

## Week of April 6

### A note to parents and caregivers:

Attached you will find two readings with literacy activities. In addition to this packet, you will need paper and a pencil. Column A is for one day and column B is for another day. Have fun learning with your child!

**Grade Level:** Third

**Text selections:** "Why the Bear Has a Short Tail" and "Dinosaur Days"

Instructions	A	B
<p><b>Introduce the reading to the child</b></p>	<p><b>Text 1: "Why the Bear Has a Short Tail"</b></p> <p><i>This text is a folktale. A folktale is a short story that explains something in nature. This folktale is about a hungry bear, a sly fox, and some tasty fish. Read to find out how bears got short tails.</i></p> <p><i>Introduce the following vocabulary words by pointing them out in the text prior to reading.</i></p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Wicked</li> <li>• Sly</li> <li>• Stumpy</li> <li>• Wise</li> </ul>	<p><b>Text 2: "Dinosaur Days"</b></p> <p><i>This text is nonfiction and will persuade you to visit The City Museum of Natural History by teaching you facts about dinosaurs.</i></p> <p><i>Introduce the following vocabulary words by pointing them out in the text prior to reading.</i></p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Brochure</li> <li>• Exhibit</li> <li>• Fossil</li> <li>• Paleontologist</li> </ul>
<p><b>Reading time</b></p>	<p>1. Some students may read independently and some may benefit from reading aloud or being read to. Please help your child, as needed.</p>	
<p><b>Students talk/write about what was read</b></p>	<ol style="list-style-type: none"> <li>1. Retell with the beginning, middle, and end.</li> <li>2. What does the fox know about ice that the bear does not know?</li> <li>3. Do you think the fox is truly 'wise' or is there another way to describe the fox?</li> <li>4. What could have the bear done differently to not lose his tail?</li> <li>5. Why might the author have written this folktale? What lesson are they trying to teach us?</li> </ol>	<ol style="list-style-type: none"> <li>1. What new information did you learn?</li> <li>2. Summarize what you learned about two exhibits and tell how they are different.</li> <li>3. After reading about each exhibit, which one would you be most interested in visiting and why?</li> <li>4. What text features did you notice in the brochure? How did they help you understand the brochure?</li> <li>5. After reading the brochure, are you persuaded to visit The</li> </ol>

		City Museum of Natural History? Explain why or why not using text evidence.
<b>Word Practice</b>	Find 5 words that are contractions. <i>Contractions are when two words are connected with an apostrophe such as isn't.</i> Write down what two words the contraction stands for. <i>Example: isn't = is + not</i>	Find 4 words with a suffix ( <i>ex. ed, ing, es</i> ) and write the root/base word. ( <i>root/base word stands on its own, nothing added to it. Ex. drinking - drink is the base/root word</i> )
<b>Answer the question using evidence from the reading</b>	Underline the part/s of the story that tells us why the bear has a short tail now.	A fact is a true statement about a given topic. Find and underline/highlight two facts that prove that a specific dinosaur is a meat eater and circle the name of the dinosaur.
<b>Writing Activity</b>	<p><i>Option 1: Create your own folktale that explains why another animal looks the way they look.</i></p> <ol style="list-style-type: none"> <li>1. Pick an animal</li> <li>2. Choose a feature of that animal for example a rabbit's big ears.</li> <li>3. Make up a story that could have happened that caused this animal to look this way.</li> </ol> <p><i>Option 2: Rewrite this story in a way where both characters are kind to one another.</i></p>	Create your own brochure of a real place you have visited (such as the Columbus Zoo) and write about 2 of your favorite exhibits. Remember to be creative in your writing and brochure design in order to persuade readers to visit this place.

## Why the Bear Has a Short Tail



1. Find the following vocabulary words and underline them, paying attention to what the word means:

wicked      sly      stumpy      wise

2. Retell the story with the beginning, middle, and end.

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3. What does the fox know about ice that the bear does not know?

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4. Do you think the fox is truly 'wise' or is there another way to describe the fox?

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5. What could have the bear done differently to not lose his tail?

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6. Underline the part/s of the story that tells us why the bear has a short tail now.

7. Why might the author have written this folktale? What lesson are they trying to teach us?

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8. Find 5 words that are contractions. Contractions are when two words are connected with an apostrophe such as isn't. Write down what two words the contraction stands for. Example: isn't = is + not

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_____	_____	_____

9. *Writing Option 1:* Create your own folktale that explains why another animal looks the way they look.

1. Pick an animal
2. Choose a feature of that animal for example a rabbit's big ears.
3. Make up a story that could have happened that caused this animal to look this way.

*Writing Option 2: Rewrite this story in a way where both characters are kind to one another. Please use another piece of paper if you need more room to write.*

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# Dinosaur Days

1. Find the following vocabulary words and underline them in the text. Then write the definition next to the word below:

Brochure: \_\_\_\_\_

Exhibit: \_\_\_\_\_

Fossil: \_\_\_\_\_

Paleontologist: \_\_\_\_\_

2. What new information did you learn while reading The City Museum of Natural History?

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3. Summarize what you learned about two exhibits and tell how they are different.

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4. After reading about each exhibit, which one would you be most interested in visiting and why?

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5. What text features did you notice in the brochure? How did they help you understand the brochure better?

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6. After reading the brochure, are you persuaded to visit The City Museum of Natural History? Explain why or why not using text evidence.

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7. Within the brochure, find 4 words with a suffix and write the root/base word (A suffix is a small part at the end of a word that changes the meaning of the word. Example: in walking, -ing is the suffix, walk is the root/base word).

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8. A fact is a true statement about a given topic. Find and underline/highlight two facts that prove that a specific dinosaur is a meat eater and circle the name of the dinosaur.

9. Create your own brochure of a real place you have visited (such as the Columbus Zoo) and write about 2 of your favorite exhibits. Remember to be creative in your writing and brochure design in order to persuade readers to visit this place.

A folktale is often a short story that explains something in nature. This folktale is about a hungry bear, a sly fox, and some tasty fish.

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Short Reads  
Fiction



## Why the Bear Has a Short Tail

Did you know that bears once had long tails? They had very long tails—until one day, long ago and far away, on a very chilly afternoon, a bear met an old and wise fox. This fox was carrying a bunch of fish—the bear’s favorite food.

“My oh my,” said the bear. “Where did you get such a big, handsome bunch of fish?”

The old, wise fox was also very sly. He didn’t want the bear to know that he hadn’t caught the fish himself.

“Ha!” he said with a wicked grin. “I caught them myself just a little while ago. I’m thinking how good they will taste for supper. Why don’t you catch some yourself?”

The bear was getting very hungry. He wanted some fish right that very minute. "Tell me, friend," the bear said, "what's the best way to catch fish like those?"

The very sly fox said, "Go to the pond and cut a hole in the ice. Put your tail in the hole and wait for the fish to bite it. When the fish bite your tail, it may hurt a little, but sit there as long as you can. The longer you sit and keep your tail in the cold water, the more fish you'll catch. When you think you have caught enough, pull out your tail. Give a very, very hard and very strong pull."

"Thanks, friend," said the bear. "It's a new way to catch fish, but I'll do it!"

"Ha! Ha!" laughed the very sly fox as the bear ran toward the pond.

The very hungry bear soon reached the pond and cut a hole in the ice. Then he sat so that his tail hung down in the water.

While he waited for the fish to bite, he got very, very cold. His tail began to hurt. And it kept hurting, but the bear didn't get up. The bear believed what the very sly fox had said. The bear believed that the fish had started to bite.

Very late in the afternoon, the bear decided that he must have caught enough fish on his tail. So he tried to stand up and pull out the fish he thought he had caught; however, he couldn't stand up straight. The water in the hole had turned to ice. The part of the bear's tail that hung in the pond had become frozen, too!

The bear got very angry as he remembered what the very sly fox had told him. The bear gave a very, very hard and very strong pull. POP! The bear's tail came out of the ice, but only a very short part of it! The rest of the bear's tail stayed fast and frozen in the ice.

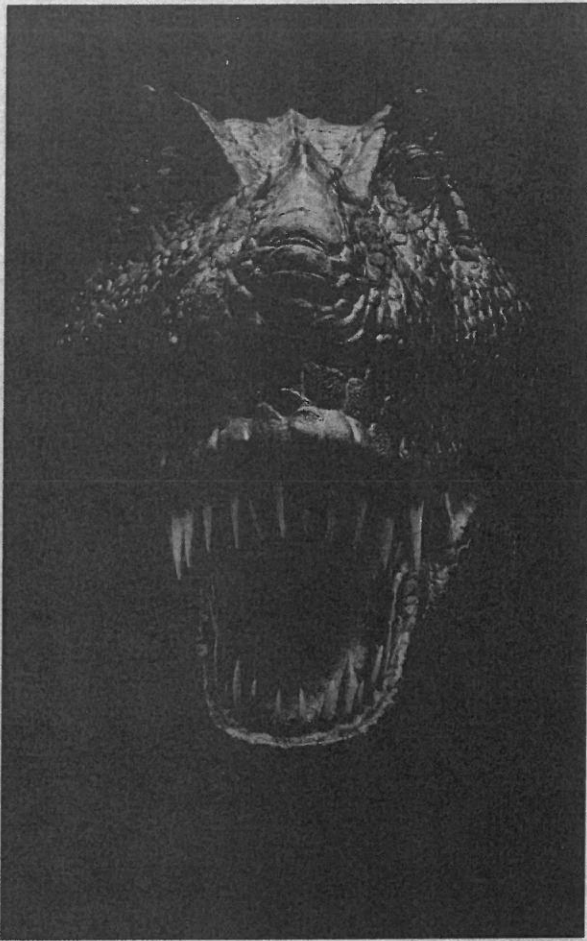
That is why, to this day, all bears have very short, stumpy tails.



A brochure is a pamphlet that explains or persuades. These excerpts are from a brochure about a museum's special dinosaur exhibit.

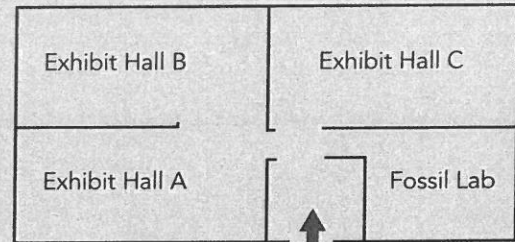
# DINOSAUR DAYS

CITY MUSEUM OF NATURAL HISTORY



**Explore Our All-New  
Dinosaur Exhibit!**

*Opening Day June 1*



Main Entrance

**Have you ever stared a Stegosaurus in the eye? Or compared your footprint with that of a *T. rex*? Our new exhibit hall is unlike anything you've ever seen before!**

- View more than 100 complete fossil skeletons.
- Explore paintings and hands-on models that show what these animals looked like when they walked the earth—millions of years ago.
- Watch scientists at work as they clean and mount new fossil discoveries.
- Use our computers to make dinosaur models move and to hear what scientists have to say about these amazing creatures and how they lived.





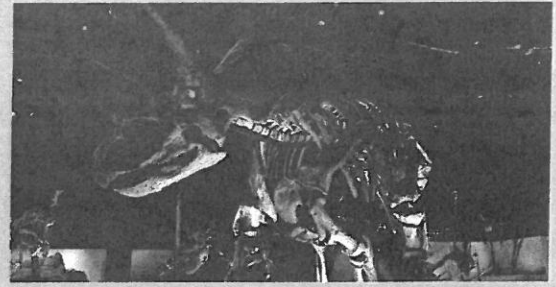
### Exhibit Hall A: Gentle Giants

The biggest dinosaurs were sauropods. Sauropods, including the Apatosaurus we have on display, ate only plants. They walked on four legs. Their necks were long and so were their tails. Come see for yourself how tall—and how long—they were!



### Exhibit Hall B: *T. rex* and Family

These meat eaters had sharp teeth. They walked on two legs. Some used their claws to tear into their prey. Discover why scientists believe that this group of dinosaurs, including the mighty *T. rex*, are related to eagles and other birds alive today.



### Exhibit Hall C: Amazing Horns, Armor, and More

Meet Triceratops and the rest of this odd-looking crew. Some had horns and bony plates. Some had tails covered with spikes. Scientists are not sure how all of these features were used when these animals were alive. What do you think?



### Fossil Lab

Here's an amazing opportunity to see paleontologists at work. These scientists study fossils and prepare them for new exhibits. They will also answer questions you may have about their jobs—and about dinosaurs, of course!

## Week of: April 13th

### A note to parents and caregivers:

Attached you will find two readings with literacy activities. In addition to this packet, you will need paper and a pencil. Column A is for one day and column B is for another day. Have fun learning with your child!

**Grade Level:** Third

**Text selections:** Too Many Tamales and Making Your Own Wrapping Paper

Instructions	A	B
Introduce the reading to the child	<p><b>“Too Many Tamales”</b></p> <p><i>Tamales are a Hispanic dish of seasoned meat wrapped in cornmeal dough and steamed or baked in corn husks.</i></p> <p><i>When reading the text, think about the genre of this passage.</i></p> <p><i>Think about the relationship between the mother and daughter.</i></p>	<p><b>“Making Your Own Wrapping Paper”</b></p> <p><i>Think about the step by step procedure of creating your own wrapping paper.</i></p> <p><i>Think about the genre of this passage.</i></p>
Reading time	Some students may read independently and some may benefit from reading aloud or being read to. Please help your child, as needed.	
Students talk/write about what was read	<ol style="list-style-type: none"> <li>1. What holiday is being celebrated in this text?</li> <li>2. What is the genre?</li> <li>3. What adjectives (describing words) are used in the text?</li> </ol>	<ol style="list-style-type: none"> <li>1. What is the genre?</li> <li>2. Why was it important that the author organized the text into steps?</li> <li>3. How do the photographs help?</li> </ol>
Word Practice	<p>What does masa mean?</p> <p>What is a tamale?</p> <p>Find words with a blend (<i>ex.bl, cl, tr,</i>)</p>	<p>Find words that have a suffix (<i>ex. ing, ed, es</i>)</p> <p>Find the compound words. (<i>ex. Treehouse - 2 words put together to make a new word</i>)</p> <p>What does the word variety mean?</p> <p>What does combination mean?</p> <p>Can you define free-form?</p>
Answer the question using evidence from the reading	Where did Marie’s mother place her diamond ring?	<p>In step seven, why do you have to rinse the potato?</p> <p>What should you do while your wrapping paper is drying? Why?</p>
Writing Activity	Please continue the story and create an ending.	<p>What “how to” activity could you write for someone else to be able to do? Make sure you include transition words.</p>

In this passage, Maria helps her mother make tamales but cannot stop admiring her mother's diamond ring.

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Short Reads  
Fiction



# Too Many TAMALES

BY GARY SOTO • ILLUSTRATED BY ED MARTINEZ

Snow drifted through the streets, and now that it was dusk, Christmas trees glittered in the windows.

Maria moved her nose off the glass and came back to the counter. She was acting grown-up now, helping her mother make tamales. Their hands were sticky with *masa*.

“That’s very good,” her mother said.



Maria happily kneaded the *masa*. She felt grown-up, wearing her mother's apron. Her mom had even let her wear lipstick and perfume. If only I could wear Mom's ring, she thought to herself.

Maria's mother had placed her diamond ring on the kitchen counter. Maria loved that ring. She loved how it sparkled, like their Christmas tree lights.

When her mother left the kitchen to answer the telephone, Maria couldn't help herself. She wiped her hands on the apron and looked back at the door.

"I'll wear the ring for just a minute," she said to herself.

The ring sparkled on her thumb. . . .



# MAKE YOUR OWN WRAPPING PAPER

This potato "recipe" requires no cooking! A raw potato makes a wonderful stamp. With an adult helper, you can carve potatoes into different shapes. Then, paint them brightly and print your own gift wrap paper.

## WHAT YOU WILL NEED

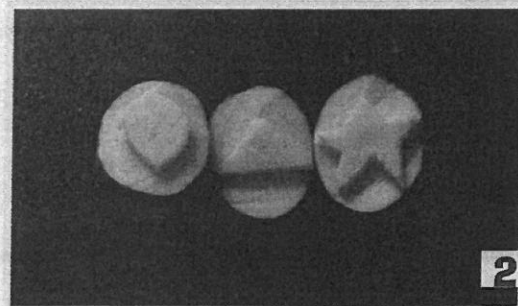
- Two white potatoes (scrubbed and dried)
- Sharp kitchen knife (for adult helper)
- Chopping board
- Pencil or pen
- Acrylic or poster paints in bright colors
- Thick paper dinner plates
- Large sheets of white or solid-color wrapping paper
- Newspaper or plastic tablecloth to put under paper sheets while printing and drying

## DIRECTIONS

**STEP 1** Ask your adult helper to cut each potato crosswise into one-inch-thick slices, always cutting down toward the board.

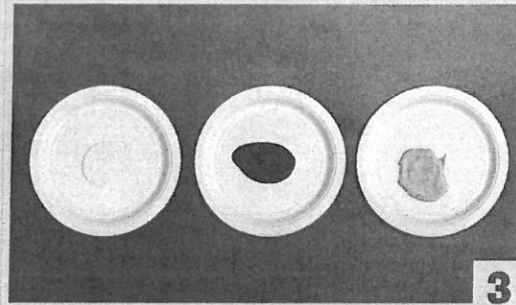


**STEP 2** Set a potato slice on the chopping board and trace your desired shape on its flat surface. Ask your adult helper to cut out the shape you have drawn. Set aside the stamp while you draw and cut other shapes.



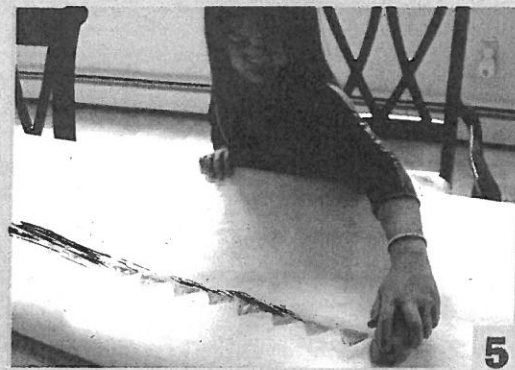
# MAKE YOUR OWN WRAPPING PAPER

**STEP 3** Pour small amounts of paint (about ¼-inch deep) into the plates.

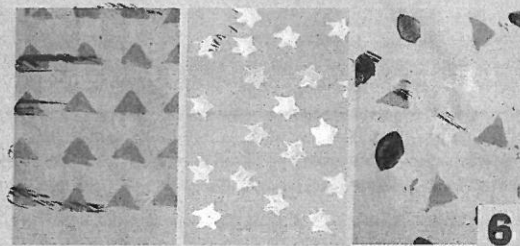


**STEP 4** Lay out the sheets of paper on newspaper or plastic tablecloth.

**STEP 5** Holding the potato stamp firmly at the top, dip it into the paint. Be sure the paint coats the surface of the stamp evenly. Now you're ready to print your paper!



**STEP 6** You can create patterns with a single shape, or print a more free-form design. Or, you may use a variety of stamp shapes in different colors and combinations. Use the pictures on the right for ideas.



**STEP 7** While your wrapping paper is drying, clean up your materials. If you wish to reuse the potato stamps, rinse them, dab them with a towel, and set them out to dry.

**STEP 8** Use your potato-print paper to wrap gifts the next time an occasion arises.

