

Sample Lesson

GRADE 3



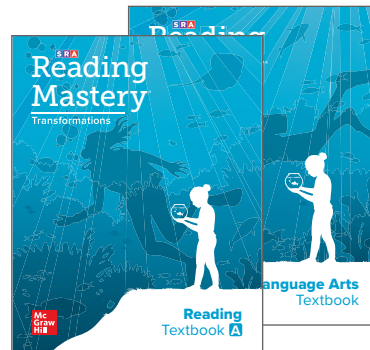
Grade 3

INTRODUCTION



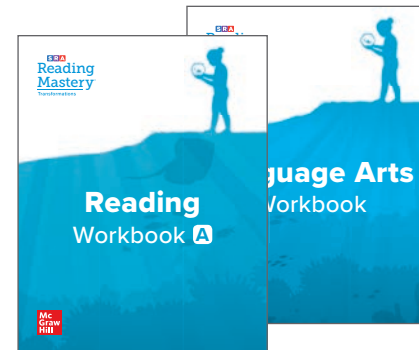
Teacher Experience

- Reading Lesson 10
- Language Arts Lesson 24



Student Textbook

- Reading Lesson 10
- Language Arts Lesson 24



Student Workbook

- Reading Lesson 10
- Language Arts Lesson 24

Reading Lesson 10

Reading Lesson 10 begins with *Vocabulary* (Exercise 3) practice in the **Teacher Experience**.

Then, learners use the **Student Textbook** to engage in *Story Reading* (Exercise 7) and answer questions to practice citing text evidence with *Story Items* (Exercise 8) and to recount and retell in *Recounting the Story* (Exercise 9).

Next, the teacher explains the **Student Workbook** tasks where learners will identify *Setting*, *Characters*, and *Plot* (Exercise 10).

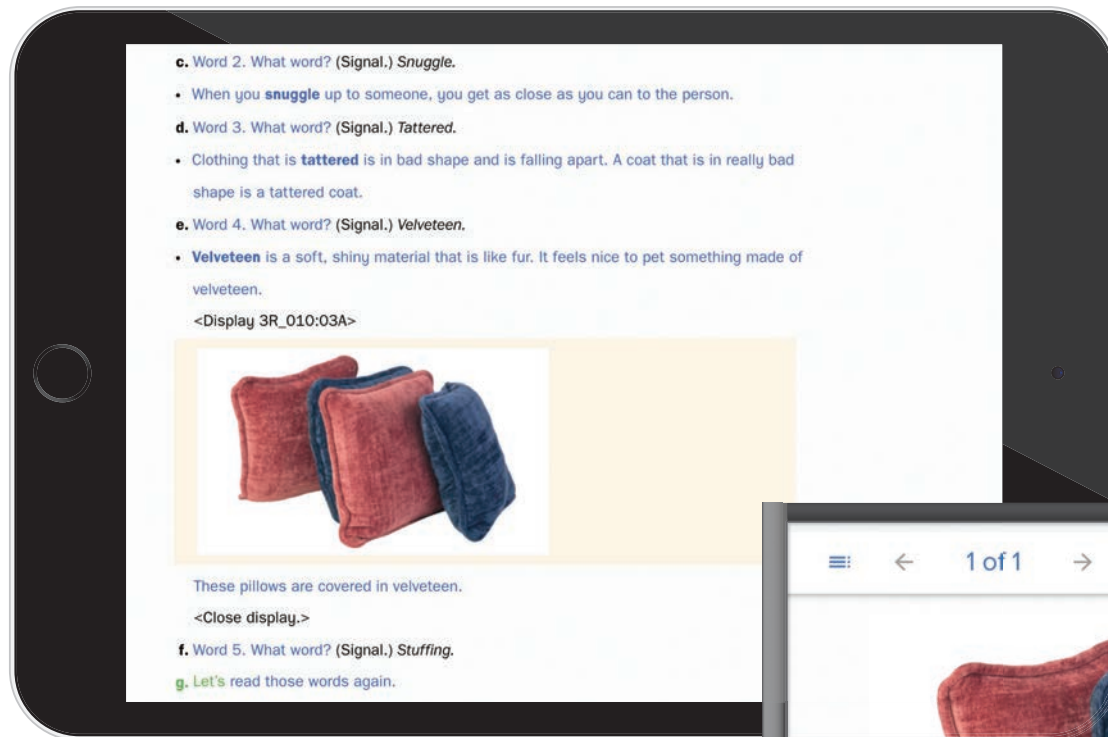
Language Arts Lesson 24

Language Arts Lesson 24 begins with learners using the **Student Textbook** to *Write a Narrative* (Exercise 2).

Then, learners complete **Student Workbook** activities to practice how to use *Pronouns* (Exercise 3), *Edit Sentences* (Exercise 4), and *Edit a Paragraph* (Exercise 5) before they *Edit a Narrative* (Exercise 6).

Reading Lesson 10

TEACHER EXPERIENCE



Clarify the meaning of unknown vocabulary by choosing flexibly from a range of strategies.

Build a robust vocabulary with supporting images or multimedia assets.

Exercise 3

See corresponding student sampler page..



Exercise 3 Display

Concept of Theme



- a. Find part B in your textbook. ✓
- We're going to read a story about how a young boy's love for his stuffed toy rabbit transforms the rabbit. The theme of the story is **love**. What is the theme? (Signal.) **Love**.
 - You can raise your hand and ask a question about anything in the story you don't understand.
- b. Everybody, touch the title. ✓
- (Call on a student to read the title.) *The Velveteen Rabbit*.
 - Everybody, what's the title? (Signal.) *The Velveteen Rabbit*.
 - What is the author going to tell about in this story? (Call on a student.) A velveteen

Exercise 7

See corresponding student sampler page.

Cite text evidence to demonstrate understanding.

After a while, the rabbit started to show signs of wear. It became tattered and torn. One of its ears no longer stood up. And its color had changed from a pretty pink color to gray. But Timmy loved it even more than when he had first held it.



- h. Look at the picture. ✓
- What color is the rabbit in this picture? (Signal.) **Pink**.
 - What color do you think the rabbit will be in the next picture. (Call on a student.) [Ideas: **More gray; less pink.**]
 - Raise your hand when you find the sentence that answers the question (Wait.) Read the

Exercise 7

See corresponding student sampler page.

Reading Lesson 10

TEACHER EXPERIENCE

Exercise 8: Story Items

Oral Preview

- Get ready to answer questions about the story.
- How old was Timmy when he got the velveteen rabbit? (Call on a student.) *4 years old.*
- Everybody, what color was the rabbit when he got it? (Call on a student.) *Pink.*
- What did the rabbit look like after Timmy had it a few years? (Call on a student.) [Ideas: *Gray; tattered/shabby; floppy ear.*]
- Who thought that Timmy should get rid of the velveteen rabbit? (Call on a student.) *His mother.*
- In Timmy's dream, who told him something about his rabbit? (Call on a student.) *A princess.*
- What did that person say would happen to the rabbit? (Call on a student.) [Idea: *It would become a real rabbit.*]
- Where did his mother tell him to take the tattered rabbit? (Call on a student.) [Idea: *Into the woods.*]
- When Timmy looked back at the rabbit, how had it changed? (Call on a student.) *It was a real rabbit.*

Exercise 8

See corresponding student sampler page.

Answer questions to demonstrate text comprehension.

Exercise 9: Recounting the Story

- I'm going to call on different students to retell different parts of this story.
 - (Call on several students to tell the first part:)
How did the story start?
 - (After the students have told the first part of the story, call on other students to start there and tell more of the story:)
What happened in the middle of the story?
 - Now let's talk about the end of the story. (Call on several students to tell the ending:)
How did the story end?
- (Optional—New ending)
 - Raise your hand if you can tell the story with a different ending. (Call on a student.) Start where Timmy has a dream and tell the new ending.

Recount the key details of a text.

Exercise 9

Exercise 10: Written Items Preview

Setting, Characters, Plot

a. Find part B in your workbook. ✓

- I'll read what it says. Follow along. Don't write anything until I tell you.

All stories have three main elements. They are the **setting**, the **characters**, and the **plot**.

Listen again: the three main elements are the setting, the characters, and the plot.

Everybody, what are the three main elements? (Signal.) *The setting, the characters, and the plot.*

b. Listen: The **setting** is where and when the story takes place. Everybody, say that rule about the setting. Get ready. (Signal.) *The setting is where and when the story takes place.*

- Maybe the setting is in the city; maybe it's in a shack on a mountain. The setting may be some time in the future, or a hundred years ago.
- You read the story of the velveteen rabbit. Where does the first part of that story take place? (Call on a student.) [Idea: *Timmy's house.*]
- That's the setting. If the story took place at one time, that time would be part of the setting. Remember, the setting is where and when the story takes place.
- Item 1: What is the setting for the beginning of the story? (Call on a student.) *house.*

Use Information from the text to demonstrate understanding of its characters, setting, or plot.

Exercise 10

See corresponding student sampler page.

c. Listen: The **characters** are the important people, animals, or objects that do things in the story. The main character is the main person or animal in the story. In the story about the velveteen rabbit, one of the main characters is not a person. What is it? (Call on a student.) [Idea: *A toy rabbit.*]

- Everybody, what's the name of the other main character? (Signal.) *Timmy.*
- Who are some of the other characters in the story? (Call on a student.) *Timmy's mother and a princess.*
- Those characters are not **main** characters.
- Everybody, is the tooth fairy a character in the story about the velveteen rabbit? (Signal.) *No.*
- Remember, the characters are the persons, animals, or objects that do things in the story.
- Item 2: Name the two main characters in this story. (Call on a student.) *Timmy and velveteen rabbit.*

d. Listen: The **plot** is what happens to the characters in the story. Everybody, what is the plot? (Signal.) *What happens to the characters in the story.*

- When you tell the plot of a story, you quickly tell the main things that happened. Here's the plot for the story about the three pigs: Three pigs built houses to protect them from the big bad wolf. The first pig built a house of straw, but the wolf huffed and puffed and blew the house down. The second pig built a house of wood, but the wolf huffed and puffed and blew the house down. The third pig built a house of brick. The wolf huffed and puffed but could not blow the house down.
- Your turn: Tell me the plot for the story about the velveteen rabbit. Quickly tell the

Exercise 10

See corresponding student sampler page.

Reading Lesson 10

STUDENT TEXTBOOK

10

A

1

1. cuddly
2. receive
3. shabby
4. princess

2

1. search
2. snuggle
3. tattered
4. velveteen
5. stuffing

3

1. searched
2. received
3. snuggled
4. remembered
5. welcomed
6. stuffed

4

1. shabbier
2. birthday
3. Timmy
4. bunny
5. bunnies
6. months

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B

The *Velveteen* Rabbit

Retold by Jos Reyes
Illustrated by Brock Nicol



Lesson 10 49

Timmy was a little boy who had lots of toys, and he liked to play with all of them. But his favorite toy was the velveteen rabbit that he received on his fourth birthday.



Oh, how he loved that soft cuddly rabbit. At night, he could not go to sleep unless he snuggled up with the rabbit close to his body. When he played out in the yard, he always had that rabbit with him. He even talked to his velveteen rabbit.

Reading Lesson 10

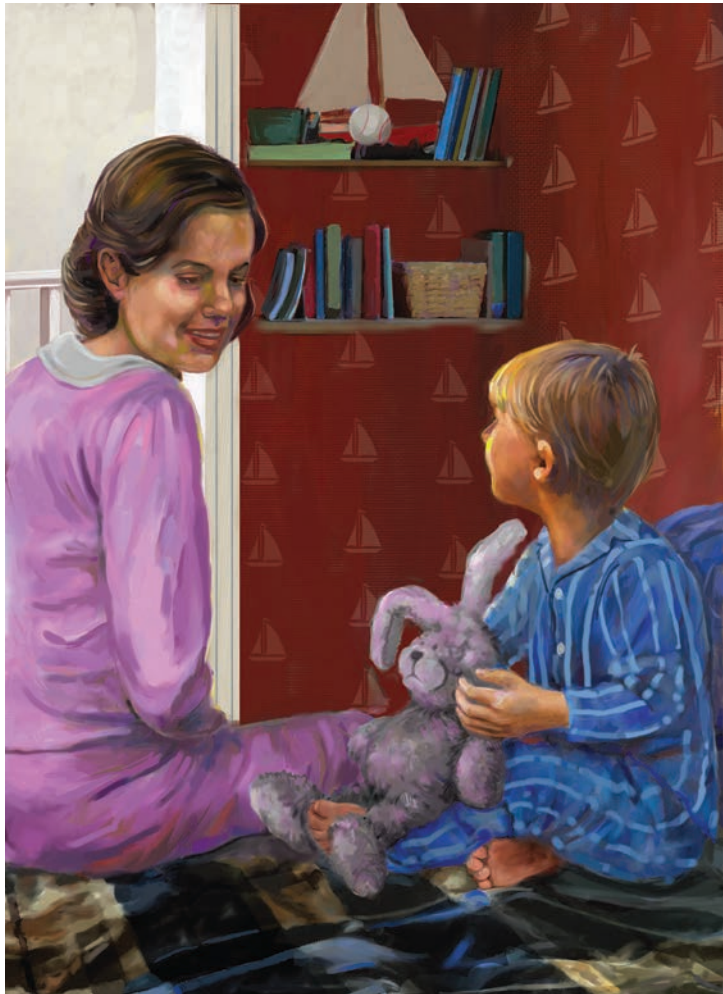
STUDENT TEXTBOOK



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After a while, the rabbit started to show signs of wear. It became tattered and torn. One of its ears no longer stood up. And its color had changed from a pretty pink color to gray. But Timmy loved it even more than when he had first held it.

Lesson 10 53



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Timmy's mother tried to interest Timmy in other toys. She wanted to get rid of the velveteen rabbit because she thought it was dirty and ugly. She said, "Why don't you give me the rabbit, and I'll get you a fine new animal to play with."

"No," Timmy said. "This rabbit is not like the others. This rabbit is real."

"Real?" his mother said. "He's just a toy."

"No," Timmy insisted. "He's real."

Lesson 10

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Reading Lesson 10

STUDENT TEXTBOOK



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The next day, Timmy was playing with the tattered rabbit in the yard when it started to rain. Timmy went inside, but he forgot to take the rabbit with him. When it was time for Timmy to go to bed, he remembered where the rabbit was. He snuck outside in the rain and cold and searched for the rabbit until he found it. Then he hugged his rabbit and said, "You are cold and wet, but I will make you feel better." He took the rabbit inside, dried it, and took it to bed with him. He snuggled up and went to sleep.

Lesson 10 57



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A few days later, Timmy became very sick. He had a high fever and strange dreams. In one of his dreams a lovely princess appeared. She said, The love your rabbit has for you will make you well. And your love for the rabbit will make him real.

Timmy got well, and he remembered what the princess had said. But as the months passed, the poor rabbit became even shabbier than it had been. Part of its stuffing was coming out, and it had a large rip on its back.

One day, Timmy's mother said, Timmy, you are a big boy now. It's time for you to get rid of that rabbit. It's falling apart.

Timmy said, But a princess told me that this rabbit will become a real rabbit.

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STUDENT TEXTBOOK



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His mother said, Then why don't you take him out into the woods and leave him there, where he can live with the other rabbits.

Sadly, Timmy agreed. With tears in his eyes, he took his tattered velveteen rabbit to the woods. He put it down in soft leaves, next to a large tree. He patted it and said, I . . . I have to leave you here . . . but you will be fine. . . . You will be a real rabbit.

Lesson 10 61



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He started to walk away, but after he took a few steps he turned around to look at his rabbit for the last time. To his surprise, the tattered rabbit was gone. And sitting in its place was a bunny a real rabbit.

The bunny hopped over to Timmy and seemed to smile. Oh, Timmy cried. You are real. Then the bunny hopped over to where two other bunnies were playing. They welcomed their new friend, and the three of them hopped off.

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Reading Lesson 10

STUDENT TEXTBOOK

Timmy often went back into the woods to watch his bunny play with the other rabbits. Although it had changed, Timmy knew that his velveteen rabbit would always love him as much as he loved it.



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Reading Lesson 10

STUDENT WORKBOOK

10

Name _____

A STORY ITEMS

1. How old was Timmy when he got the velveteen rabbit? _____
2. What color was the rabbit when he got it? _____
3. What color was the rabbit after Timmy had it for a few years? _____
4. Underline the sentence in the passage below that answers question 3.

After a while, the rabbit started to show signs of wear. It became tattered and torn. One of its ears no longer stood up. And its color had changed from a pretty pink color to gray. But Timmy loved it even more than when he had first held it.

5. Who thought that Timmy should get rid of the velveteen rabbit? _____
6. In Timmy's dream, who told him something about his rabbit? _____
7. What did that person say would happen to the rabbit? _____
8. Where did his mother tell him to take the tattered rabbit? _____
9. When Timmy looked back at the rabbit, how had it changed? _____

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B MORE STORY ITEMS

All stories have three main elements. They are the **setting**, the **characters**, and the **plot**.

The **setting** is where and when the story takes place.

The **characters** are the important people, animals, or objects that do things in the story.

The **plot** is what happens to the characters in the story.

Answer these questions.

1. What is the setting for the beginning of the story? _____
2. Name the two main characters in this story. _____
3. Write the letter of the passage that tells the **plot** for this story. _____
 - A. A boy named Timmy got sick. A princess told Timmy that his velveteen rabbit was her friend. When Timmy was older, his mother put the rabbit in the woods. She thought Timmy was too big to have a toy rabbit.
 - B. Timmy's favorite toy was a stuffed velveteen rabbit. A princess told him it was real. Timmy's mother didn't like the toy rabbit, so she bought Timmy a real rabbit. Timmy liked the real rabbit so much that he forgot all about his old stuffed toy.
 - C. Timmy's favorite toy was a stuffed velveteen rabbit. Timmy loved the rabbit. When Timmy got sick, loving the rabbit helped him get better. When Timmy was older, he left the rabbit in the woods. When he looked back, there was a live rabbit right where he had left his toy.

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END OF LESSON 10

Language Arts Lesson 24

TEACHER EXPERIENCE

Exercise 2: Write a Narrative

Dialogue

- Pencils down. Find part B in your textbook. ✓



- You're going to write a short paragraph about this picture.
Touch the sentence under the picture. ✓
I'll read it: **Carmen gave her dog a bath.**
- Start your paragraph with that sentence. Then write sentences that tell what is in the picture, and a sentence about what Carmen said. Remember to punctuate sentences with a comma and quote marks. Pencils down when you're finished.
(Observe students and give feedback.)

Write narratives, using dialogue to develop experiences and events or show characters' responses.

Exercise 2

See corresponding student sampler page..

Understand the function of nouns, pronouns, verbs, adjectives, and adverbs.

Pronouns

Workbook

- You've learned about one part of speech—verbs. I'll tell you about a new part of speech.
- a. Listen:** The words **he**, **she**, **it**, and **they** are pronouns. Everybody, what part of speech are the words **he**, **she**, **it**, and **they**? (Signal.) *Pronouns.*
(Repeat step a until firm.)
- b. I'll say words. Tell me if each word is a verb or a pronoun.**
Listen: **he**. Verb or pronoun? (Signal.) *Pronoun.*
- Listen: **ran**. Verb or pronoun? (Signal.) *Verb.*
Listen: **it**. Verb or pronoun? (Signal.) *Pronoun.*
- Listen: **climbed**. Verb or pronoun? (Signal.) *Verb.*
Listen: **buys**. Verb or pronoun? (Signal.) *Verb.*
- Listen: **they**. Verb or pronoun? (Signal.) *Pronoun.*
Listen: **she**. Verb or pronoun? (Signal.) *Pronoun.*
(Repeat step b until firm.)
- Open your workbook to lesson 24 and write your name. ✓
Pencils down and find part A. ✓

Exercise 3

See corresponding student sampler page..

Exercise 4: Edit Sentences

Consolidation

- Pencils down. Find part B in your workbook. ✓

1. Tom said, "why did you do that?" (2)
2. They seen fred and jerry at the store. (3)
3. Maria said "i love math." (2)
4. Lisa teachted Margo brother to swim. (2)
5. My sister went to the doctor she had a cold. (2)

- The number after each item tells how many mistakes are in the item. Some quotes may not be punctuated correctly. Maybe the comma is missing. Maybe one of the quote marks is missing. Also some items may have wrong verbs, missing capital letters, periods, or apostrophes.

- I'll read the items. Follow along.

Item 1: Tom said, "why did you do that?"

Item 2: They seen fred and jerry at the store.

- 3: Maria said "i love math."

4: Lisa teachted Marys brother to swim.

5: My sister went to the doctor she had a cold.

- Fix the mistakes. Pencils down when you're finished.

Demonstrate command of the conventions of standard English grammar, mechanics, and usage.

Exercise 4

See corresponding student sampler page..

Develop and strengthen writing as needed by planning, revising, and editing.

CP the tree he leaned the ladder against
IH the tree. Then Mike picked some apples. He
SP throw the apples to the painter. The painter
DID put the apples on the ground. Anita unfolds
CP the blanket she took the food and drinks
from the basket and put them on the blanket.

Check SP: Spell words from the word list correctly.

- This is a paragraph a student wrote. It has a lot of problems. Listen:

The painter carried his ladder over to the tree he leaned the ladder against the tree.
Then Mike picked some apples. He throw the apples to the painter. The painter put
the apples on the ground. Anita unfolds the blanket she took the food and drinks
from the basket and put them on the blanket.

- Touch the letters for the first problem. ✓

What letters? (Signal.) CP:

There's a problem with a capital or a period. Raise your hand when you can say the sentence with the first problem. ✓ (Call on a student.) The painter carried his ladder over to the tree.

- What's the problem with that sentence? (Call on a student.) [Idea: There is no period at the end of the sentence.]

What's the next problem? (Call on a student.) [Idea: The word he should start with capital H.]

- Now let's figure out an important thing that's missing in the paragraph. Everybody, what letters go in the margin if the writer left out a sentence? (Signal.) IH.
Look at the line with the letters IH in the margin. The little arrow shows where a sentence is missing. ✓

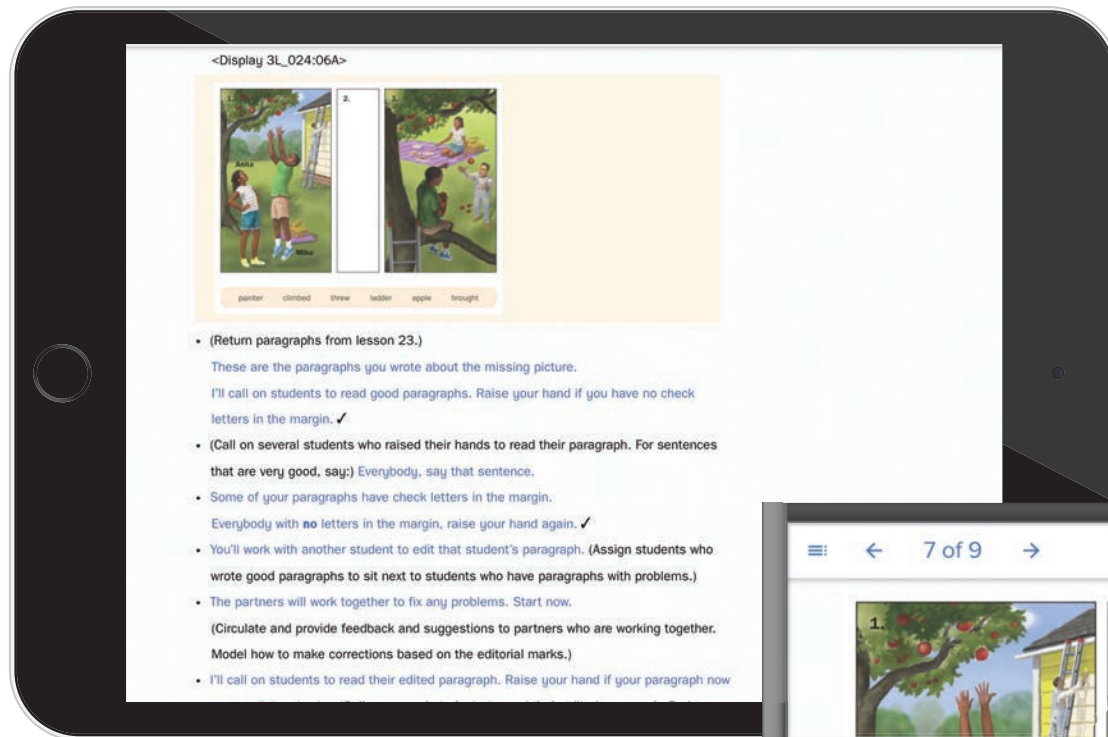
- Read the sentence before the little arrow and after the little arrow. Raise your hand when

Exercise 5

See corresponding student sampler page..

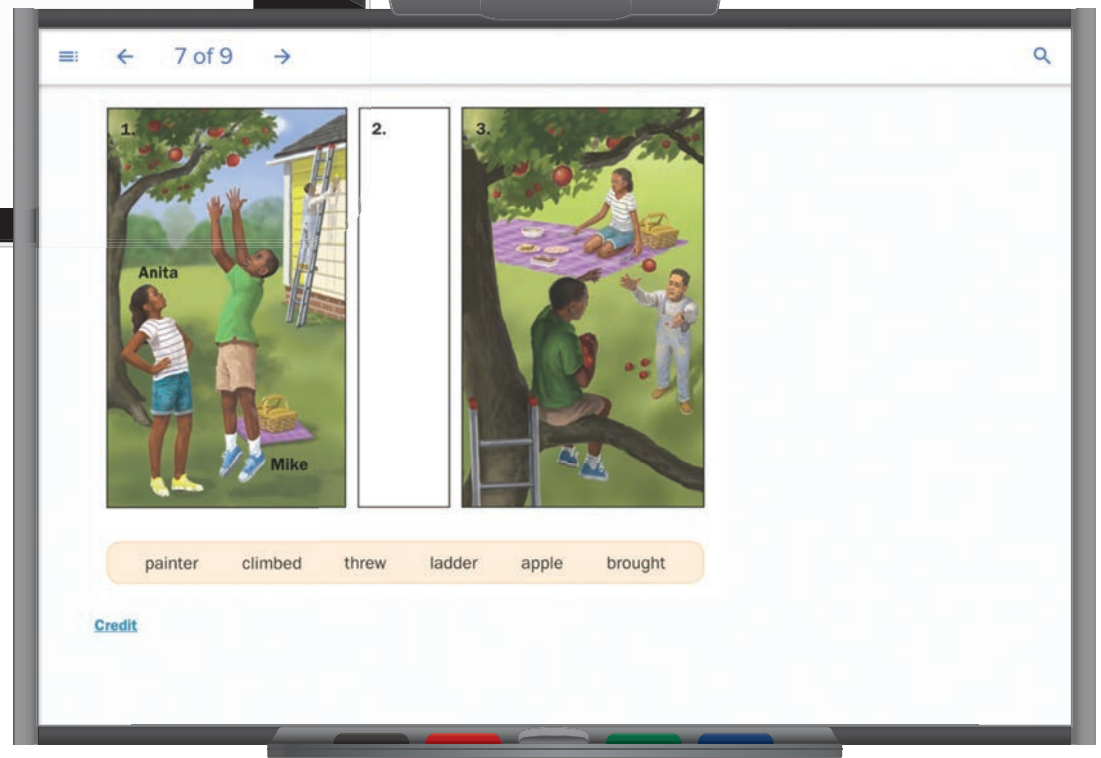
Language Arts Lesson 24

TEACHER EXPERIENCE



Produce and publish writing
and collaborate with others.

Exercise 6



Exercise 6 Display

Language Arts Lesson 24

STUDENT TEXTBOOK

24

A Rewrite each sentence.

Our dog barked when the man walked by.

When the man walked by, our dog barked.

Rules: Start with a capital letter.

Write the part that tells when.

Make a comma and write the rest of the sentence.

End the sentence with a period.

1. They went swimming in the morning.
2. We talked softly while the baby slept.
3. The cook took a nap after lunch.



24 Lesson 24

B Write a paragraph about the picture.



Carmen gave her dog a bath.

INDEPENDENT WORK

C Write the verb for each sentence.

1. We drove to Oregon last summer.
2. My sister was waiting outside.
3. George is singing a funny song.
4. The three children were very happy.

END OF LESSON 24

Lesson 24 25

Language Arts Lesson 24

STUDENT WORKBOOK

Name _____

24

A Underline each subject. Write the pronoun above it.

1. The old man could not start the car.
2. A storm lasted all night.
3. A dog and a cow were eating.
4. The young woman cleaned a table.
5. The trucks went up the hill.
6. A mother held a baby.

B Fix the mistakes.

1. Tom said, why did you do that? (2)
2. They seen fred and jerry at the store. (3)
3. Maria said i love math. (2)
4. Lisa teached Marys brother to swim. (2)
5. My sister went to the doctor she had a cold. (2)

Lesson 24 53

C Use the check letters to edit the paragraph.

	The painter carried his ladder over to
CP	the tree he leaned the ladder against
IH	the tree. Then Mike picked some apples. He
SP	throow the apples to the painter. The painter
DID	put the apples on the ground. Anita unfolds
CP	the blanket she took the food and drinks
	from the basket and put them on the blanket.

Check SP: Spell words from the word list correctly.

INDEPENDENT WORK

D Add s or es to make plural words.

- | | | | |
|----------|----------|-----------|---------|
| 1. boss | 2. match | 3. rash | 4. cone |
| 5. grape | 6. room | 7. crunch | 8. pass |

END OF LESSON 24

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