



Instruction Coach 3 English Language Arts



Instruction Coach, English Language Arts, First Edition, Grade 3 533NASE ISBN-13: 978-1-62928-451-4
Cover Image: © Thinkstock

Triumph Learning® 136 Madison Avenue, 7th Floor, New York, NY 10016 © 2013 Triumph Learning, LLC. All rights reserved. No part of this publication may be reproduced in whole or in part, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without written permission from the publisher.

Printed in the United States of America. 10 9 8 7 6 5 4 3 2 1



Contents

Lesson 1: Reading Myths and Fables	5
Listen and Learn The Wind and the Sun / Daylight	6
Share and Learn How the Camel Got His Hump	12
Read On Your Own Tiger Gets His Stripes	Handout
Lesson 2: Reading Short Stories	19
Listen and Learn The Adventure of the Three Students	20
Share and Learn The Adventure of the Red-Headed League.	28
Read On Your Own The Case of the Stolen Letter	Handout
Lesson 3: Writing Fictional Narratives	37
1. Get Ready	43
2. Organize: Beginning, Middle, and Ending	46
3. Draft: Writing a Good Ending	48
4. Peer Review	50
5. Revise: Using Time-Order Words and Phrases.	54
6. Edit: Using Nouns and Verbs	56
7. Publish	60
Lesson 4: Reading Historical Nonfiction	61
Listen and Learn Ellis and Angel: Islands of Hope	62
Share and Learn Sarah Winnemucca / A Great Woman	70
Read On Your Own Harriet Tubman	Handout



Lesson 5: Writing Personal Narratives 79

1. Get Ready 85

2. Organize: Beginning, Middle, and Ending 88

3. Draft: Using Time-Order Words and Phrases 90

4. Peer Review 92

5. Revise: Using Sensory Language 96


6. Edit: Punctuating Dialogue, Using Possessives,
and Spelling Correctly 98

7. Publish 102

Lesson 6: Reading Drama 103

Listen and Learn A Garden to Share 104


Share and Learn A Mammoth Adventure 112

Read On Your Own Attic Stardust **Handout** 

Lesson 7: Reading Poetry 119

Listen and Learn excerpt from “The Pied Piper of Hamelin” 120


Share and Learn Shenandoah / The Wind / Autumn 126

Read On Your Own Who Has Seen the Wind? / Afternoon on
a Hill / From a Railway Carriage **Handout** 

Lesson 8: Reading Technical Texts 133

Listen and Learn Using the Internet 134

Share and Learn Migration of Loggerhead Turtles 140


Read On Your Own Swimming with Sharks **Handout** 



Lesson 9: Writing Informative/Explanatory Texts 147

- 1. Get Ready 153
- 2. Organize: Main Idea, Supporting Details,
and Conclusion 158
- 3. Draft: Using Linking Words and Phrases 160
- 4. Peer Review 162
- 5. Revise: Using Literal and Nonliteral Language 166
- 6. Edit: Sentence Structure 168
- 7. Publish 172

Lesson 10: Reading Scientific Nonfiction 173

- Listen and Learn Howling Wind, Swirling Snow 174
- Share and Learn Giants of the Grassland 180
- Read On Your Own Plants That Fight Back! **Handout** 

Lesson 11: Writing Opinion Pieces 187

- 1. Get Ready 193
- 2. Organize: Opinion, Supporting Reasons,
and Conclusion 196
- 3. Draft: Using Linking Words and Phrases 198
- 4. Peer Review 200
- 5. Revise: Using Comparatives and Superlatives 204
- 6. Edit: Capitalization and Punctuation 206
- 7. Publish 210

Writing Handbook 211

Glossary 221





Reading Myths and Fables

Look at this
picture of the night sky.

What do you think people
thought about the moon
before scientists
explained it?

ESSENTIAL QUESTION

*How can made-up stories
with imaginary characters
teach important things about
real life?*

Listen and Learn

Consider ►

FABLE A fable is a story that teaches a lesson. It features animals or things in nature that behave like people. Fables are imaginary, but they include things that are true to life. This story begins with an imaginary argument between the Wind and the Sun. In what way is their argument true to life?

ASKING AND ANSWERING QUESTIONS Asking yourself questions and looking for the answers as you read can help you understand a story better. On this page you might ask, “What are the Wind and the Sun arguing about?” What other questions could you ask yourself about what is happening or what the characters are like? Look for answers to those questions as you read further.

CONTEXT CLUES You can often figure out a word you don’t know by looking for hints, or context clues, in the words around it. Look at the word *defeated* in paragraph 8. What context clues can you find that help you understand the meaning of *defeated*?

What happens when two forces of nature—the Wind and the Sun—get into an argument?

In what ways are the Wind and the Sun like real people?

The Wind and the Sun

adapted from a fable by Aesop

1 One day the Wind and the Sun were arguing over which of the two was stronger.

“I’m a lot stronger than you,” said the Sun.

“Don’t be silly,” said the Wind. “I’m truly more powerful!”

The friends argued but could not agree. Suddenly, a man wearing a dark cape came walking down the road.

5 “Here’s how we can end our quarrel,” the Sun said. “The one of us who can make that man take off his cape is the stronger. You go first.” Then the Sun hid behind a cloud.

“That’s easy,” said the Wind. “I’ve blown hats off many people.”

The Wind whipped itself up and blew against the man. This made the traveler grip his cape. The Wind decided to blow even harder, but then the man held his cape more tightly.

Finally, the Wind gave up. “I’ve puffed with all my might,” he said in a defeated voice. “I’m all out of breath.”



ILLUSTRATIONS

Illustrations, or pictures, can often help tell a story. A picture can show more details about the characters and help you understand them better. What do you learn about the Wind and the Sun in this picture?

MORAL “The Wind and the Sun” is a fable. It ends with a moral, or a short lesson about life. What lesson does the Wind learn in this fable? How could you use this lesson in your own life?

“It’s not so easy, is it?” asked the Sun with a chuckle. “Now it’s my turn.”

10

The Sun beamed a few rays on the man, and he opened his cape. When the man stopped at a river for a drink, the Sun shone the full power of its heat. Soon the man was dripping with sweat. At last, he took off the cape and tossed it on the grass.

“That settles it. I’m stronger! I have won our argument,” said the Sun. Then, more meekly, the Sun asked, “Can we still be friends?”

Moral: A gentle way often succeeds where a forceful way fails.

Listen and Learn

Consider ►

Why does the sun come and go from the sky?
Why do we have both daylight and darkness?

MYTH A myth is a story that tells how something in nature came to be. What do you think this myth will tell about?



adapted from a Paiute myth

USING ILLUSTRATIONS

Pictures can show what characters look like and how they behave. Studying a story's illustrations can help you better understand a character's personality and actions. Look at the pictures of Tavu on these pages. What do the details in the pictures tell you about Tavu? How do these pictures help tell the story?

POINT OF VIEW Point of view shows who is telling the story. In this story, the narrator is telling the story. Who is the narrator of this story? Is it one of the characters or someone who is not part of the story? How do you know?

1 A long time ago, there were not many hours of daylight. Nights were long, and days were very short. The Paiute people did not have enough time to hunt before it got dark.

The rabbit Tavu wanted to help them, so he decided to go to the place where daylight began. He packed up his bow and his arrows and set out on a journey east toward the sun.

Tavu traveled far. He wandered through forests and hopped on stones to cross rivers. At last he came to the edge of the world, where the sun lived. He hid behind a large rock that night and waited for the sun to come out in the morning.

As soon as the sun began to rise, Tavu raised his bow and an arrow. He took aim and shot. The arrow did not get near the sun at all. It burned up before it got close. Tavu tried again. He walked closer to the sun, shooting arrows as he went. Every arrow burst into flames before it reached its mark.

5 Finally, there were only two arrows left. Tavu was upset. He sat on the ground and began to weep. He cried so much that his tears soaked his last two arrows.

Tavu gathered his strength. He took aim again and shot one of his last two arrows. He smiled when he saw how close the arrow came. It almost hit the sun! Wet with tears, the arrow did not burn up. He let his last arrow fly. This time, it struck the target. The sun fell to the ground.

Tavu moved quickly. He cut the sun into pieces and threw one piece into the sky.

“Go higher than before and make the days longer,” he commanded. Then he ran away as fast as he could.

The angry sun tried to chase Tavu. Every time it came close, the clever rabbit hid. At last the sun gave up. Tavu watched it rise higher and higher into the sky. He was very pleased.

10

“Now the day will be longer,” he said.

When Tavu returned, the Paiute people cheered. They held a sun dance in his honor. They begged Tavu to go fight the sun again.

“We want daylight all the time,” they cheered.

“No,” said Tavu. “You need night as well as day. You must have time for sleep.”

And from that day to this, the world has had both daylight and darkness so that people have time to work and to rest.



DETAILS Details give information. They tell who, what, when, where, and how. One detail in the story is that Tavu’s arrows got wet when he cried. Why is the wet arrow able to hit the sun?

RETELLING One way to enjoy a story is to retell it, or tell it again in your own words. To retell this story, first think about the main idea: Tavu the rabbit makes the sun stay up longer so people will have more daylight. Then think about the details that show how Tavu does this. What details would be important to include when retelling the story?

THEME This myth explains that in most parts of the world, the day is divided fairly equally into daylight and darkness. The story also has a theme. A theme is the message or truth about life that a story suggests. One theme of this story is that a small person can make a big difference, if the person is brave and determined. How do Tavu’s actions in the story support this theme?

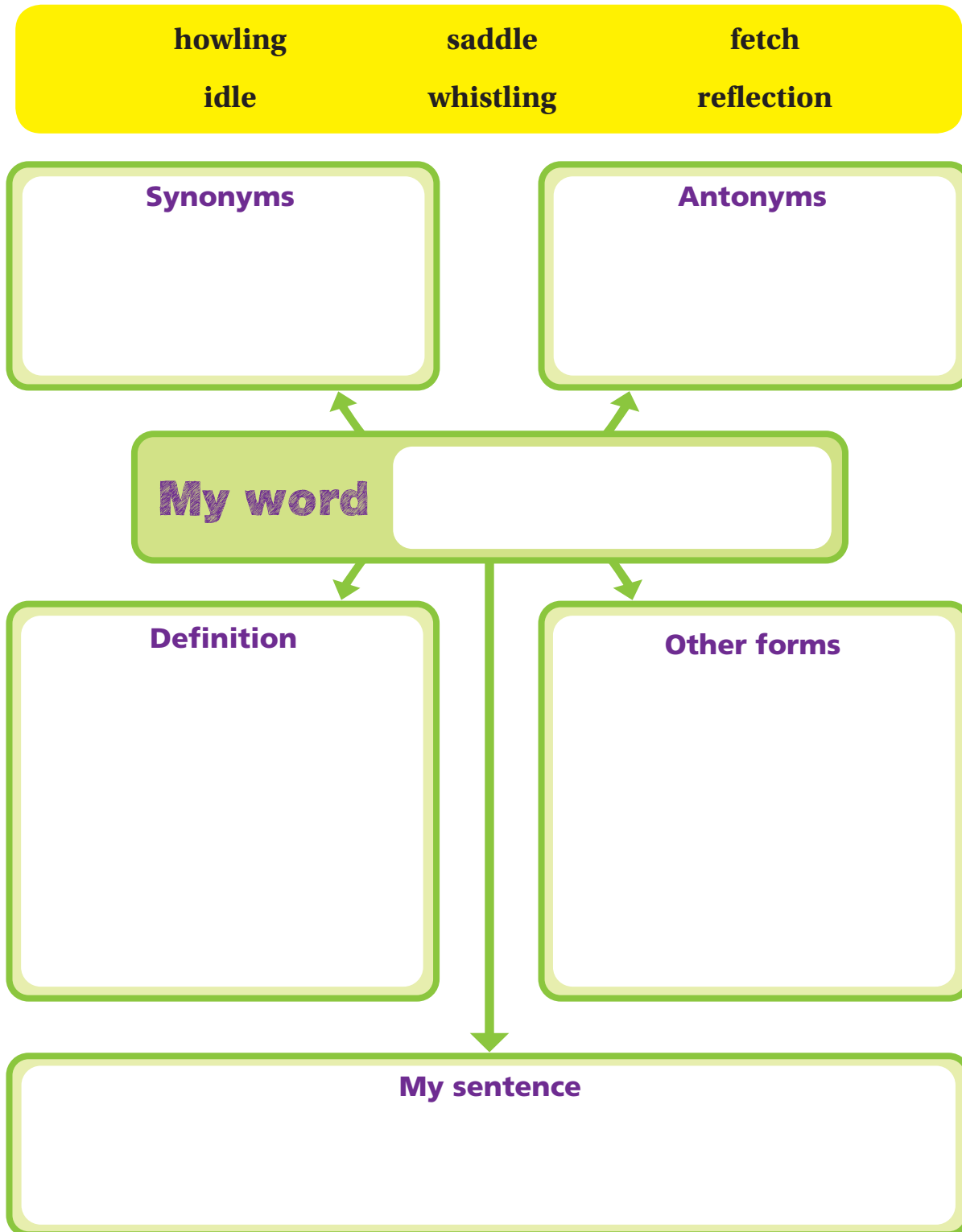
Comprehension Check

Look back at “The Wind and the Sun” and “Daylight.” Fill in the chart to answer questions about each story.

	“The Wind and the Sun”	“Daylight”
Type of Story Is this story a myth or a fable?	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>
Characters in the Story Who are the characters in the story?	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>
Purpose of the Story What is the purpose of the story?	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>

Vocabulary

Use the word map below to help you define and use one of the highlighted vocabulary words from the Share and Learn reading or another word your teacher assigns you.



Consider ►

How do different animals work for Man in this story?
Why is the camel so well suited to living in the desert?

DETAILS Why does the Camel live in the desert?

CONTEXT CLUES Find the word **fetch** in paragraph 4. Circle nearby words that can help you understand what *fetch* means.

USING ILLUSTRATIONS Study the picture on this page. What do you think the Horse, the Dog, and the Ox think of the Camel?

How the Camel Got His Hump

adapted from a fable by Rudyard Kipling



1 In the beginning of years, when the world was so new and all, and the Animals were just beginning to work for Man, there was a Camel, and he lived in the middle of a **Howling** Desert because he did not want to work; and besides, he was a Howler himself. So he ate sticks and thorns . . . and when anybody spoke to him he said “Humph!” Just “Humph!” and no more.

Presently the Horse came to him on Monday morning, with a **saddle** on his back and a bit in his mouth, and said, “Camel, O Camel, come out and trot like the rest of us.”

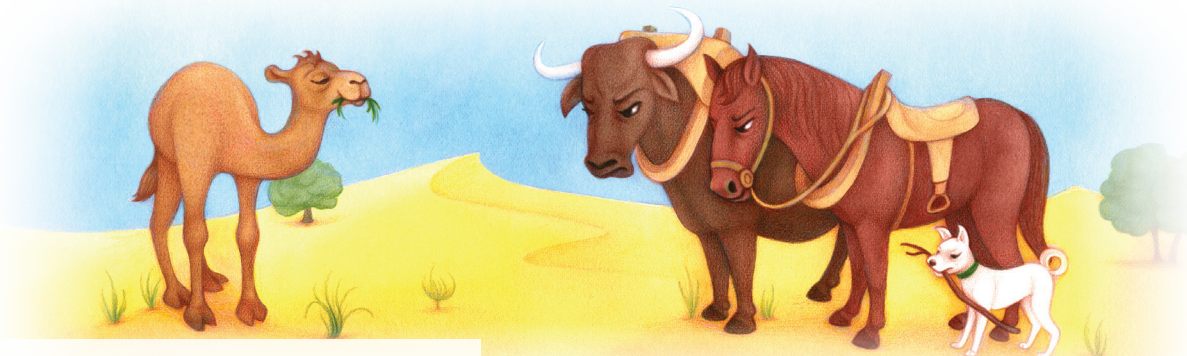
“Humph!” said the Camel; and the Horse went away and told the Man.

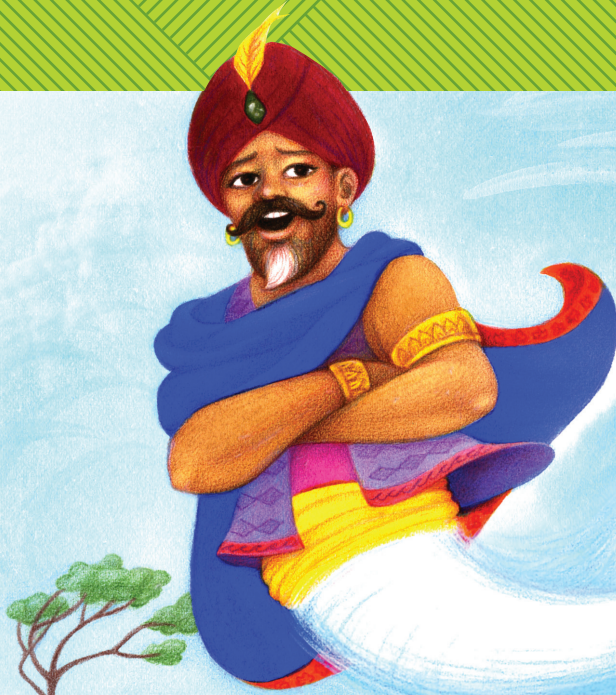
Presently the Dog came to him, with a stick in his mouth, and said, “Camel, O Camel, come and **fetch** and carry like the rest of us.”

5 “Humph!” said the Camel; and the Dog went away and told the Man.

Presently the Ox came to him, with the yoke on his neck, and said, “Camel, O Camel, come and plow like the rest of us.”

“Humph!” said the Camel; and the Ox went away and told the Man.





POINT OF VIEW Is this fable told by a story character or by a narrator who is outside the story and knows all about the characters? Explain how you can tell.

ASKING AND ANSWERING QUESTIONS This story has several different characters. What questions could you ask yourself about the characters and how they act toward each other?

DETAILS What does the Camel's refusal to work mean for the other animals?

At the end of the day the Man called the Horse and the Dog and the Ox together, and said, "Three, O Three, I'm very sorry (with the world so new-and-all); but that Humph-thing in the Desert can't work, or he would have been here by now, so I am going to leave him alone, and you must work double-time to make up for it."

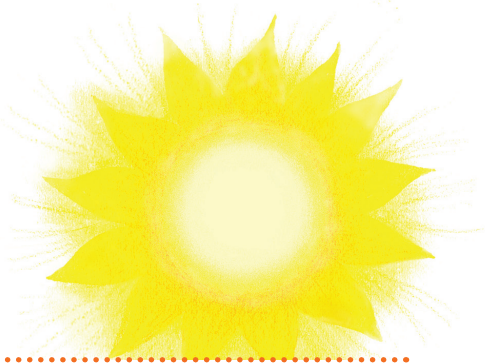
That made the Three very angry (with the world so new-and-all) . . . and the Camel came chewing on milkweed *most* 'scruciatingly **idle**, and laughed at them. Then he said "Humph!" and went away again.

10 Presently there came along the Djinn¹ in charge of All Deserts, rolling in a cloud of dust (Djinns always travel that way.) . . .

"Djinn of All Deserts," said the Horse, "is it right for any one to be idle, with the world so new-and-all?"

"Certainly not," said the Djinn.

¹ **Djinn** in myths, a spirit that can appear in animal or human form



CONTEXT CLUES Look at the word **reflection** on this page. Circle nearby words that can help you understand what *reflection* means.

ASKING AND ANSWERING QUESTIONS In this story, both the Camel and the Djinn have important roles. What question could you ask yourself about the role of the Djinn in this part of the story?

“Well,” said the Horse, “there’s a thing in the middle of your Howling Desert (and he’s a Howler himself) with a long neck and long legs, and he hasn’t done a stroke of work since Monday morning. He won’t trot.”

“Whew!” said the Djinn, **whistling**, “that’s my Camel, for all the gold in Arabia! What does he say about it?”

15 “He says ‘Humph!’” said the Dog; “and he won’t fetch and carry.”

“Does he say anything else?”

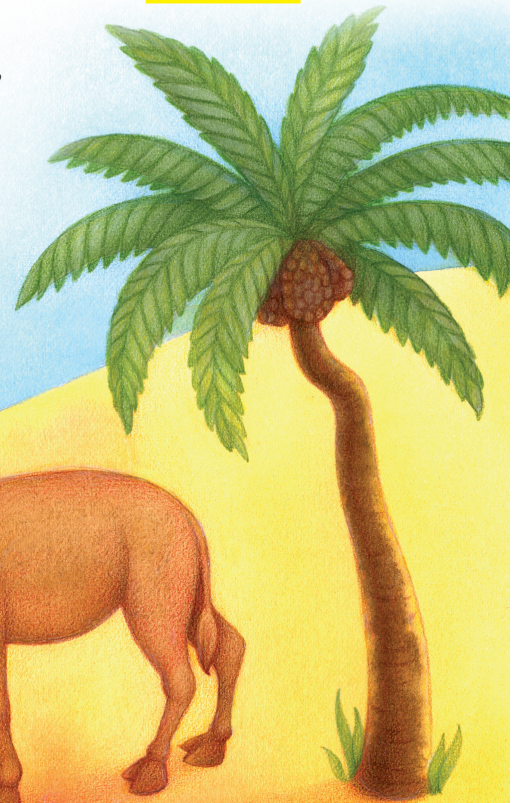
“Only ‘Humph!’; and he won’t plow,” said the Ox.

“Very good,” said the Djinn. “I’ll humph him if you will kindly wait a minute.”

The Djinn rolled himself up in his dust-cloak, and took a bearing across the desert, and found the Camel most ‘scruciatingly idle, looking at his own **reflection** in a pool of water.

20 “My long and bubbling friend,” said the Djinn, “what’s this I hear of your doing no work, with the world so new-and-all?”

“Humph!” said the Camel.



The Djinn sat down, with his chin in his hand, and began to think a Great Magic, while the Camel looked at his own reflection in the pool of water.

“You’ve given the Three extra work ever since Monday morning, all on account of your ’scruciating idleness,” said the Djinn . . . with his chin in his hand.

“Humph!” said the Camel.

25 “I shouldn’t say that again if I were you,” said the Djinn; “you might say it once too often. Bubbles, I want you to work.”

And the Camel said “Humph!” again; but no sooner had he said it than he saw his back, that he was so proud of, puffing up and puffing up into a great big lolloping humph.

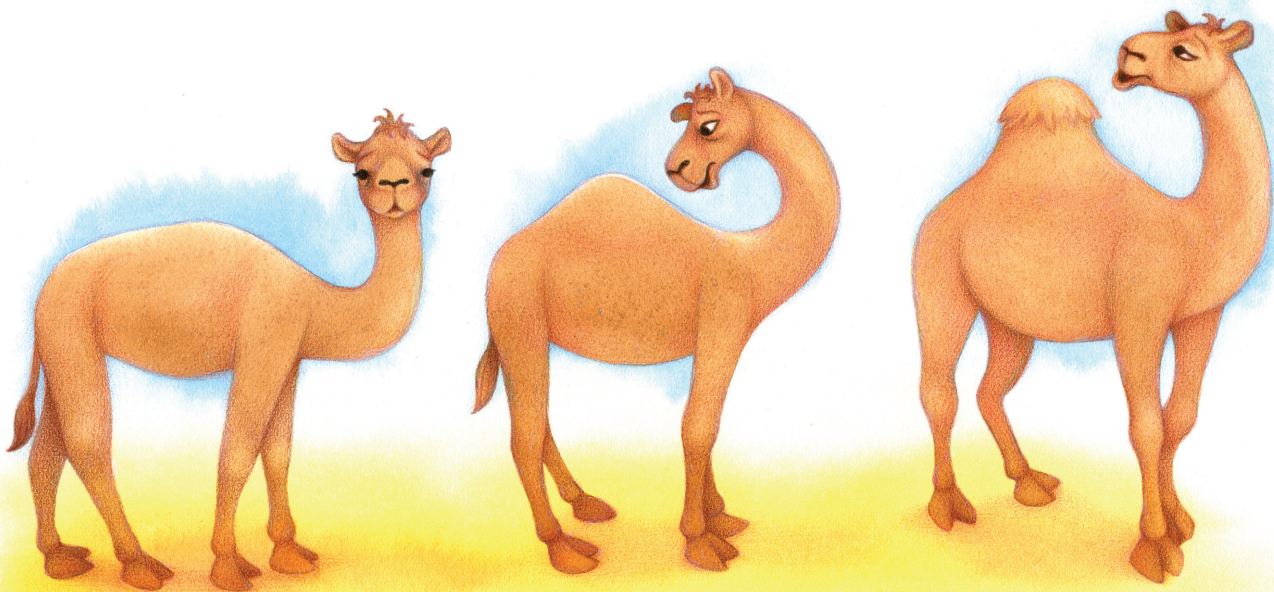
“Do you see that?” said the Djinn. “That’s your very own humph that you’ve brought upon your very own self by not working. Today is Thursday, and you’ve done no work since Monday, when the work began. Now you are going to work.”

“How can I,” said the Camel, “with this humph on my back?”

DETAILS Both “The Wind and the Sun” and this story have a man as one of the characters. How are these human characters the same? How are they different?

USING ILLUSTRATIONS

Look at the illustrations on this page. How do the details in these illustrations help you understand the story?



RETELLING Think about the characters and events in this story. What details would you include in a retelling of this story?

MORAL The moral of this story is that if you avoid work and responsibility, you will suffer the consequences. How do the Camel's actions in the story support this moral?

“That’s made a-purpose,” said the Djinn, “all because you missed those three days. You will be able to work now for three days without eating, because you can live on your humph; and don’t you ever say I never did anything for you. Come out of the Desert and go to the Three, and behave. Humph yourself!”

And the Camel humphed himself, humph and all, and went away to join the Three. And from that day to this the Camel always wears a humph (we call it “humph” now, not to hurt his feelings), but he has never yet caught up with the three days that he missed at the beginning of the world, and he has never yet learned how to behave.

Camels are useful because they can carry heavy loads for many miles without getting tired. However, they are often stubborn and difficult for people to manage.



The camel can go without eating for a long time because its hump stores extra fat. It can burn this fat to get energy.

Discussion Questions

Discuss the following questions with your peer group. Then record your answers in the space provided.

1. Do you think the Camel's punishment was fair? Support your answer with details from the text.

2. Now that the Camel has a hump, how might his behavior be different? How might it be the same as it was at the beginning of time? Support your answer with details from the text.

Comprehension Check

1. In “How the Camel Got His Hump,” the Camel often says, “Humph!” Why does he say this instead of explaining why he will not work?

2. Compare how the Man and the Djinn deal with the Camel. Which way is better? Why?

3. In what ways are the Djinn from the fable “How the Camel Got His Hump” and the rabbit, Tavu, from the myth “Daylight” similar? In what ways are they different?

Read On Your Own

Read another fable, “Tiger Gets His Stripes,” independently. Apply what you learned in this lesson and check your understanding.