

DO YOU NEED HELP PLANNING ELA? LET US HELP SAVE YOU TIME & ENERGY! ROOTED IN READING

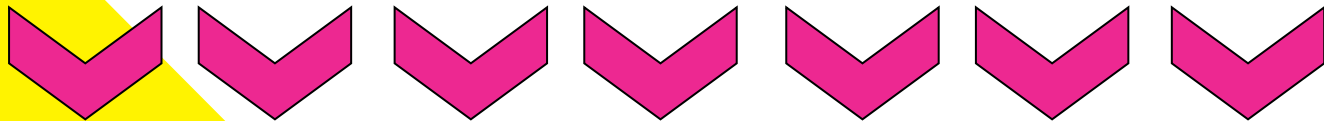
3rd GRADE IS CURRENTLY IN OVER **5,500** 3rd GRADE CLASSROOMS!

Spaghetti in a Hot Dog Bun			
	READING & COMP	VOCAB	GRAMMAR
M	<p>Show students <i>Spaghetti in a Hot Dog Bun</i>. Use the questioning cards before reading the book. Read the story all the way through letting the students enjoy the flow of the book.</p> <p>Show students the Deep Connections poster.</p> <p>Put mini Deep Connections posters in notebooks. Then students sort whether the word is meaningful or not in books.</p>	<p>Use the vocabulary words and definition cards to discuss the words. Students can use their vocabulary sheet to follow along. Throughout the week, use the posters to discuss the words. There are six activities that you can do together with the words.</p> <p>Valuable Vocabulary: Display the table with how much each letter is worth. Students can use the vocabulary cards or their vocabulary sheet. Students choose a word, add up the value, and record a synonym for each word they complete the activity with.</p>	<p>Introduce the words and their definitions.</p> <p>Whole Class Antonym Game</p> <p>Students choose a word to record.</p> <p>Antonym Game</p>
	<p>Write Tuesday's "ding" in their notebooks as a nice warm-up.</p> <p>Use the questioning cards as a warm-up for the students. Have them write on their cards for connections. Have them write on their cards for connections. Have them write on their cards for connections.</p> <p>Use the questioning cards as a warm-up for the students. Have them write on their cards for connections. Have them write on their cards for connections.</p>	<p>Continue discussing the vocabulary words and definitions using the cards and activity posters.</p> <p>Make a Match: Students match the word to the correct definition.</p>	<p>Antonym Game</p> <p>Antonym Game</p>
	<p>Write Wednesday's "ding" in their notebooks as a nice warm-up.</p> <p>Use the questioning cards as a warm-up for the students. Have them write on their cards for connections. Have them write on their cards for connections.</p>	<p>Pass out the vocabulary word and definition cards to the class. Students will work together to match the words and definitions together.</p> <p>Word Alert: Use the flap-ups to write the words in a sentence and to draw a picture.</p>	<p>Antonym Game</p> <p>Antonym Game</p>
T	<p>Have students complete Thursday's "Thinking about Reading" in their journals.</p> <p>Read the informational book about different kinds of food. Print the mini books for students. After reading as a class, have the students staple their booklets together. They should read for a second time and answer the questions on the back.</p> <p>Use the "American as Apple Pie?" paper to write about the different food and what countries created them.</p>		<p>Antonym Tic Tac Toe: Students need a game board to share with their partner. They also need a set of cards to share. Students will be playing tic tac toe, but instead of using Xs and Os, they will be hot dogs and hamburgers.</p> <p>Students put the word cards into a stack facing upside down. Partner One draws a word. If they can transform an antonym for that word they will place the card into a spot on their game board. If not, they must place it back in the stack. If they place it on the board, they will also place their hot dog or hamburger on top so that we know who is in that place. Students continue taking turns until someone has either won, or until it is a draw.</p>
	<p>Give students time to complete any writing projects that might be unfinished.</p> <p>Complete the Fiction passage "Can I Sit With You?"</p> <p>Students should complete the Comprehension Check.</p>		<p>Warm up with a game of memory. Students play with a partner. Put the cards into rows. Students are trying to make an antonym match. Students turn them upside down. Flip over one of each, if it is a match, students keep the cards.</p> <p>Students will read the sentences from the book. Students will pay close attention to the underlined word. Students look at the three word choices. Students select the antonym for the underlined word.</p>
H			
F			

40 WEEKS OF PLANS FOR COMPREHENSION, VOCABULARY, AND GRAMMAR

- LESSON PLANS
- PRINTABLES
- PASSAGES
- COMP CHECKS
- VOCABULARY
- GRAMMAR

COMP CHECKS



**EACH WEEK
OF ROOTED
IN READING
INCLUDES:**

COMPREHENSION
CHECKS TO
ASSESS THE
COMPREHENSION
SKILLS FOR THE
WEEK

Name: _____  (Spaghetti in a Hotdog Bun)

COMPREHENSION CHECK

●●● Directions: Circle the correct answer or answer in a complete sentence.

- When is the first time that Lucy realized she was a little different?
 - She wore purple shoes with a bright green dress.
 - Her teacher made her write an apology letter to Ralph.
 - When Ralph put crayons in her hair.
 - Harriet told her most people use jelly and butter on toast.
- What does Papa Gino try to teach Lucy?
 - Always do the right thing.
 - Treat people the way you want to be treated.
 - Everyone has a heart with feelings.
 - All of the above
- Why do you think Ralph made fun of Lucy?
 - He was jealous.
 - He liked seeing Lucy cry.
 - He didn't mean to make fun of her.
 - His friends told him it would make him
- How does the author show Lucy's thoughts?
 - thought bubbles
 - we don't know her thoughts
 - with italic letters like *this*
 - all of the above
- How did the other kids react when Ralph?
 - They laughed too.
 - They told the teacher.
 - They shook their heads and turned away.
 - They hid under the table.

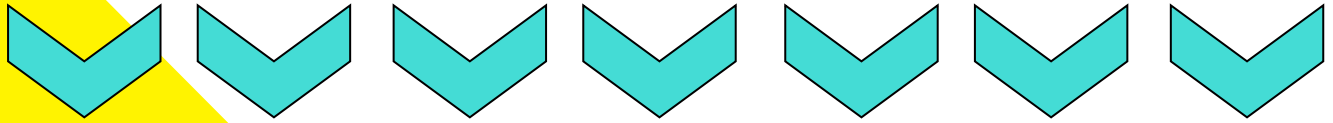


(Spaghetti in a Hotdog Bun)

- Whose words did Lucy think of when she was standing in front of Ralph and he needed help?
 - her teacher's
 - her mom's
 - her grandfather's
 - Harriet's
- How do you know that Lucy is going to continue being herself?
 - She marches onto the bus and tells Ralph to leave her alone.
 - She plans to have spaghetti in a bun the next day.
 - She calls her friend and says so.
 - She doesn't. The book ends with her crying and wanting to move.
- Being nice to a bully always makes them nice back to you.
 - True
 - False
- How did Lucy stop Ralph's mean behavior?

- What was one of the meaningful connections that you made in Spaghetti in a Hotdog Bun? How did this help your understanding?

COMP CHECKS



**EACH WEEK
OF ROOTED
IN READING
INCLUDES:**

AN ORIGINAL
NONFICTION
READER THAT
RELATES BACK TO
THE READ-ALoud
FOR THE WEEK

**40
READERS
TOTAL!**

NONFICTION Reader



Nonfiction Reader used to
introduce students to
history

You will find a separate
folder of nonfiction
readers. These readers
can be shared with
student devices or
displayed through the
projector. Please do not
share on public websites.



These mini-versions are not
included in all of our 3rd
grade units, but August has
them for students to keep!

FOCUS POSTERS



**EACH WEEK
OF ROOTED
IN READING
INCLUDES:**

FOCUS POSTERS
TO MODEL SKILLS
TAUGHT DURING
THE MINI-LESSONS

**PERFECT
FOR MINI-
LESSONS!**

MEANINGFUL Connections



DEEP

Help me understand
the text.

Ex. "I felt the way
Lucy did when
Ralph bullied her."

making Connections

WHY DO IT?



- It helps readers make pictures in their heads.
- Readers understand the text better.
- Readers can better understand what the characters are going through.

VOCABULARY



**EACH WEEK
OF ROOTED
IN READING
INCLUDES:**

VOCABULARY
CARDS,
PRINTABLES, AND
ASSESSMENTS

**ENHANCE
VOCAB IN
YOUR
CLASSROOM!**

VOCABULARY

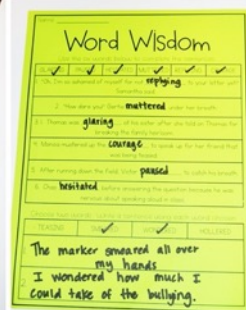
Vocabulary Cards:
These can be used to introduce terms and definitions, but they can also be used for whole group games such as matching, ABC order, etc. The first 6 words are the words on the assessment.



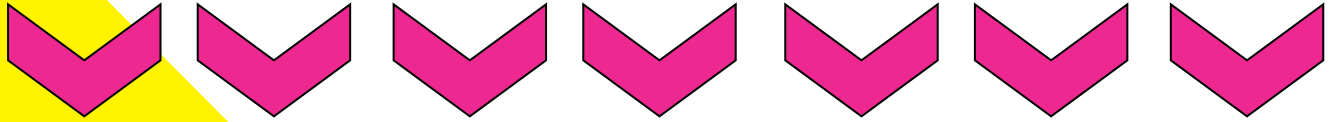
Valuable Vocabulary: Students draw a vocabulary card, find the value of each letter using the chart, and add the numbers together to find the total value of their word.

VALUABLE VOCABULARY											
A=9	B=7	C=5	D=12	E=11	F=18	G=8	H=15	I=10	J=6	K=12	L=4
M=8	N=14	O=9	P=13	Q=3	R=21	S=14	T=8	U=5	V=7	W=27	X=6
Y=10	Z=22										

VOCABULARY










VOCABULARY



**EACH WEEK
OF ROOTED
IN READING
INCLUDES:**

VOCABULARY
CARDS,
PRINTABLES, AND
ASSESSMENTS

 glaring	having a look of anger 
 paused	
 hesitated	to s c
 mut	to say, write, or do something as an answer or response
 rep	to stop briefly before you do something else because you are nervous or unsure
 cou	

Name: _____

MAKE A MATCH!

to say, write, or do something as an answer or response		to stop briefly before you do something else because you are nervous or unsure	

Name: _____

WORD WISDOM

Use the six words below to complete the sentences.

GLARING	PAUSED	HESITATED	MUTTERED	REPLYING	COURAGE
---------	--------	-----------	----------	----------	---------

- 'Oh, I'm so ashamed of myself for not _____ to your letter yet!' Samantha said.
- 'How dare you!' Gertie _____ under her breath.
- Thomas was _____ at his sister after she told on Thomas for breaking the family heirloom.
- Monica mustered up the _____ to speak up for her friend that was being teased.
- After running down the field, Victor _____ to catch his breath.
- Chao _____ before answering the question because he was nervous about speaking aloud in class.

Choose two words. Write a sentence using each word chosen.

TEASING	SMEARED	WONDERED	HOLLERED
---------	---------	----------	----------

-
-

READ & RESPOND



**EACH WEEK
OF ROOTED
IN READING
INCLUDES:**

DIRECTED
DRAWINGS OR
CRAFTS THAT ARE
PAIRED WITH
READING
RESPONSE
ACTIVITIES

**HIGHLY
ENGAGING
FOR
STUDENTS**

ART & WRITING



ART & WRITING



Make into a
booklet by
gluing the
craft on front
of a sheet of
paper, folding,
and stapling
the pages on
the inside.



GRAMMAR

EACH WEEK OF
ROOTED IN
READING
INCLUDES:

GRAMMAR
LESSON PLANS
AND ACTIVITIES TO
SUPPORT LEARNERS
AS THEY GROW IN
LANGUAGE AND
WRITING.

WEEKLY
GRAMMAR
LESSON
PLANS

GRAMMAR

MATCH THE ANTONYMS

Match the words with their antonyms:

- stand - sit
- leave - arrive
- right - wrong
- same - opposite
- happy - sad
- light - heavy
- up - down
- hot - cold
- night - day

ANTONYMS

Write the antonym for each word:

- light - heavy
- right - wrong
- stand - sit
- leave - arrive
- same - opposite
- happy - sad
- up - down
- hot - cold
- night - day

ANTONYM ALERT

Students are going to write an antonym poster. They will write a word from their own vocabulary and then write the antonym. You might students draw the words.

ANTONYM ALERT

Students are going to write an antonym poster. They will write a word from their own vocabulary and then write the antonym. You might students draw the words.

GRAMMAR

ANTONYMS

Write the antonym for each word:

- soft - hard
- up - down
- come - go
- on - off
- night - day

Tic-Tac-Toe

Students put the word cards into a stack facing spool down. Partner One draws a word. If they can transform an antonym for that word, they will place the card into a square on their game board. If not, they will place it back in the stack. If they place it on the board, they will also place their hot dog or hamburger on top so that we know continue taking turns until someone has either won, or until it is a draw.

ANTONYMS

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- soft - hard
- up - down
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- on - off
- night - day

ANTONYM TIC-TAC-TOE

Students put the word cards into a stack facing spool down. Partner One draws a word. If they can transform an antonym for that word, they will place the card into a square on their game board. If not, they will place it back in the stack. If they place it on the board, they will also place their hot dog or hamburger on top so that we know continue taking turns until someone has either won, or until it is a draw.

WARM UP

Students play with a partner. Cut out the cards. Put the cards into a stack. Students are trying to make an antonym match. Students turn them upside down. Flip over one of each, if it is a match, students keep the cards.

SENTENCE MATCH

Students will read the sentences from the book. Students will pay close attention to the underlined word. Students look at the three word choices. Students select the antonym for the underlined word.

DAILY DEEP DIVE



**EACH WEEK OF
ROOTED IN
READING
INCLUDES:**

DAILY DEEP DIVE
THAT FOCUSES ON
ONE MENTOR
SENTENCE FROM
THE BOOK.

daily deep dive

Each day students will dig deep with one sentence from the book. Students will have a task to complete in their journals in response to the sentence. For the first few weeks you may want to do this together as a class. This is a great warm-up to grammar!

Monday: Choose two words to write an antonym for (hard, falling, worrying)

Tuesday: Label the nouns, adjectives, and verbs

Wednesday: Make a connection.

Thursday: Rewrite the sentence using the synonyms from Monday. Change other details as well!

Lucy had a hard time falling asleep, worrying what would happen tomorrow.

Spaghetti in a Hot Dog Bun

Monday
Choose two words from the sentence. Write a synonym for each word.

asleep → awake
tomorrow → today

Tuesday
Label the nouns, adjectives, and verbs in the sentence.

Lucy - noun falling - verb scary - adj
hard - adj worrying - verb socks - noun

Wednesday
Make a connection to what is happening with Lucy in this sentence. Write about a time where you have experienced something similar.

I had a hard time falling asleep after my birthday.

Use the synonyms from Monday to create a new sentence. Change other details as well!

Lucy Sleep the

Lucy had a hard time falling asleep, worrying what would happen tomorrow.

Spaghetti in a Hot Dog Bun

Monday
Choose two words from the sentence. Write an antonym for each word.

Tuesday
Label the nouns, adjectives, and verbs in the sentence.

Wednesday
Make a connection to what is happening with Lucy in this sentence. Write about a time where you have experienced something similar.

Thursday
Use the synonyms from Monday to create a new sentence. You can also change other parts of the sentence as well!

HEAR WHAT TEACHERS ARE SAYING...

ANNE SAYS

I've been using a basal curriculum and wasn't happy with it. When my principal started questioning our MAP scores I asked if I could try this curriculum. I first purchased a holiday unit- Fiona's Wish and he came in to observe my class while we were learning. He loved the kids engagement and told me he would okay the purchase for next year. I got it during the last sale and have begun using it already. The kids LOVE all the activities and the stories.

BRENDA SAYS

I am the Director of Curriculum for our school, and in the midst of our ELA-R curriculum review, I was approached by a third grade teacher who wanted to try Rooted in Reading. Knowing that we would eventually make a move away from the primary resource we currently had on our elementary campus, her offer was a win-win. Her willingness to be a part of our solution was validated, and I had the opportunity to observe for a year a different method of reading instruction. And let me just say, I could never have predicted all it would lead to. My teacher taught with a renewed passion. The students not only loved reading again, but they grew in knowledge and confidence. And word spread. The other three teachers on the third grade team approached me about getting to do what she was doing. The second grade team came to me to make sure I knew there was a second grade version of Rooted in Reading, and to let me know that they would like to use it. These seven teachers presented such a sound, comprehensive, and compelling case for Rooted in Reading to be put side by side with the other resources our curriculum review committee was vetting that I did exactly just that. And when the decision was made concerning what resources we would use for 1st through 12th grades, Rooted in Reading was chosen for every grade for which it is available. This resource is standards based. My teachers love it; therefore they are teaching it with fidelity. The students are engaged learners, and it shows in what they are producing in the classroom. And I have no doubt that we will see evidence of all of this in our assessment data. This resource is a home run!