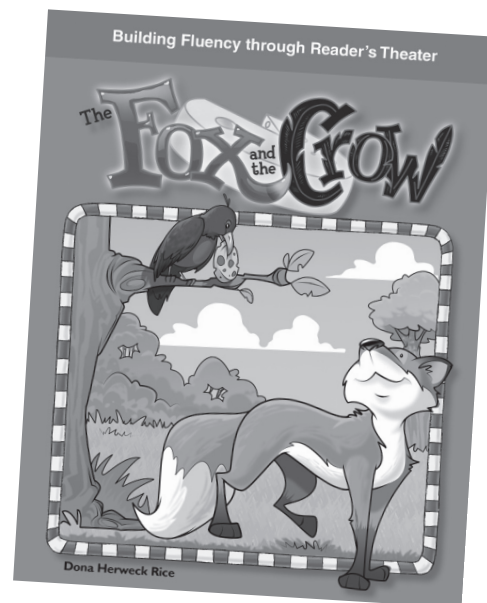
# The Fox and the Crow

## Introducing the Script

1. Begin a discussion by asking, “What is a fable?” Discuss with students that fables are short stories featuring animals, insects, forces of nature, and/or inanimate objects that are given human characteristics and abilities, such as thinking and speaking. In addition, each fable includes a moral lesson.
2. Tell students that they will perform a reader’s theater called *The Fox and the Crow*. In this fable, a fox tries to outwit a crow while other animals watch and listen.
3. Before reading the script, introduce new vocabulary words to your students. Start by using the words in the glossary. Have students help you define the words as you read them aloud.
4. Hold up the copy of the script you have, which is in book form, and ask students to refer to the script from pages 8–15 in the *Student Guided Practice Book*. Give them a few minutes to familiarize themselves with the script’s format.
5. Read aloud the list of characters at the beginning of the script. Note that Narrators 1 and 2 will be describing the story as it happens. However, the Beetle and Cricket are also narrators of the story. Ask students to pay attention to how the different narrators of the tale are alike and how they are different as they listen to the script.
6. Play the recording of the script for students, which is available as audio only or as a read-along ebook in the digital resources. Encourage students to read along with the poem or sing along with the song.
7. At the end of the story, encourage students to figure out the intended moral. This can be done as a whole group, in small groups, or with partners. The moral of this fable is *never trust a flatterer*.

## Collaborative Activity

1. Once students have heard the script read aloud, ask them to work in pairs to draw pictures of characters from the story. Tell them to include the setting of the story in their pictures. They can refer to their scripts as they work.
2. Ask a few partner groups to share their pictures and talk about the details they included.



# A Plate of Pasta?

## Read and Find

1. Explain that “A Plate of Pasta?” has a story text structure with the events of the story being told in one place. This means that the setting, as connected to the plot of the story, is important.
2. Explain that the story is divided into major events that happen at the beginning of the story, middle, and end of the story. Remind students that they cannot explain every event that happens throughout the story, but should focus on the main things that happen in each of these areas of the story.
3. Refer back to the first sentence of the story (“It was a perfect sunny day for baseball practice at the town park.”) Say, “Right away, we know where and when the story is taking place.”
4. Tell students to pay attention to the setting of the story. As they come across a detail that describes the setting, have them stop and discuss what is happening with partners. Students can use the following prompts for discussion:
  - What are the story elements of the story?
  - Who are the people in the story? Who was the main (most important) character in the story?
  - What was the setting of the story? Where were the characters in the story?
  - What happened in the beginning of the story? What happened in the middle? What happened at the end?
  - When does the story take place? In the past? In the present? In the future?

**Support for Language Learners:** Have students add transition words, such as *in the beginning*, *following*, or *finally* to the beginning, middle, and end boxes on the story map.

## How Words Work

1. Have students learn about consonant blends from page 16 in the *Student Guided Practice Book*.
2. Read the instructional section at the top of the page. Then, skip to the bottom and read and clarify the Rule Breaker! section.
3. Guide students to read the example words and identify the consonant blend sounds.
4. Dictate the following words with consonant blends while students write them in the correct columns.
 

act	predict
action	sticker
gist	strict
5. Provide corrective feedback, and identify the consonant blends in the dictated words.

## Essential Question

1. Have students talk to partners about the Essential Question: *What is a community?*
2. Allow time for students to share their ideas with the whole group.

# A Plate of Pasta?

Place students into two groups. Work with one group on the Talk About It activity and the Quick Check while the other group is completing the Practice activity described below. Rotate after 15 minutes.

## Talk About It

1. Reread the text card, "A Plate of Pasta?"
2. Have students independently think about a discussion prompt, recording their thoughts on sticky notes. Select from these prompts:
  - Coach Powers says, "We have got a community right here." What community is he talking about?
  - In this story, the characters are faced with a problem. What is the problem? How do they decide to solve it?
  - Who is responsible for taking care of a community's parks and other outdoor areas?
3. Have students get in pairs or small groups to share their responses, creating lists of their ideas with supporting details.
4. Allow time for students to combine into larger groups to share their ideas and come up with one agreed-upon answer.

**Support for Language Learners:** Provide discussion response frames, such as these:

- *The community in the story is \_\_\_\_\_.*
- *The problem is \_\_\_\_\_. They solved the problem by \_\_\_\_\_.*
- *\_\_\_\_\_ is/are responsible for community areas.*

## Quick Check

1. Provide time for students to complete the Quick Check from page 17 in the *Student Guided Practice Book*.
2. Review student responses as a whole group. Acknowledge incorrect answers and guide students toward text evidence that supports the correct answers.

## Practice

1. Have students fill in the graphic organizer from page 18 in the *Student Guided Practice Book*. Make sure students focus on where the story is taking place and all the important events that happen at that location.
2. If students finish early, encourage them to revisit their writing piece from the previous day.

# Short A Words with Final Blends

## Phonics Focus

This unit's focus is one-syllable words with short *a* and final blends. Final blends *-sk*, *-st*, *-sp*, and *-ct* are introduced.

## Revisit the Focus

1. Write the final blends *-sk*, *-st*, *-sp*, and *-ct* where students can see them. Review how to blend sounds using the first blend as an example. Explain what you are doing to students and repeat the blended sound. Have students repeat the blend /s/ /k/.
2. Have students work with partners to blend the other sounds aloud.

## Guided Practice

1. Work as a whole group to model how to write mnemonic sentences for the words. For example, for the word *ask* the sentence could be *Always save kittens*.
2. Place students in small groups and have them write mnemonic sentences for the rest of the words on this unit's list.
3. Ask student groups to share their sentences with the whole group. Discuss what was easy and hard about this activity.

## Independent Practice

1. Ask students to individually complete pages 19–20 from the *Student Guided Practice Book*. Circulate among the students offering assistance as needed.

# The Fox and the Crow

## Assigning Roles

1. Place students in groups of six or less. These will be their reader's theater groups for performing this script.
2. Assign roles to students based on reading proficiency. When students practice fluency, it is important that they read materials at or below their reading levels so they can focus on accuracy, expression, and reading rate. If a student reads text that is too difficult, attention is focused on sounding out words and comprehension rather than fluency. Approximate reading levels for the roles in this script are as follows:
  - Fox and Crow: second half of 1st grade
  - Beetle and Cricket: first half of 2nd grade
  - Narrators 1 and 2: second half of 2nd grade

## Practicing the Script

1. Give students time to practice the script within their groups. Also, encourage them to practice their parts at home with family members. Encourage students to focus on proper phrasing as they read.
2. Students can listen to the audio or interact with the read-along ebook of the script if they need strong models of fluent reading. Both are available in the digital resources.

## Collaborative Activity

1. This script contains a song and a poem. Assign each group member a line of the poem, "One Crow Means Sorrow." Explain that the entire group will read the seventh line of the poem together.
2. Tell students to create actions to go along with their assigned lines. The actions should relate to the number of crows. For example, in line two, the action might be for two students to jump for joy.
3. Have each group member practice reciting their lines using repeated readings. Encourage the groups to concentrate on fluency, especially correct phrasing. Tell them they will perform the poem for the whole group.

SUMMER  
**Scholars**  
Language Arts

# Student Guided Practice Book

Rising 3rd Grade



Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Words to Know

Day 1

**Directions:** Read about each word. Write notes for each word. Choose a word from the text to add to the last row.

Word	Definition	Notes
explode (verb)	to burst	
rush (verb)	to move very quickly	
scrape (verb)	to remove something from a surface by rubbing the surface against something else	
wilted (adjective)	droopy; limp	

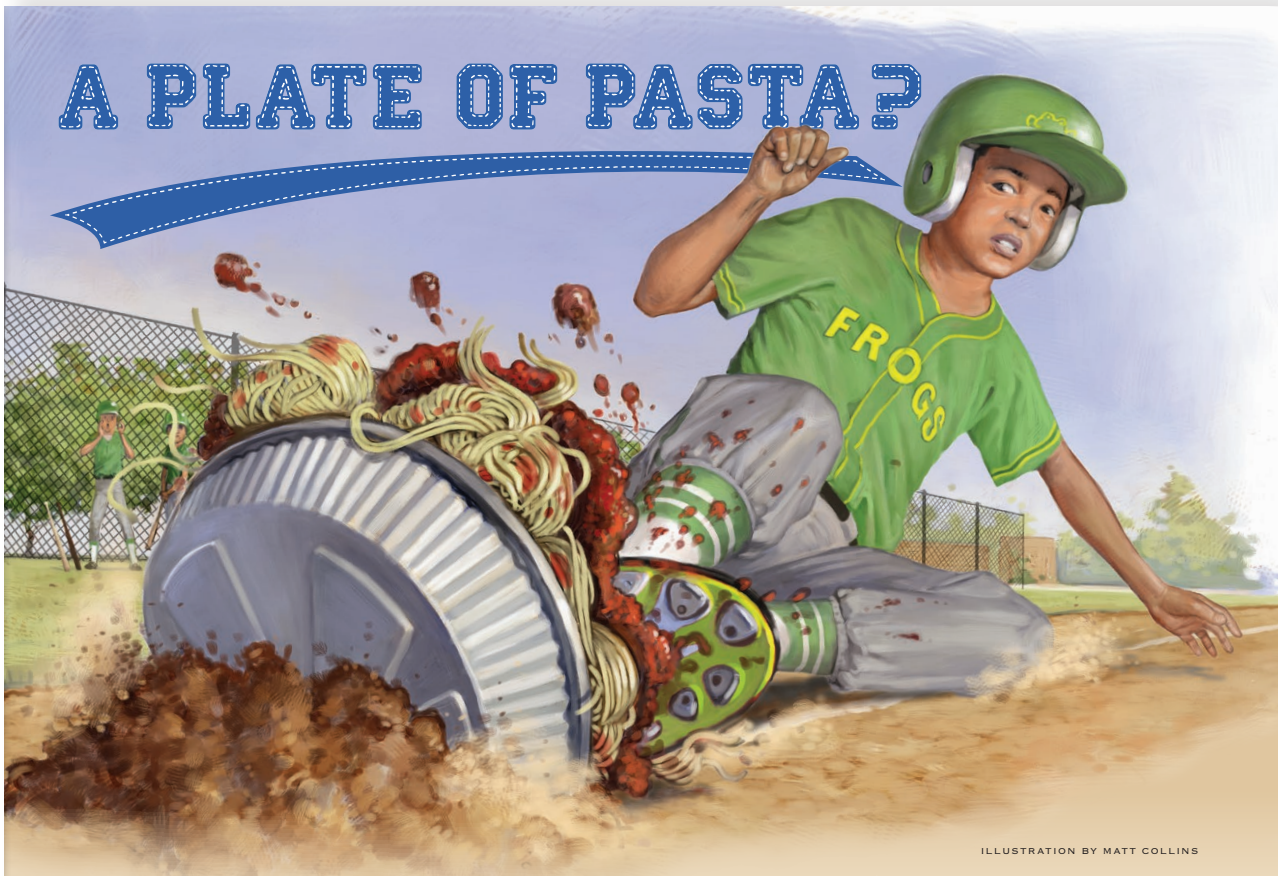


ILLUSTRATION BY MATT COLLINS

It was a perfect sunny day for baseball practice at the town park.

Coach Powers was standing next to home plate. “Get ready to slide, Harry!” he told the 10-year-old player running toward him.

Harry pumped his legs faster. Then he slid toward home.

But he never made it!

His shoe caught something in the dirt. Food **exploded** out of a container. Harry’s pants were covered with slimy spaghetti and **wilted** lettuce.

The rest of the team **rushed** over. “Are you okay?” Janice asked. She was Harry’s best friend.

“I guess.” Harry found a stick. He started **scraping** the food

off his pants. “There is garbage everywhere in this park!”

Janice said, “We should ask the community to clean it up.”

“Do we have to go to Town Hall?” Harry asked.

“We have got a community right here,” Coach Powers said.

Harry looked around. “Where?”

Janice laughed. “We all love baseball, right?” she said. “We can clean up the field for our games.”

Harry got it now. “All right, then!” he said, as he plucked spaghetti off his shoe. “As a member of this community, I say we pass a new rule. No more food allowed at practice!”

—By Bill Doyle



Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Write It

Day 1

**Directions:** Make a poster. Help Harry's community see that they need to take better care of the park.



**Your response should include:**

- capital letters at the start of each sentence
- punctuation at the end of each sentence
- events from the text
- capital letters for all proper nouns

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Sentence Completions

**Directions:** Use a word from the Word Bank to complete each sentence.

## Word Bank

ask	blast	cast	clasp	fact
fast	last	mask	past	task

Day 1

1. I slept at my cousin's house \_\_\_\_\_ night.
2. A \_\_\_\_\_ is something I can prove.
3. Miners have to \_\_\_\_\_ through rock to find coal.
4. My \_\_\_\_\_ is to shuck all the ears of corn.
5. The doctor put a green \_\_\_\_\_ on Matt's broken arm.
6. Did you \_\_\_\_\_ Mom if we could have ice cream?



7. My baby sister cried when I put on my Halloween \_\_\_\_\_ .
8. The \_\_\_\_\_ on my necklace is broken.
9. We drove \_\_\_\_\_ seven For Sale signs on our way to the mall.
10. If you work too \_\_\_\_\_ , you might make a mistake.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# The Fox and the Crow

## Act I

**Narrator 1:** There is a clearing in a forest.

**Narrator 2:** A small group of campers has just left the area.

**Narrator 1:** But they also left some things behind. On the ground are crumbs from their food.

**Narrator 2:** And a small hunk of yellow cheese sits on an old picnic table.

**Narrator 1:** Overhead, a sleek black crow swoops down.

**Crow:** Caw! Caw!

**Narrator 2:** It lands on the table. Then it teeters on its skinny legs to the cheese.

**Crow:** What have we here? A tasty morsel?

**Narrator 1:** The crow comes closer and pecks at the cheese.

**Crow:** It is a tasty morsel! Ah, yes. It is cheese—soft, delicious, yellow cheese. Caw! Caw!

**Narrator 2:** The crow carefully grasps the cheese in its beak.

**Beetle:** Would you look at that? How did I miss such a treat?

**Narrator 1:** A tiny brown beetle sees the crow and the cheese.

**Beetle:** My, how I would like just a tiny nibble of that golden cheese.  
(*sighs*)

**Cricket:** Well, I think that crow has all the luck . . .

**Narrator 2:** . . . complains a cranky cricket.

**Cricket:** The crow just takes what it wants whenever it wants. How I would like to see someone get the better of the crow and take that cheese!

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Act 2

**Narrator 1:** The cricket may get its wish. A sly fox can be seen nearby.

**Fox:** Hmmm. I'm a little hungry. What is there to eat in this forest for a sly thing like me?

**Narrator 2:** The fox spies the crow.

**Fox:** Crow is tasty. But I'm not really in the mood for it right now.

**Cricket:** The crow has the food I want. Just look at it strutting around so pleased with itself.

**Narrator 1:** And indeed, the crow is strutting.

**Narrator 2:** It holds the cheese in its beak, lifts its head, and throws back its tail feathers.

**Crow:** What a clever bird am I! . . .

**Narrator 1:** . . . thinks the crow.

**Crow:** I will eat like a king while all the other woodland creatures nibble on leaves.

**Narrator 2:** The proud crow sets the cheese down for a moment and cries out.

**Crow:** Caw! Caw!

**Fox:** That crow is very pleased with itself. But what a terrible noise it makes!

**Narrator 1:** The fox has a sudden idea.

**Fox:** Ah-ha! I think I know what to do.

**Narrator 2:** The fox grins. It can almost taste that cheese.

**Fox:** That crow will soon be sorry. It's just like the old poem says:

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# One Crow Means Sorrow

## Traditional

One crow means sorrow,  
Two crows mean joy,  
Three crows a girl,  
Four crows a boy.  
Five crows mean silver,  
Six crows mean gold,  
Seven crows a secret that's never been told.

**Fox:** But I'm the one who knows the secret!

## Act 3

**Narrator 1:** The other animals can't tell what the fox has in mind.

**Beetle:** What is that fox doing?

**Cricket:** I don't know, but it is up to something.

**Beetle:** Something sneaky, I suspect.

**Cricket:** I hope it's sneaky, because nothing interesting ever happens in this forest.

**Narrator 2:** The strutting crow flies with its cheese to a branch in a tree.

**Narrator 1:** And the sly fox walks slowly to that tree. The fox pretends not to see the crow.

**Fox:** (*sighs*) What a boring old forest!

**Crow:** Too bad for that fox that it is not clever like me . . .

**Narrator 2:** . . . thinks the crow. The crow does not speak out loud. If it did . . .

**Narrator 1:** . . . it might drop the cheese. Then the fox would snatch it up!

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Fox:** I wish there was something in this forest worth looking at. Sigh.

**Beetle:** What game is that fox playing?

**Cricket:** I don't know, but it will be entertaining to find out!

**Narrator 2:** The crow watches the fox.

**Narrator 1:** The crow doesn't know that the fox is also watching the crow from the corner of its eye.

**Fox:** What to do? What to do?

**Crow:** What a ridiculous old fox. Surely it can find something to interest it in all this vast forest . . .

**Narrator 2:** . . . the crow thinks to itself. It moves on the branch to get a better look at the fox.

**Fox:** What was that? I heard a sound from the trees!

**Beetle:** Well, of course you heard a sound! There's a crow up there.

**Cricket:** Pipe down! Let's see what the fox has up its sleeve. This is going to be good.

## Act 4

**Fox:** Do my eyes deceive me?

**Beetle:** Huh?

**Cricket:** Just watch.

**Fox:** Is that a vision I see in the branches? It is a thing of beauty.

**Crow:** Is the fox talking about me?

**Narrator 1:** The crow lifts its head a little higher and flaps its tail feathers.

**Narrator 2:** The fox stares up at the crow with awe.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Fox:** Oh, what beauty! I must turn away, for your beauty is so bright!

**Narrator 1:** The crow grins a beaky grin. But it is careful to hold the cheese tightly.

**Fox:** How did such a creature come to live in this forest? I have never seen such glossy feathers. I have never seen such a fine pointed beak. You are a thing of beauty.

**Beetle:** You have got to be kidding me.

**Cricket:** Would you just look at the old crow? What a laugh!

**Narrator 2:** The crow can hardly contain its pride.

**Crow:** It's about time someone noticed my splendor and charm . . .

**Narrator 1:** . . . the crow thinks to itself.

**Fox:** You are so fine, so regal, as you sit upon that branch. I wonder how glorious you must look in flight! Other birds must be ashamed when they are near you. How can they compare?

**Narrator 2:** The crow nearly cries out in joy at this praise.

**Narrator 1:** But the crow remembers the cheese and does not speak.

**Narrator 2:** Instead, it closes its eyes, as if in a dream . . .

**Narrator 1:** . . . and listens joyfully to the fox's flattery.

**Beetle:** Oh, brother. I can't believe the crow is falling for this!

**Cricket:** I know. This is great!

**Fox:** There are no words to express how I admire you. I will try to sing my praise.

Name: \_\_\_\_\_ Date: \_\_\_\_\_



# Beautiful Dreamer



by Stephen Foster

Beautiful dreamer, wake unto me,  
Starlight and dewdrops are waiting for thee;  
Sounds of the rude world, heard in the day,  
Lulled by the moonlight have all passed away!  
Beautiful dreamer, queen of my song,  
List while I woo thee with soft melody;  
Gone are the cares of life's busy throng,  
Beautiful dreamer, awake unto me!  
Beautiful dreamer, awake unto me!

## Act 5

- Beetle:** If that crow is beautiful, then I am a pretty blue butterfly.
- Cricket:** Just keep watching. I am beginning to guess what that sly fox is up to, and if I'm right, the fox is even trickier than I thought.
- Narrator 2:** The fox continues its flattery.
- Narrator 1:** And the crow continues to swell with pride.
- Fox:** You are truly beautiful, my fine feathered friend. I can only guess how beautiful your song might be.
- Cricket:** Ah, I was right. The fox is going for the big finish!
- Beetle:** What do you mean? That crow does not sound beautiful. Have you heard its terrible cries?
- Cricket:** Oh, yes, I've heard. And so has the fox. But that's not the point. Just watch.
- Beetle:** Okay, okay.
- Fox:** Oh, please, lovely bird. I must hear your song. Will you sing for me?



Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Narrator 2:** The crow can hardly believe the fox is talking about its song. No one ever praises the song of a crow!

**Crow:** Well, perhaps I can sing a little something . . .

**Narrator 1:** . . . the crow thinks to itself.

**Beetle:** I think the crow is going to sing!

**Cricket:** Yes, I do believe it is. Cover your ears!

**Fox:** What do you say, fine bird? Will you sing for me and let me hear your golden tones?

**Narrator 2:** The crow nods its head.

**Fox:** Please don't make me wait any longer. I know your song must be the most beautiful of all the birds!

**Narrator 1:** The crow is ready.

**Narrator 2:** It takes in a big breath and . . .

**Beetle:** Watch out!

**Cricket:** The crow is going to blow!

**Crow:** Caaaaaw! Caaaaaw! Caaaaaw!

**Narrator 1:** And with that, the cheese falls from the crow's beak . . .

**Narrator 2:** And lands in the open mouth of the fox below.

**Fox:** (*gulp*) Delicious!

**Crow:** What?

**Fox:** Thank you, crow. That was the best food I've had in days.

**Crow:** But that was *my* cheese!

**Fox:** Yes, it was your cheese. Thank you for giving it to me.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Crow:** But . . . but . . .

**Beetle:** Wow, that fox is pretty tricky. I wish I had thought of that plan. Then I could have eaten the cheese.

**Cricket:** I knew the fox was up to something sly.

**Crow:** Oh, why did I listen to that old fox? It tricked me out of my delicious cheese!

**Fox:** Well, yes, I tricked you. But maybe next time, you will remember this important lesson. Never trust flatterers.

**Narrator 1:** And the fox walks slowly away . . .

**Narrator 2:** . . . licking its lips as it goes.

# How Words Work

Day 2

When two or more consonants blend together, it can be hard to hear each sound. Read the word slowly. Sound out each letter. This will make it easier to read and spell words.

**Try saying these words aloud.**

broom      frog

**Directions:** Read each word aloud. Do you hear the separate sounds? Underline the consonant blends.

- 1. perfect
- 2. practice
- 3. standing
- 4. started

**Directions:** Write the words your teacher reads. Each word has the *ct* or *st* consonant blend.

<i>ct</i>	<i>st</i>



Some consonants work together to make one sound instead of a blend. Consonant pairs like *sh*, *ch*, *ng*, and *th* are not blends. When you read the word *shoe*, do you say *s-h-o-e*?

# Quick Check

**Directions:** Choose the best answer to each question.

1. What are two ways to fix the problem in the park?
- (A) Make a rule that food is not allowed at practice.
  - (B) Everyone helps clean the park.
  - (C) Move to a cleaner park.
  - (D) both A and B

2. What best describes the community in the story?

- (A) students in a class
- (B) people who work at town hall
- (C) people who share a park
- (D) people who love pasta

3. What does Harry learn about how a community can work together to solve a problem?

---

---

---

---

---

---

---

---

---

---

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Read and Find

Day 2

**Directions:** When does the story take place? Where does it happen? Write details in the boxes.

**Time**

**Location**

--	--

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Synonyms and Antonyms

**Directions:** Use a word from the Word Bank for each section.

Word Bank				
ask	blast	cast	clasp	fact
fast	last	mask	past	task

Day 2

Write a synonym for each word.

1. job \_\_\_\_\_
2. explode \_\_\_\_\_
3. truth \_\_\_\_\_

Write an antonym for each word.

4. slow \_\_\_\_\_
5. tell \_\_\_\_\_
6. first \_\_\_\_\_
7. future \_\_\_\_\_

Write a word that fits each category.

8. crutches, sling, wheelchair, \_\_\_\_\_
9. hook, fastener, clip, \_\_\_\_\_
10. costume, face paint, props, \_\_\_\_\_



Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Sentence Types

**Directions:** Study each example. Write a sentence for each word. End each sentence with the same punctuation as the example.

**QUESTION** Ex. *close*: Did you remember to *close* the door?

1. *last*: \_\_\_\_\_

\_\_\_\_\_

2. *fast*: \_\_\_\_\_

\_\_\_\_\_

**STATEMENT** Ex. *note*: I wrote a thank you *note* to my friend.

3. *fact*: \_\_\_\_\_

\_\_\_\_\_

4. *task*: \_\_\_\_\_

\_\_\_\_\_

**EXCLAMATION** Ex. *bone*: I found a dinosaur *bone* in my yard!

5. *blast*: \_\_\_\_\_

\_\_\_\_\_

6. *mask*: \_\_\_\_\_

\_\_\_\_\_