



BEST FOR
ALL

We will set all students on a path to success.

ELA

Grade 3

Boot Camp

Student Materials

Week 1



Lessons 1-3



Character Analysis Chart and Text-Dependent Questions:
“The Wolf and the Lean Dog”

.....
Name:

.....
Date:

Directions:

For each character:

1. Make sure there are at least three details from the story in the “Motivation” column that describe what the character says, thinks, and feels.
2. Make sure there are at least three details from the story in the “Actions” column that describe what the character does.
3. Look carefully at the details you recorded; then, in a few words, explain what you think the character “Wants.”
4. Based on what the character says, thinks, feels, wants, and does, add at least add idea about the character’s “Traits” in the third column.
5. What happens to the character as a result of his/her motivations, actions, and traits? Record your thinking in the “Result” box.

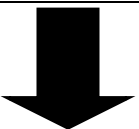
When you have finished analyzing all the characters, look back to the text and your chart to help you answer the text-dependent questions.



Character Analysis Chart and Text-Dependent Questions:
“The Wolf and the Lean Dog”

“The Wolf and the Lean Dog”

Character	MOTIVATION: What does the character want? (what the character says, thinks, feels)	ACTIONS: What does the character do?	TRAITS: What is the character like?
Wolf	<p>SAYS/THINKS/FEELS:</p> <p>WANTS:</p>		



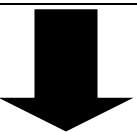
Result



Character Analysis Chart and Text-Dependent Questions:
“The Wolf and the Lean Dog”

“The Wolf and the Lean Dog”

Character	MOTIVATION: What does the character want? (what the character says, thinks, feels)	ACTIONS: What does the character do?	TRAITS: What is the character like?
Dog	<p>SAYS/THINKS/FEELS:</p> <p>WANTS:</p>		



Result



Character Analysis Chart and Text-Dependent Questions:
“The Wolf and the Lean Dog”

Lesson: *Take what you can get when you can get it.*

1. Why did the wolf want to eat a **lean** dog?

2. Why does the wolf agree to let the dog go? Support your thinking with at least two details from the story.

3. Based on details from the story, explain in your own words why the wolf is not able to eat the dog when he returns for the promised feast.

4. FOCUS QUESTION: What word best describes the wolf in this story? Why?



Character T-Chart:
“The Wolf and the Lean Dog”

Directions: After rereading “The Wolf and the Lean Dog,” complete the Character T-chart by listing at least two of the wolf’s “traits.” Then, think about how you would describe your own “traits” and list at least two on the right side of the chart (refer to the “Traits Word Bank” for help). After completing the chart, answer the question below.

Wolf “The Wolf and the Lean Dog”	Me
Traits	Traits

TRAITS WORD BANK			
Foolish	Trustworthy	Hard-Working	Active
Active	Generous	Independent	Silly
Loyal	Honest	Quiet	Clumsy
Busy			

Describe at least one way you and the wolf from the story are the same OR different, based on the traits you listed on the T-chart.



Lesson 4



Asking and Answering Questions about Mystery Excerpts

.....
Name:

.....
Date:

Directions:

Read the quote. It is okay if you don't understand it yet.

Think of a question you have based on what you read. It might be a question you are curious about, or a question about a word or phrase that you do not understand.

Underline words you don't know or can't figure out. It is okay if you underlined a lot of words. It is good just to start noticing hard words!

Circle words that help you figure out possible answers to those questions.

Write possible answers to your questions using complete sentences.

Part 1: Mystery Text Quotes

Quote:	“Imagine for a moment that all the water on Earth came from just one well. This isn't as strange as it sounds. All water on Earth is connected, so there really is just one source of water—one global well—from which we draw our water.”
Questions I have:	<div style="border: 1px solid black; height: 20px; width: 100%;"></div> <div style="border: 1px solid black; height: 20px; width: 100%;"></div> <div style="border: 1px solid black; height: 20px; width: 100%;"></div> <div style="border: 1px solid black; height: 20px; width: 100%;"></div> <div style="border: 1px solid black; height: 20px; width: 100%;"></div> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>



Asking and Answering Questions about Mystery Excerpts

Quote:	<p>“The first drops plop down big, making dust dance all around us. Then a deeper gray descends and the air cools and the clouds burst,</p> <p>and suddenly rain is everywhere. ‘Come on, rain!’ we shout.”</p>						
Questions I have:	<table border="1"><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr></table>						



Asking and Answering Questions about Mystery Excerpts

Quote:	“Water has the power to change everything. A single splash can sprout a seed, quench a thirst, provide a habitat, generate energy and sustain life. It also has the power to unite—or divide—the world. Water is the most basic and important need of all life on Earth.”
Questions I have:	



Asking and Answering Questions about Mystery Excerpts

Quote:	“Not all of our water is on the surface of the earth. Some of it is underground. Water will find its way into the tiniest of cracks in rocks. The soil soaks up water like a sponge. Our soil holds a lot of the water on earth. Sometimes that water is deep in the ground in aquifers. An aquifer is sort of like an underground lake; the water is stored in between layers of rock, deep in the ground. People drill holes through the rock to access the water underground. This is an important source of drinking water for people in the world.”
Questions I have:	

Part 2: Where is water on earth? Use evidence from the text to support your thinking.



Independent Reading Recording Form

Name:

Date:

Title of Book:

Pages Read:

Just as we have done when reading *Peter Pan*, use this chart to keep track of what you read.

Where	Who	What



Independent Reading Recording Form

Words

1. Write one word that struck you because it was a precise word. This could be a verb, or it could be a good adjective, or a describing word.

I think this word is precise because

2. Write down any word or words you found that you are unsure about.

Words:

I think this means



Lesson 5



Close Reading Recording Form

Learning Targets:

- I can identify the main idea of pages 4-5 of *One Well: The Story of Water on Earth* by reading the text closely.
- I can list key details in the text on pages 4-7 of *One Well* that support the main idea on pages 4-5.

Part 1: Main Idea and Key Details

- Text title and page numbers: *One Well: The Story of Water on Earth* (pages 4-7)
- Topic:

Main idea of the text on page 4:

Key details from the text that help me understand the main idea:

Key details from the illustrations that help me understand the main idea:



Vocabulary Recording Form

Learning target:

I can determine the meaning of unknown words using context clues.

“All water on Earth is connected, so there is just one **source** of water—one **global well**—from which we all **draw** our water.”

Word	What I think it means	How I figured it out
source		
global		
well		
draw		



Asking and Answering Questions about Mystery Excerpts

Learning targets:

- I can identify the main idea of pages 4 and 5 of *One Well: The Story of Water on Earth* by reading the text closely.
- I can list key details in the text on pages 4–7 of *One Well* that support the main idea on pages 4 and 5.

Part 1: Main Idea and Key Details

- Text title and page numbers: *One Well: The Story of Water on Earth* (pages 4–7)

1. Part 1: Mystery Text Quotes

Main idea of the text on page 4:

Key details from the text that help me understand the main idea:



On-Demand Informational Paragraph Recording Form

Learning target: I can write an informational paragraph to explain where water is on earth.

Prompt: Write a paragraph that explains where water is on earth. Use specific facts, definitions, and details you have learned about water to support your writing.



Three Column Criteria Feedback Form

Name: _____

Date: _____

Learning target: I can write an informational paragraph to explain where water is on earth.

Criteria	Supporting Learning Targets	Teacher Feedback
<p>IDEAS</p> <p>(CONTENT AND ANALYSIS): the extent to which the essay conveys ideas and information clearly and accurately in order to support analysis of topics or text</p> <p>(COMMAND OF EVIDENCE): the extent to which the essay presents evidence from the provided text to support analysis and reflection</p> <p><i>*Note: To suit the task and to adapt to student-friendly language, two categories were merged.</i></p>	<ul style="list-style-type: none"> • I can clearly explain where water is on earth. • I can use specific facts, definitions, and details from the texts to support where water is on earth. 	



Three Column Criteria Feedback Form

Criteria	Supporting Learning Targets	Teacher Feedback
<p>ORGANIZATION (COHERENCE, ORGANIZATION and STYLE): the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language.</p>	<ul style="list-style-type: none">• I can use a topic sentence to clearly explain where water is on earth.• I can organize my ideas logically to explain where water is on earth clearly to my reader.• I can use a variety of sentences to make my writing interesting.• I can use a concluding sentence to wrap up my writing.	
<p>CONVENTIONS (CONTROL of CONVENTIONS): the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>	<ul style="list-style-type: none">• I can use conventions to send a clear message to my reader.• I can use beginning and ending punctuation.• I can capitalize names of water and land forms.	



Independent Reading Recording Form

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Date:

Title of Book:

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Use this chart to keep track of what you read.

Where	Who	What



Independent Reading Recording Form

Words

1. Write one word that struck you because it was a precise word. This could be a verb, or it could be a good adjective, or a describing word.

I think this word is precise because

2. Write down any word or words you found that you are unsure about.

Words:

I think this means:
