Webster County Schools

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3rd Grade

Packet 2

Webster County Schools

For Additional Online Resources, please see the Link to the following resources on the Curriculum page on www.webstercountyschools.org:

MDE Learning-at-Home Resources for Districts

The resources contained on this website contain materials and tools that may be used to provide additional resources to parents or students. This information is only intended to be a general summary of information provided to the public. The Mississippi Department of Education does not endorse or promote any commercial products or services. The views and opinion of authors expressed do not necessarily reflect those of the MDE, and they may not be used for advertising or product endorsement purposes. Please make sure that you choose the tool(s), resource(s) or material(s) that are developmentally appropriate and best fit the needs of your students, school, or district.

Resources have been divided into the following categories:

- Internet Services
- Multiple Content Area Resources
- Arts (Dance, Music, Theatre, Visual Arts) Resources
- Career Pathway Experiences (CPE) Alternative Resources
- English Language Arts Resources
- Mathematics Resources
- Science Resources
- Social Studies Resources
- World Language Resources
- Counselor Resources
- English Learner Resources
- Virtual Learning Resources

Webster County Schools

At-Home Learning Packet Schedule:

- Packet 2- April 20, 2020

- Packet 3- May 4, 2020

- Packet 4- May 18, 2020

Name: _____
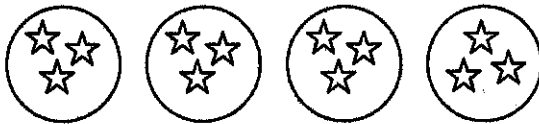
1 Show 3×5 by drawing equal groups of 5.

Show 3×5 by drawing an array.

Complete the equation. $3 \times 5 =$ _____

2 Write an equation that matches the array.

△ △ △ △ △ △
△ △ △ △ △ △

_____

3 Write an equation that matches the picture.

_____

4 Use words to describe the drawing for problem 3.

Multiplying with 2, 5, and 10

Multiply.

1 $5 \times 2 =$ _____

2 $2 \times 5 =$ _____

3 $2 \times 10 =$ _____

4 $10 \times 2 =$ _____

5 $10 \times 5 =$ _____

6 $5 \times 10 =$ _____

7 $6 \times 2 =$ _____

8 $2 \times 6 =$ _____

9 $3 \times 10 =$ _____

10 $10 \times 3 =$ _____

11 $7 \times 2 =$ _____

12 $2 \times 7 =$ _____

13 $4 \times 10 =$ _____

14 $10 \times 4 =$ _____

15 $5 \times 4 =$ _____

16 $4 \times 5 =$ _____

17 $2 \times 2 =$ _____

18 $5 \times 5 =$ _____

19 $10 \times 10 =$ _____

20 What patterns do you notice in the problems? Explain.

21 Draw a model to show how you solved one of the problems.

Name: _____

Write the missing digits in the boxes to make each multiplication problem true.

$3 \times 1 = \boxed{}$ $0 \times 7 = \boxed{}$ $5 \times 1 = \boxed{}$ $1 \times 0 = \boxed{}$

$1 \times 7 = \boxed{}$ $4 \times \boxed{} = 0$ $4 \times \boxed{} = 4$ $9 \times \boxed{} = 0$

$\boxed{} \times 1 = 3$ $\boxed{} \times 9 = 9$ $\boxed{} \times 8 = 0$ $\boxed{} \times 6 = 0$

Write two factors to make each multiplication problem true.

$\boxed{} \times \boxed{} = 5$ $\boxed{} \times \boxed{} = 7$ $\boxed{} \times \boxed{} = 2$ $\boxed{} \times \boxed{} = 1$

Write a digit in the box to make the multiplication problem true. Then use words to write about the groups.

$$\boxed{} \times 0 = 0$$

Name: _____

Multiply.

1 $2 \times 3 =$ _____

2 $3 \times 2 =$ _____

3 $10 \times 3 =$ _____

4 $3 \times 10 =$ _____

5 $5 \times 3 =$ _____

6 $3 \times 5 =$ _____

7 $4 \times 3 =$ _____

8 $3 \times 4 =$ _____

9 $9 \times 3 =$ _____

10 $3 \times 9 =$ _____

11 $1 \times 3 =$ _____

12 $3 \times 1 =$ _____

13 $8 \times 3 =$ _____

14 $3 \times 8 =$ _____

15 $6 \times 3 =$ _____

16 $3 \times 6 =$ _____

17 $7 \times 3 =$ _____

18 $3 \times 7 =$ _____

19 $0 \times 3 =$ _____

20 $3 \times 3 =$ _____

21 Tell how you could check that your answer to problem 9 is correct.

22 Draw a model to show how you solved one of the problems.

i-Ready

Multiplying with 4

Multiply.

1 $2 \times 4 =$ _____

2 $3 \times 4 =$ _____

3 $10 \times 4 =$ _____

4 $5 \times 4 =$ _____

5 $7 \times 4 =$ _____

6 $6 \times 4 =$ _____

7 $8 \times 4 =$ _____

8 $9 \times 4 =$ _____

9 $1 \times 4 =$ _____

10 $4 \times 5 =$ _____

11 $0 \times 4 =$ _____

12 $4 \times 10 =$ _____

13 $4 \times 3 =$ _____

14 $4 \times 2 =$ _____

15 $4 \times 1 =$ _____

16 $4 \times 4 =$ _____

17 Tell what strategy you used to solve 6×4.

18 Draw a model to show how you solved one of the problems.

Name: _____

Multiply.

1 $5 \times 6 =$ _____

2 $3 \times 6 =$ _____

3 $10 \times 6 =$ _____

4 $2 \times 6 =$ _____

5 $7 \times 6 =$ _____

6 $4 \times 6 =$ _____

7 $8 \times 6 =$ _____

8 $1 \times 6 =$ _____

9 $9 \times 6 =$ _____

10 $6 \times 5 =$ _____

11 $0 \times 6 =$ _____

12 $6 \times 10 =$ _____

13 $6 \times 3 =$ _____

14 $6 \times 2 =$ _____

15 $6 \times 5 =$ _____

16 $6 \times 6 =$ _____

17 Tell a strategy you can use to show 5×6.

18 Explain how problem 2 and problem 13 are related.

Name: _____

The answers are mixed up at the bottom of the page. Cross out the answers as you complete the problems.

1 $3 \times 7 =$ _____

2 $6 \times 7 =$ _____

3 $8 \times 7 =$ _____

4 $2 \times 7 =$ _____

5 $9 \times 7 =$ _____

6 $1 \times 7 =$ _____

7 $7 \times 0 =$ _____

8 $10 \times 7 =$ _____

9 $4 \times 7 =$ _____

10 $5 \times 7 =$ _____

11 $7 \times 3 =$ _____

12 $0 \times 7 =$ _____

13 $7 \times 2 =$ _____

14 $7 \times 10 =$ _____

15 $7 \times 4 =$ _____

16 $7 \times 1 =$ _____

17 $7 \times 5 =$ _____

18 $7 \times 7 =$ _____

Answers

14	63	35	70	0	42
7	28	14	21	56	21
28	0	70	49	35	7

Name: _____

The answers are mixed up at the bottom of the page. Cross out the answers as you complete the problems.

1 $2 \times 8 =$ _____

2 $6 \times 8 =$ _____

3 $7 \times 8 =$ _____

4 $3 \times 8 =$ _____

5 $9 \times 8 =$ _____

6 $1 \times 8 =$ _____

7 $0 \times 8 =$ _____

8 $10 \times 8 =$ _____

9 $4 \times 8 =$ _____

10 $5 \times 8 =$ _____

11 $8 \times 3 =$ _____

12 $8 \times 0 =$ _____

13 $8 \times 2 =$ _____

14 $8 \times 10 =$ _____

15 $8 \times 4 =$ _____

16 $8 \times 7 =$ _____

17 $8 \times 5 =$ _____

18 $8 \times 8 =$ _____

Answers

64	40	48	8	0	56
72	80	24	32	16	32
24	0	80	40	56	16

Multiplying with 9

Name: _____

The answers are mixed up at the bottom of the page. Cross out the answers as you complete the problems.

1 $1 \times 9 =$ _____

2 $6 \times 9 =$ _____

3 $7 \times 9 =$ _____

4 $2 \times 9 =$ _____

5 $8 \times 9 =$ _____

6 $3 \times 9 =$ _____

7 $0 \times 9 =$ _____

8 $10 \times 9 =$ _____

9 $4 \times 9 =$ _____

10 $5 \times 9 =$ _____

11 $9 \times 3 =$ _____

12 $9 \times 8 =$ _____

13 $9 \times 2 =$ _____

14 $9 \times 10 =$ _____

15 $9 \times 4 =$ _____

16 $9 \times 7 =$ _____

17 $9 \times 5 =$ _____

18 $9 \times 9 =$ _____

Answers

63	45	18	81	90	36
72	54	27	36	72	63
90	0	18	9	27	45

Name: _____

Write the missing numbers in the boxes to make each multiplication problem true.

$5 \times 6 = \square$

$6 \times 5 = \square$

$2 \times 6 = \square$

$6 \times 2 = \square$

$4 \times 5 = \square$

$5 \times 4 = \square$

$3 \times 8 = \square$

$8 \times 3 = \square$

$4 \times 7 = \square$

$7 \times 4 = \square$

$5 \times 9 = \square$

$9 \times 5 = \square$

$9 \times 2 = \square$

$2 \times \square = 18$

$\square \times 5 = 15$

$5 \times 3 = \square$

$7 \times 8 = \square$

$\square \times 7 = 56$

$\square \times 10 = 70$

$10 \times \square = 70$

$\square \times 5 = 10$

$5 \times \square = 10$

$3 \times \square = 12$

$\square \times 3 = 12$

1 Look at 6×5 and 5×6. How does the order of the factors change the product?

2 Draw two arrays to show 4×7 and 7×4.

Name: _____

**Draw parentheses around the numbers you want to multiply first.
Then find the product.**

1 6 × 3 × 2
6 × (3 × 2)
6 × 6 = 36
Sample Student Work:
3 × 2 = 6; 6 × 6 = 36

2 4 × 3 × 3

3 5 × 2 × 8

4 8 × 2 × 4

5 2 × 2 × 7

6 6 × 5 × 2

7 3 × 3 × 7

8 2 × 4 × 5

9 7 × 4 × 2

10 6 × 3 × 3

11 3 × 3 × 10

12 2 × 3 × 4

13 How did you decide which factors to group?

14 Choose one problem. Tell two ways you can group the factors. Then explain which way is easier for you to solve.

Name: _____

Order and group the factors to show how you want to multiply. Then find the product.

1 $5 \times 7 \times 2$
$5 \times 2 \times 7$
$(5 \times 2) \times 7$
$10 \times 7 = 70$

2 $3 \times 5 \times 3$

3 $4 \times 8 \times 2$

4 $2 \times 9 \times 5$

5 $2 \times 10 \times 5$

6 $2 \times 8 \times 2$

7 $3 \times 9 \times 3$

8 $5 \times 2 \times 6$

9 $4 \times 5 \times 2$

10 $2 \times 9 \times 2$

11 $3 \times 8 \times 2$

12 $4 \times 2 \times 7$

13 What strategies did you use to decide how to order and group the factors?

14 Why do you need to reorder factors in some problems?

Name: _____

1 Draw a model to show 12 ÷ 6. Show 6 equal groups. How many are in each group?

There are 12 in all. There are 6 equal groups. There are _____ in each group.

12 ÷ 6 = _____

2 Draw a model to show 12 ÷ 6. Show 6 in each group. How many groups are there?

There are 12 in all. There are 6 in each group. There are _____ groups.

12 ÷ 6 = _____

3 Draw an array to find 21 ÷ 3.

4 Draw an array to find 20 ÷ 4.

21 ÷ 3 = _____

20 ÷ 4 = _____

5 What situation could be modeled with the equation 40 ÷ 8 = 5?

Name: _____
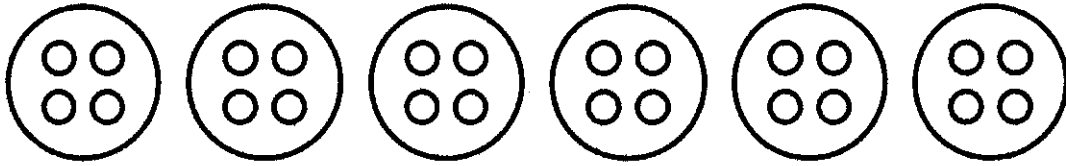
1 There are 24 marbles. Each bag has 4 marbles.

Write an equation that shows the number of bags.

_____

2 There are 24 marbles. An equal number of marbles are in 6 bags.

Write an equation that shows the number of marbles in each bag.

_____

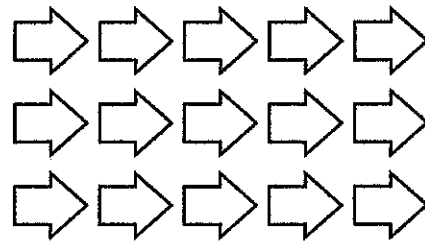**3** There are 6 bags of marbles. 4 marbles are in each bag.

Write two different equations that show the total number of marbles.

_____   _____

4 Write 2 multiplication equations and 2 division equations for this array.

_____   _____

_____   _____

Find the value of ? to complete each fact.

5 $6 \times ? = 48$

$48 \div 6 = ?$

$? = $ _____

6 $? \times 5 = 45$

$45 \div ? = 5$

$? = $ _____

7 $63 \div 9 = ?$

$? \times 9 = 63$

$? = $ _____

8 $32 \div ? = 8$

$8 \times ? = 32$

$? = $ _____

Name: _____

The answers are mixed up at the bottom of the page. Cross out the answers as you complete the problems.

1 $40 \div 4 =$ _____

2 $18 \div 3 =$ _____

3 $24 \div 4 =$ _____

4 $24 \div 8 =$ _____

5 $14 \div 2 =$ _____

6 $40 \div 8 =$ _____

7 $42 \div 7 =$ _____

8 $64 \div 8 =$ _____

9 $32 \div 8 =$ _____

10 $56 \div 8 =$ _____

11 $27 \div 9 =$ _____

12 $28 \div 7 =$ _____

13 $72 \div 8 =$ _____

14 $90 \div 9 =$ _____

15 $54 \div 9 =$ _____

16 $48 \div 8 =$ _____

17 $49 \div 7 =$ _____

18 $27 \div 3 =$ _____

Answers:

4	4	9	6	7	10
5	10	3	3	6	7
8	6	6	7	6	9

Name: _____

×	1	2	3	4	5	6	7	8	9	10
1	1	2	3	4	5	6	7	8	9	10
2	2	4	6	8	10	12	14	16	18	20
3	3	6	9	12	15	18	21	24	27	30
4	4	8	12	16	20	24	28	32	36	40
5	5	10	15	20	25	30	35	40	45	50
6	6	12	18	24	30	36	42	48	54	60
7	7	14	21	28	35	42	49	56	63	70
8	8	16	24	32	40	48	56	64	72	80
9	9	18	27	36	45	54	63	72	81	90
10	10	20	30	40	50	60	70	80	90	100

Write the missing numbers in the boxes to make each multiplication or division problem true.

$5 \times 7 = \boxed{}$ $32 \div 8 = \boxed{}$ $4 \times 7 = \boxed{}$ $27 \div \boxed{} = 9$

$\boxed{} \div 5 = 7$ $8 \times \boxed{} = 32$ $\boxed{} \div 4 = 7$ $9 \times \boxed{} = 27$

$4 \times 4 = \boxed{}$ $9 \times 6 = \boxed{}$ $6 \times 6 = \boxed{}$ $81 \div \boxed{} = 9$

$\boxed{} \div 4 = 4$ $54 \div \boxed{} = 6$ $63 \div \boxed{} = 9$ $40 \div 8 = \boxed{}$

$\boxed{} \div 8 = 6$ $56 \div \boxed{} = 8$ $45 \div 5 = \boxed{}$ $\boxed{} \div 7 = 7$

1 Write 3 possible answers for the equation $36 \div \boxed{} = \boxed{}$.

Name: _____

Solve. Look for patterns.

1 Subtract.

$10 - 1 =$ _____ $20 - 1 =$ _____ $30 - 1 =$ _____

$100 - 1 =$ _____ $200 - 1 =$ _____ $300 - 1 =$ _____

$200 - 100 =$ _____ $300 - 100 =$ _____ $400 - 100 =$ _____

$200 - 101 =$ _____ $300 - 101 =$ _____ $400 - 101 =$ _____

2 Multiply.

$2 \times 10 =$ _____ $2 \times 9 =$ _____

$3 \times 10 =$ _____ $3 \times 9 =$ _____

$4 \times 10 =$ _____ $4 \times 9 =$ _____

$5 \times 10 =$ _____ $5 \times 9 =$ _____

$6 \times 10 =$ _____ $6 \times 9 =$ _____

$7 \times 10 =$ _____ $7 \times 9 =$ _____

$8 \times 10 =$ _____ $8 \times 9 =$ _____

$9 \times 10 =$ _____ $9 \times 9 =$ _____

3 Describe the patterns that you notice in the problems you just solved.

i-Ready

Solving Problems About Equal Groups

Name: _____

Read and solve each problem. Show your work.

1 Heather has 18 photographs of rockets. She wants to hang them on 3 different walls in her room. Each wall will have the same number of photographs. How many photographs will hang on each wall?

There will be _____ photographs on each wall.

2 There are 24 people who want to play volleyball. The coach divides the players into teams of 6. How many teams can she make?

The coach can make _____ teams.

3 At an art show, there are 7 groups of paintings with 6 paintings in each group. How many paintings are there in all?

There are _____ paintings.

4 Jasmine reads for 10 minutes each night. If she reads for 5 nights, how many minutes will she read in all?

Jasmine will read for _____ minutes.

5 Rhonda plants 28 tomato plants in her garden. She plants 7 tomato plants in each row. How many rows does she plant?

Rhonda plants _____ rows.

6 Mr. Jones buys 6 packages of pencils. There are 8 pencils in each package. How many pencils does Mr. Jones buy?

Mr. Jones buys _____ pencils.

7 Choose one problem. Describe the strategy you used to solve it.

Solving Problems About Arrays

Name: _____

Read and solve each problem. Show your work.

1 A parking lot has 6 rows of parking spaces. There are 5 spaces in each row. How many parking spaces are in the lot?

There are _____ parking spaces.

2 Jack has 36 toy robots. He wants to display 9 on each shelf in his room. How many shelves will Jack need to display all of the robots?

Jack will need _____ shelves.

3 There are 24 dancers. The teacher has them stand in 3 equal rows. How many dancers are in each row?

There are _____ dancers in each row.

4 Emily is putting away plates. She puts 6 plates each in 3 stacks. How many plates does she put away?

Emily puts away _____ plates.

5 A farmer picks 54 pumpkins. She places an equal number of pumpkins in 9 wagons. How many pumpkins are in each wagon?

There are _____ pumpkins in each wagon.

6 The school band marches in rows at the parade. There are 24 band members and they form rows with 4 members in each row. How many rows are there?

There are _____ rows.

7 Choose one problem. Describe and use a strategy to check your answer.

Solving Problems About Area

Name: _____

Read and solve each problem. Show your work.

1 Nya covers a rectangular tray with 1-square-inch tiles. She uses 42 tiles, arranged in 7 rows. How many tiles are in each row?

There are _____ tiles in each row.

2 Jacob uses tiles to cover a rectangular hallway. Each tile has an area of 1 square foot. He uses 3 rows of tiles, with 8 tiles in each row. What is the area of the hallway?

The area of the hallway is _____ square feet.

3 Sara covers the top of a box with squares of paper that are 1 square centimeter. She uses 48 squares, with 6 squares in each row. How many rows did she make?

Sara made _____ rows.

4 There are 64 squares on Rasha's chessboard. Each square is 1 square inch. There are 8 rows of squares on her chessboard. How many squares are in each row?

There are _____ squares in each row.

5 A rectangular patio at an outdoor restaurant is made of 35 tiles. Each tile is 1 square yard. If there are 5 tiles in each row, how many rows are there?

There are _____ rows of tiles.

6 Mr. Reilly uses square pieces of fabric that are each 1 square inch for a rectangular wall hanging. He uses 81 squares. If he makes 9 rows of squares, how many squares will be in each row?

There will be _____ squares in each row.

7 Choose one problem. Describe the strategy you used to solve it.

8 Explain why you chose that strategy to solve the problem.

Solving Two-Step Word Problems Using Two Equations

Name: _____

Read and solve each problem by writing an equation for each step. Use letters for the unknown numbers. Show your work.

1 Hirami has 12 cups of flour in a bag and 6 cups of flour in a jar. He is making batches of bread that each call for 3 cups of flour. How many batches of bread can Hirami make?

Hirami can make _____ batches of bread.

2 Cassi bought 50 pounds of dirt. She used 10 pounds to fill a hole in her yard. Then she filled pots with 5 pounds of soil in each pot. How many pots could she fill?

Cassi can fill _____ pots.

3 Becky has 6 packages of clay that each weigh 5 pounds. To make a bowl, she needs 3 pounds of clay. How many bowls can Becky make?

Becky can make _____ bowls.

4 Marc has 36 pounds of apples to use to make pies. He uses 4 pounds of apples for each pie. Marc uses all of the apples to make pies, and then sells each pie for $8. How much money does Marc collect for all the pies?

Marc collects $ _____ for all the pies.

5 Choose one problem. Tell how you could solve the problem in a different way.

Solving Two-Step Word Problems Using One Equation

Name: _____

Read and solve each problem by writing one equation.
Show your work.

1 Mrs. Nelson has one $10-bill and one $20-bill. She wants to buy as many movie tickets as she can with this money. If movie tickets cost $6 each, how many tickets, *t*, can she buy?

Mrs. Nelson can buy _____ tickets.

2 Daisy has a goal of reading 75 minutes in one week. She reads 9 minutes a day for 5 days. How many more minutes, *m*, will she have to read to reach her goal?

Daisy will have to read _____ more minutes.

3 Mr. Garcia buys 3 bags of cat food that each weigh 9 pounds and another bag of cat food that weighs 7 pounds. How many pounds, *p*, of cat food did Mr. Garcia buy?

Mr. Garcia bought _____ pounds of cat food.

4 Jackson has 48 trading cards. His sister gives him 12 more cards. Then he puts all his trading cards in 6 equal stacks. How many cards, *c*, are in each stack?

There are _____ cards in each stack.

5 Choose one problem. Explain how you decided which operations to use to solve it.

Name: _____

**Read each problem. Estimate the answer by rounding to the nearest ten.
Then find the actual answer. Show your work.**

1 Marie has 231 toothpicks in one box and 175 toothpicks in another box. She uses 319 toothpicks to make a bridge. How many toothpicks does she have left?

Estimate: There are about _____ toothpicks left.

Marie has _____ toothpicks left.

2 Kennedy School has 124 third-grade students. Carter School has 16 fewer third-grade students than Kennedy School. How many third-grade students in all are at Kennedy School and Carter School?

Estimate: There are about _____ students.

There are _____ students.

3 There are 197 oak trees in the park. There are 27 more pine trees than oak trees in the park. How many trees are there in all?

Estimate: There are about _____ trees.

There are _____ trees in all.

4 On the first day of a bus trip, Brian and his dad traveled 341 miles. On the second day, they traveled 39 fewer miles. How many miles did they travel in all after two days?

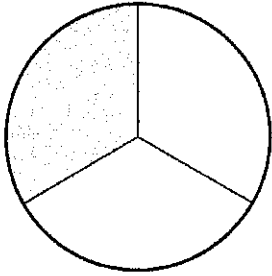*Estimate:* They traveled about _____ miles.

They traveled _____ miles.

5 How does an estimate help you decide if your answer is reasonable?
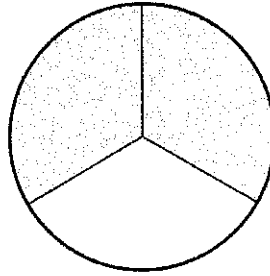
Name: _____
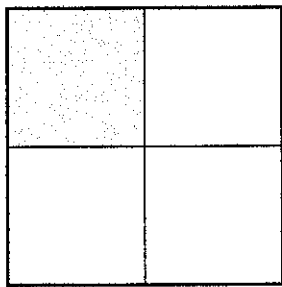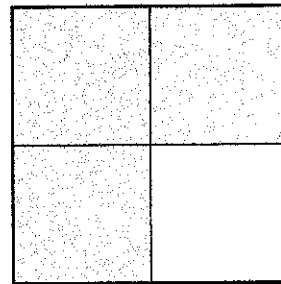
Write the fraction of the figure that is shaded.

1

_____

2

_____

3

_____

4

_____

5

_____

6

_____

7

_____

8

_____
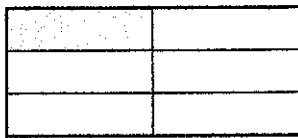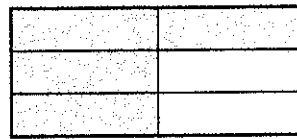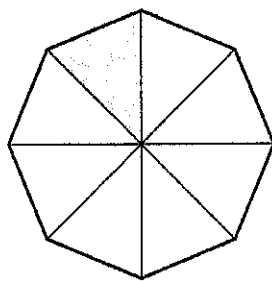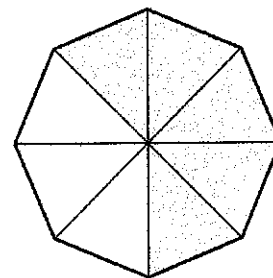
Name: _____

9 Draw a circle that shows 4 equal parts. Then shade to show $\frac{2}{4}$.

10 Draw a rectangle that shows 3 equal parts. Then shade to show $\frac{2}{3}$.

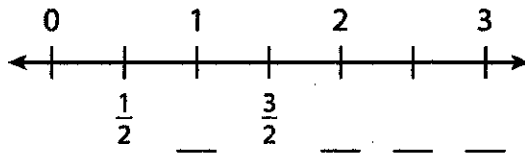**11** Draw a square that shows 8 equal parts. Then shade to show $\frac{3}{8}$.

12 Draw a circle that shows 6 equal parts. Then shade to show $\frac{5}{6}$.

i-Ready

28

Name: _____

Set A

Write the missing labels on the number line.

```
    0       1       2       3
 <--+---+---+---+---+---+---+-->
        1       3
        -       -
        2       2   __  __  __
```

Set B

Use this number line to solve problems 1–4.

```
    0               1               2
 <--+---+---+---+---+---+---+---+-->
```

— — —   — — —
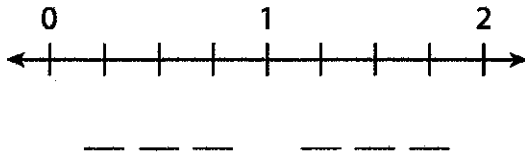
1 How many equal parts are between 0 and 1? _____

2 How many equal parts are between 1 and 2? _____

3 What fraction does each part show? _____

4 Write fractions to label the marks.

Name: _____

Set C

Use this number line to solve problems 5–7.

```
        A              B   C
  ←——+———+———+———+———+———+———→
     0           1           2
```

5 *A* is _____.

6 *B* is _____.

7 *C* is _____.

Set D

Use this number line to solve problems 8–10.

```
      D         E         F
  ←——+——+——+——+——+——+——+——+——→
     0                    1
```

8 *D* is _____.

9 *E* is _____.

10 *F* is _____.

Name: _____

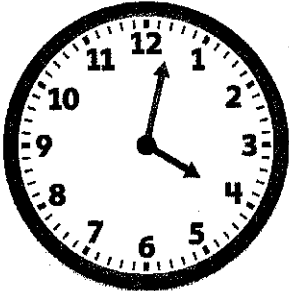## Write the time the clock shows.

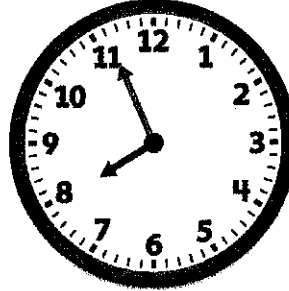**1**

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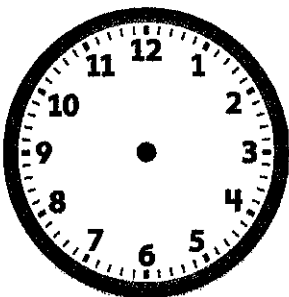

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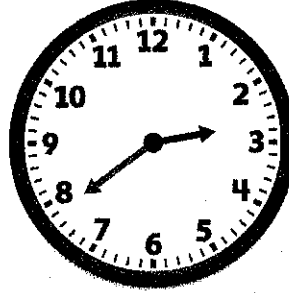
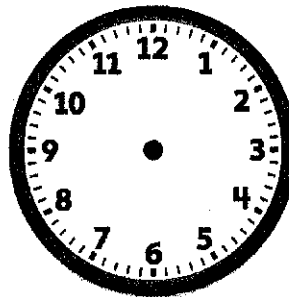**3**

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4

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Draw hands on the clock to show the given time.
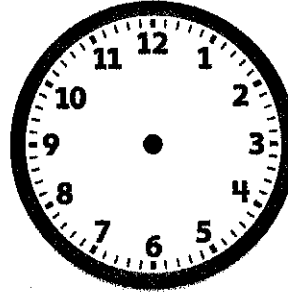
5 16 minutes after 1

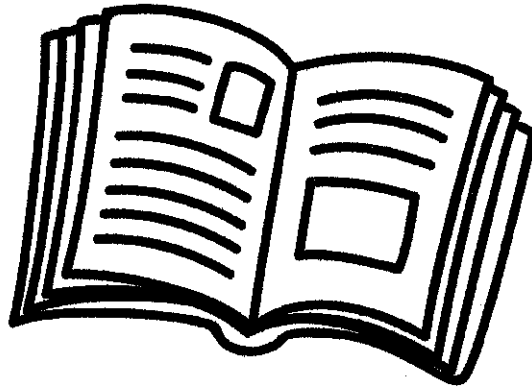**6** 7 minutes before 9

Name: _____
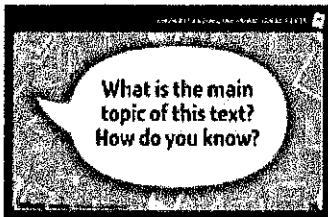
7 35 minutes after 3
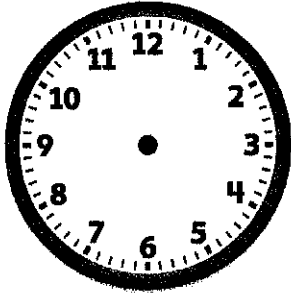
8 26 minutes before 8

9 Write a word problem that could use one of the times shown on one of the clocks.

Independent Reading!

> What is the main topic of this text? How do you know?

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

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

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

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

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

www.starfall.com

www.storyplace.org

www.uniteforliteracy.com

www.storynory.com

www.freekidsbooks.org

en.childrenslibrary.org

Lesson 8
Determining the Central Message

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

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

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

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

Don't let go of me!

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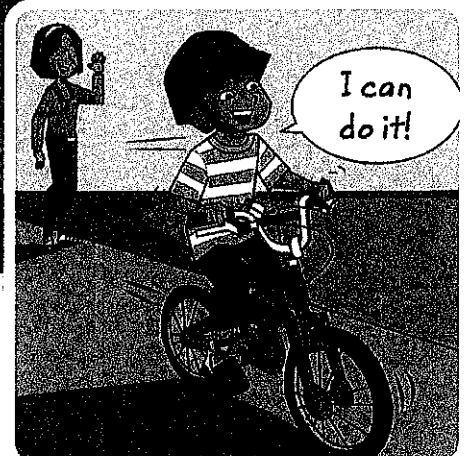
▶ **Think** The events in the cartoon tell about a problem the boy has and what he does. Complete the chart by adding the key details. Use those details to figure out the central message of the cartoon.

Key Detail	Key Detail	Key Detail

What Is the Central Message?

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

◎ **Academic Talk**
Use these phrases to talk about the text.
- **central message**   - **key details**

◆i-Ready

The Girl and the Apples

by Tala Rutchel

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

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

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

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

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

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

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

Close Reader Habits

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

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

▶ **Think**

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

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

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

↓   ↓

What Is the Central Message?

▶ **Talk**

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

▶ **Write**

3 **Short Response** What is another lesson the girl might learn from what happened? Use the space provided on page 126 to write your answer.

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

Write **Use the space below to write your answer to the question on page 123.**

The Girl and the Apples

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

_____

_____

_____

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_____

Don't forget to check your writing.

From Retelling to Summarizing

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

Step by Step   30–45 minutes

1 Introduce and explain summarizing.

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

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

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

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

2 Model summarizing text.

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

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

- Record and display summary statements as you generate them.

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

③ Provide guided practice with summarizing text.

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

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

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

④ Provide repeated practice with summarizing text.

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

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

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

Check for Understanding

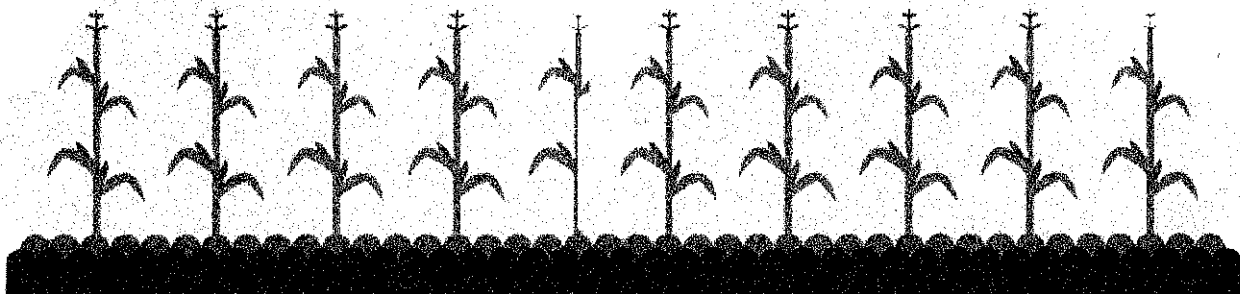| If you observe...	Then try...
difficulty distinguishing important ideas and details	using stories from the day to provide practice. Revisit a recent class activity. Provide two details, and have students think about which is more important. As the student demonstrates understanding, transfer the process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

Sharing the Crops

a folktale from England

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

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

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

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

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

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

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

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

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

Close Reader Habits

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

▶ Think

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

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

  A   It is wrong to try to cheat others.

  B   Never make a deal with a clever farmer.

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

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

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

  A   "Once a farmer rented some land."

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

  C   "This was a fair deal at last."

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

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

▶ Talk

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

▶ Write

3 **Short Response** Explain which character in "Sharing the Crops" learns a lesson. Use one detail from the folktale to support your response. Use the space provided on page 127 to write your answer.

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

▶ **Write** **Use the space below to write your answer to the question on page 125.**

Sharing the Crops

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

_____

_____

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Check Your Writing

☐ Did you read the prompt carefully?

☐ Did you put the prompt in your own words?

☐ Did you use the best evidence from the text to support your ideas?

☐ Are your ideas clearly organized?

☐ Did you write in clear and complete sentences?

☐ Did you check your spelling and punctuation?

Lesson 31
Real-Life Connections

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

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

    A friendly classmate smiled and said, "Hi."

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

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

    Friendly dogs wag their tails and want to be patted.

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

HINT To help think of more ways to complete each sentence, ask your partner questions like these.
- When were you helpful?
- What do you do when you are curious about something?

1 A helpful person might _____ .

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

2 If a person is curious, she might _____ .

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

3 It would be selfish to _____ .

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

4 A student could interrupt a class by _____ .

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

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

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

A tell a friend to hurry up

B run to be first in line

C refuse to wait for someone

D teach a baby something new

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

A "I like this new food after all."

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

C "I agree with you about that."

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

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

A help a friend with homework

B eat candy without sharing

C disobey his parents

D scare a friend's dog

4 How might someone cause **confusion**?

A by solving a problem

B by telling the truth

C by giving poor directions

D by speaking clearly

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

A invite a friend to a party

B talk while others are talking

C offer to wash the dishes

D help a neighbor plant a garden

i-Ready   Grade 3 • Packet 1, Section 1   21

ZEL,
the Gentle Donkey

A FOLKTALE FROM HAITI

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

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

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

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

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

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

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

8   "I will help you," said Touloulou.

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

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

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

12   Again Touloulou pinched Madame Charity's ankle.

13   "Ouch!" shouted Madame Charity.

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

15   "What's wrong?" people asked.

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

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

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

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

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

21   From that day on, Madame Charity tried not to raise her voice in anger. Sometimes she got angry, but she kept it to herself. And Zel the gentle donkey was happy at last.
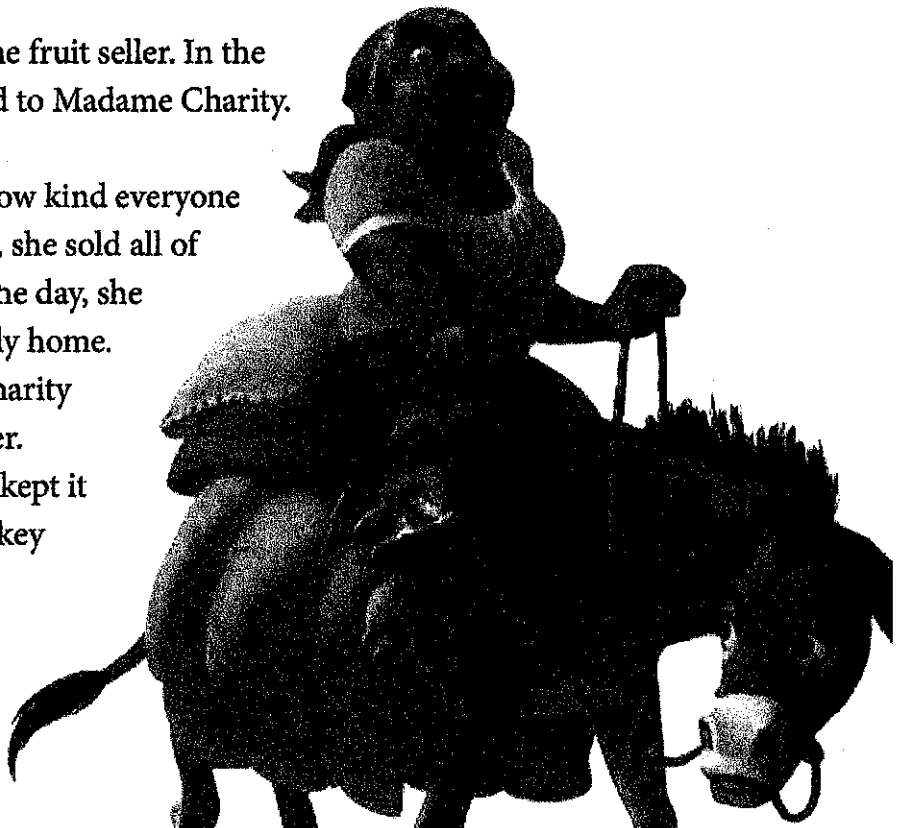
▶ **Think** Use what you learned from reading the selection to respond to these questions.

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

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

    B Madame Charity is always angry and mean.

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

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

2 Describe how Touloulou helps Zel.

_____

_____

_____

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

Part A
What is the central message of this story?

    A Honesty is the best policy.

    B Kindness gets better results than anger.

    C Things are not always as they appear.

    D Beware of strangers.

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

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

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

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

    D "Today he felt sorry for her."

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

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

    A a store where food and spices are bought

    B a place where people buy and sell things

    C a street fair where people gather

    D a bank where money is exchanged

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

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

_____

_____

_____

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

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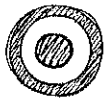## Learning Target

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

_____

_____

_____

_____

Determine Message, Lesson, or Moral

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

Three Ways to Teach

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

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

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

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

- Distribute and display **Message, Lesson, or Moral Chart** (page 3), and work together to record details from the story on the chart. Explain to students that the chart is a useful way for them to see how details are connected to one moral or big idea.
- Then provide a selection of other fables for students to practice with independently. Have students work in pairs to read a fable and identify its moral, stated at the end. Have them use the message, lesson, or moral chart to connect story details to the overall lesson. Remind them to think carefully about characters' words and actions, as well as what happens and why.
- Invite pairs to share their work with the class.

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

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

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

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

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

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

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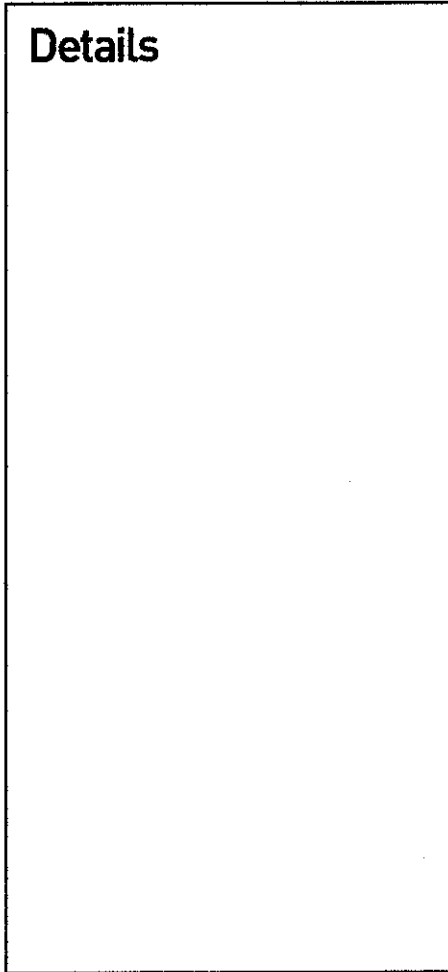
Check for Understanding

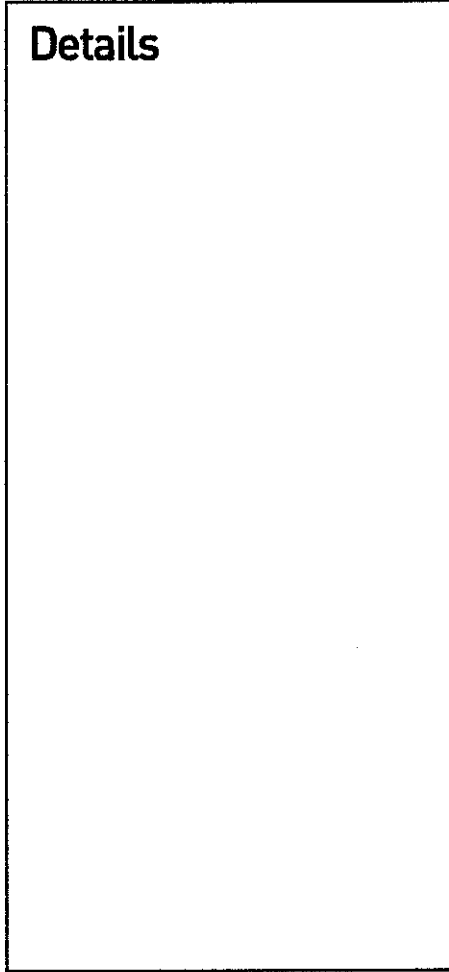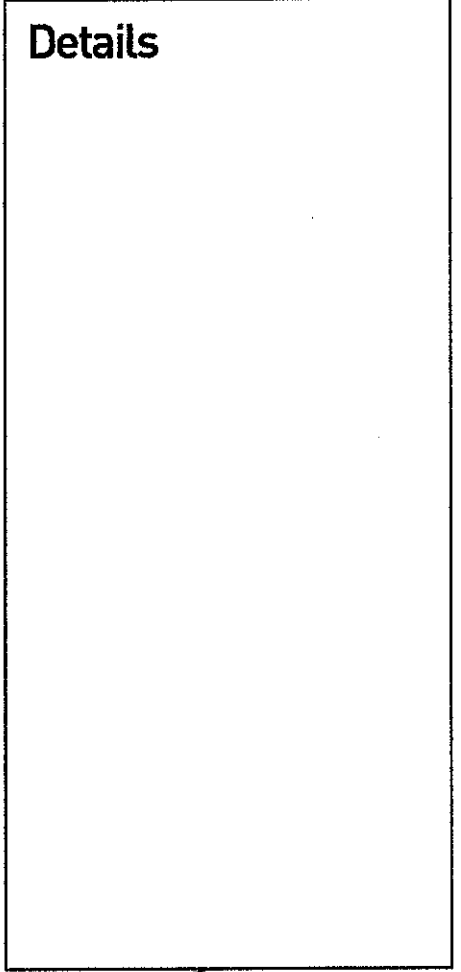| If you observe...	Then try...
difficulty identifying an unstated moral	first checking comprehension by asking them to retell or summarize the story in their own words. Then help them identify the moral using guiding questions such as these:
	What was the main character's problem?
	How did that problem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

Name_____

Message, Lesson, or Moral Chart

Details	Details	Details

Message, Lesson, or Moral