

# Grade 3: Falling In Love With Reading

## Shared Text

### Week 1

#### Day 1 Focus: Read and Understand the Text

- **Title:** “Since Hanna Moved Away” (Poem)
- **Main Idea Jot:**
  - Friend moving casts a cloud over everyday life
  - Speaker misses her so much that things that were exciting/fun are no longer so
- **Craft and Structure Focus:** Repetition
  - Highlight the poet’s repetition of the phrase “Since Hanna moved away” at the end of each stanza.
  - Discuss how the author uses repetition to show that the things that used to be fun are no longer fun since Hanna moved away.

#### Day 2 Focus: Responding to Literature in Writing

- **Title:** “Since Hanna Moved Away” (Poem)
- **Question 1:** How does the speaker feel since Hanna moved away?
  - Sample answer: The speaker feels upset/lonely/sad or misses Hanna.
    - “The sky is grouchy gray” (line 2)
    - “Chocolate ice cream tastes like prunes” (line 5)
    - “Nothing’s fun to laugh about” (line 13)
- **Question 2:** How does the poet convey the speaker’s feelings about Hanna leaving?

- Sample answer: The poet conveys the speaker's feelings by describing how everything in life is now gloomy or depressing.
  - "They've taken back the Mays and Junes" (line 7)
  - "Flowers smell like halibut" (line 9)
  - "Every handsome dog's a mutt" (line 11)

### Day 3 Focus: Read and Understand the Text

- **Title:** "Running Song" (Poem)
- **Main Idea Jot:**
  - Narrator finds running to be exhilarating/exciting
  - Wishes he could go on running for forever
- **Craft and Structure Focus:** Word Choice
  - Discuss word choice and how the author's choices create a sense of rhythm and movement that is exhilarating.
  - Discuss why the author titles this poem "Running Song". No one is actually singing so why call this poem "Running Song"?

### Day 4 Focus: Responding to Literature in Writing

- **Title:** "Running Song" (Poem)
- **Question 1:** How does the speaker react to people staring at him?
  - Sample answer: The speaker doesn't care that people are looking at him and just keeps running.
    - "I'm not looking" (line 13)
    - "I'm not caring" (line 14)
    - "I'm just running hard and long" (lines 15-16)
- **Question 2:** How does the speaker feel about running?
  - Sample answer: The speaker loves running and finds it exciting.
    - "I am running just for fun" (lines 3-4)
    - "I'm not looking, I'm not caring, I'm just running hard and long" (lines 13-16)
    - "Rushing rivers/ run forever/ Maybe I can/ if I try" (lines 27-29)

## Week 2

### Day 1 Focus: Read and Understand the Text

- **Title:** "Jamaica Louise James" (Fiction)
- **Main Idea Jot:**
  - Jamaica changes the subway by bringing joy to grandma and others.

- Individuals have the power to affect positive change.
- **Craft and Structure Focus:** Descriptive Language
  - Discuss how Jamaica describes the subway station in the beginning and end to highlight her change in perspective.
  - Also discuss how the passengers' attitudes change from downtrodden/annoyed to upbeat/joyful because of Jamaica's artwork.

## Day 2 Focus: Responding to Literature in Writing

- **Title:** "Jamaica Louise James" (Fiction)
- **Question 1:** How does Jamaica feel at the end of the story?
  - Sample answer: Jamaica feels proud at the end of the story.
    - "Everyone is sure in love with my subway." (paragraph 10)
    - "Then Grammy tells everyone about Jamaica Louise, age 8." (paragraph 10)
- **Question 2:** Describe Jamaica's character traits.
  - Sample answer: Jamaica is kind/caring/creative.
    - "Everyday I add a picture to my collection and everyday I think about my cool idea." (paragraph 7)
    - "What we do is hang a painting on the old tile wall...Before you know it the station is filled up with color." (paragraph 8)

## Day 3 Focus: Read and Understand the Text

- **Title:** "Emma's Echo" (Fiction)
- **Main Idea Jot:**
  - Emma is annoyed with her echo (sister) because she is always tagging along.
  - When her sister gets sick, Emma realizes that she misses her.
  - Sometimes you don't realize how important someone is until they are absent.
- **Craft and Structure Focus:** Descriptive Language
  - Discuss how the author describes Emma's echo (e.g. through her actions).
  - Discuss how the author shows us that Emma's echo is actually her sister.

## Day 4 Focus: Responding to Literature in Writing

- **Title:** "Emma's Echo" (Fiction)
- **Question 1:** Why does Emma change her attitude towards her echo?
  - Sample answer: Emma changes her attitude because she feels lonely when her echo is not around.
    - "It was so quiet. Emma felt alone." (paragraph 12)
    - "I missed you,' said Emma." (paragraph 14)

- **Question 2:** How does the author show us that Emma’s opinion of her “echo” has changed?
  - Sample answer: The author shows us that Emma’s opinion has changed by describing her reaction to her echo at the beginning of the story and then at the end of the story.
    - “Sometimes Emma got tired of her echo.” (paragraph 2)
    - “She tried to leave her echo in the house...” (paragraph 2)
    - “It was so quiet. Emma felt alone.” (paragraph 12)

## What Else Do I Need?

- **Shared Text Selections:**
  - Poem: "Since Hanna Moved Away" by Judith Viorst from *If I Were in Charge of the World and Other Worries*
  - Poem: "Running Song" by Marci Ridlon from *The 20th Century Children’s Poetry Treasury*
  - Fiction: "Jamaica Louise James" from *Jamaica Louise James* by Amy Hest
  - Fiction: "Emma’s Echo" from *Highlights* by Haley Kelly