



Fontana Unified School District  
Division of Teaching and Learning  
**Department of Multilingual Programs and Services**

**English Language Development Lesson  
(Designated ELD)**

**Grade:** 3

**Lesson:** 1

**Language Objective:** Today I will work on reading a story for understanding.

In this lesson, you will...

Expanding:	Read the story "The Heron and the Hummingbird." Underline the sentence that tells why the birds are racing. Put a circle around the the sentence that tells how Heron planned to win the race.
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If you need help completing the lesson, do this instead...

Emerging:	Read the story "The Heron and the Hummingbird." Put a circle around the names of the two birds the story is about.
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If you want to challenge yourself in completing the lesson, do this instead...

Bridging:	Read the story "The Heron and the Hummingbird." Underline the sentence that tells what features helped Hummingbird fly fast. Put a circle around the sentence that tells what features helped Heron fly far. Put a star next to the sentence that tells why the birds are racing.
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## Essential Question

What makes different animals unique?

Read the story and mark the text according to the directions.

# The Heron and the Hummingbird

## LESSON 1

Folktale

Long ago, Heron and Hummingbird both loved to eat fish.

One day, Hummingbird said, "There are not enough fish in the river. Let us race to decide who owns all the fish."

Heron agreed and said, "In the morning, we will race to the river. The winner will own all the fish."

That night, Heron began to worry. Hummingbird was light and had tiny wings. This helped him fly very fast. Heron had different features. He had a heavy body and long wings. His features helped him fly far, but he was slow. Heron sighed with dismay. "Hummingbird is faster than I am. How will I win the race?" Heron made a plan. He would not stop to rest.

Morning came, and the race started. Hummingbird flew away, and Heron flapped slowly behind him. Later, Heron saw Hummingbird drinking nectar from some flowers. Heron wanted to rest, too.



Heron flew by Hummingbird and said, "I will keep flying." Soon after, Hummingbird flew ahead of Heron.

A little later, Heron saw Hummingbird in some flowers again. Heron did not rest. But soon after, Hummingbird quickly passed Heron.

This happened over and over, until Heron finally reached the river. He was **exhausted** and hungry. But he arrived first. Hummingbird had **failed**. Heron owned all the fish.

This is why hummingbirds only get food from flowers.



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**English Language Development Lesson  
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**Grade:** 3

**Lesson:** 2

**Language Objective:** Today I will work on retelling a story using illustrations.

In this lesson, you will...

Expanding:	Draw three pictures that illustrate what happened at the beginning, in the middle, and at the end of the story "The Heron and the Hummingbird." Use your illustrations to retell the story to someone older than you. Be sure to use transition words like "First," "Then," and "Finally" when retelling the story.
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If you need help completing the lesson, do this instead...

Emerging:	Draw a picture about the story "The Heron and the Hummingbird." Be sure to include: <ul style="list-style-type: none"><li><input type="checkbox"/> Heron</li><li><input type="checkbox"/> Hummingbird</li><li><input type="checkbox"/> flowers</li><li><input type="checkbox"/> fish</li><li><input type="checkbox"/> the river</li></ul> Use your drawing to retell the story to someone older than you.
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If you want to challenge yourself in completing the lesson, do this instead...

Bridging:	Draw three pictures that illustrate what happened at the beginning, in the middle, and at the end of the story "The Heron and the Hummingbird." Write a sentence for each illustration that describes with details what the picture is about, then use your sentences and illustrations to retell the story to someone older than you. Be sure to use transition words like "First," "Then," and "Finally" when retelling the story.
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**Grade:** 3

**Lesson:** 3

**Language Objective:** Today I will work on using the correct forms of the verbs **be** and **have** in sentences.

In this lesson, you will...

<b>Expanding:</b>	Read the instructions at the top of p.68 and complete each sentence by writing the correct form of the verb in (parentheses). <b>Be</b> and <b>have</b> are called irregular verbs because they do not follow regular verb patterns.
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If you need help completing the lesson, do this instead...

<b>Emerging:</b>	Read the instructions at the top of p.68 and complete sentences <b>1-5 only</b> , by writing the correct form of the verb in (parentheses). Use the chart below to help you choose the correct form.
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Singular*			Plural**		
	<b>be</b>	<b>have</b>		<b>be</b>	<b>have</b>
<b>I</b>	am	have	<b>we</b>	are	have
<b>you</b>	are	have	<b>you</b>	are	have
<b>he/she/it</b>	is	has	<b>they</b>	are	have

\*Singular means only one person or thing.  
 \*\*Plural means more than one person or thing.

If you want to challenge yourself in completing the lesson, do this instead...

<b>Bridging:</b>	Complete each sentence on p.68 by writing the correct form of the verb in parentheses, then write 4 sentences of your own using the subject given and the correct form of the verb in parentheses. 1. The children _____.(be) 2. She _____.(have) 3. Pedro _____.(be) 4. The boys _____.(have)
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# LESSON 3

## 12A: Irregular Verbs *Be* and *Have*: Present Tense

Name \_\_\_\_\_

The irregular verb ***be*** can be written three ways in the present tense: ***am***, ***is***, and ***are***.

I am tall.      He is tall.      We are tall.

There are two ways to write the irregular verb ***have*** in the present tense: ***have*** and ***has***.

She has a dog and a cat.      They have a dog and a cat.

**Complete each sentence by writing the correct form of the verb in parentheses.**

1. We \_\_\_\_\_ standing in line for the circus. (be)
2. I \_\_\_\_\_ a great idea! (have)
3. I \_\_\_\_\_ buying my ticket now. (be)
4. She \_\_\_\_\_ a zookeeper from our town. (be)
5. The elephant \_\_\_\_\_ a long trunk. (have)
6. Eight boys \_\_\_\_\_ in our group. (be)
7. They \_\_\_\_\_ some large balloons. (have)
8. That clown \_\_\_\_\_ six buttons on his coat. (have)





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**English Language Development Lesson  
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**Grade:** 3

**Lesson:** 4

**Language Objective:** Today I will work on using details to discuss ideas from a story.

In this lesson, you will...

Expanding:	Complete the Day 4 activity by using details from the story “The Heron and the Hummingbird” to complete the sentences that explain how each bird’s unique features helped him and why Heron ended up winning the race in the end.
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If you need help completing the lesson, do this instead...

Emerging:	Complete the Day 4 activity by using details from the story “The Heron and the Hummingbird” to complete the following sentences: The Hummingbird was _____ and had tiny _____. He flew very _____. (see lines 11-13 in the story) The Heron had a heavy _____ and long _____. He flew far, but very _____. (see lines 14-16).
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If you want to challenge yourself in completing the lesson, do this instead...

Bridging:	Complete the Day 4 activity by using details from the story “The Heron and the Hummingbird” to describe <b>in your own words</b> how each bird’s unique features helped him and why Heron eventually won the race. Try to use the words <b>exhausted</b> and <b>failed</b> in your description. <b>Exhausted</b> means to be very tired. <b>Failed</b> means to be unsuccessful.
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Fontana Unified School District  
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**English Language Development Lesson  
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**Grade:** 3

**Lesson:** 5

**Language Objective:** Today I will work on using details from a story to write about the main idea.

In this lesson, you will...

Expanding:	Compare the <b>unique</b> features of Heron and Hummingbird in writing, using the sentence frames in the box under Day 5. Be sure to reread what you wrote and correct any mistakes. When you are done, read what you wrote to someone who is older than you.
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If you need help completing the lesson, do this instead...

Emerging:	Look at the pictures of Heron and Hummingbird in the story and think about how different they appear. Notice how they are <b>unique</b> . <b>Unique</b> means to be different from others in a special way. Complete the sentence frames in the box under Day 5 using details from lines 11-18 in the story. Read what you wrote to someone who is older than you.
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If you want to challenge yourself in completing the lesson, do this instead...

Bridging:	Use the box under Day 5 to take notes from the story, then use your notes to write a 5-sentence paragraph on the back of the paper, or on a separate sheet of paper, that describes what makes Heron and Hummingbird <b>unique</b> . Try to include details about their physical features <b>and</b> their mental attitudes. Be sure to reread what you wrote and correct any mistakes. When you are done, read what you wrote to someone who is older than you.
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Read the text. Have a collaborative conversation with someone in your house. Use the sentences below to start the conversation. Cite text evidence in your answers below. Present your ideas to the class.

1. Explain how Hummingbird’s features help him.

Hummingbird has \_\_\_\_\_.

This is why he can \_\_\_\_\_.

2. Explain how Heron’s features help him.

Heron has \_\_\_\_\_.

This is why he can \_\_\_\_\_.

3. Explain why Heron wins the race.

Heron can \_\_\_\_\_ and he does not stop to \_\_\_\_\_.

**Write Discuss your ideas about “The Heron and the Hummingbird” with someone in your house. Then write your answer to the Essential Question.**

LESSON 5

What makes Hummingbird and Heron unique?

Hummingbird has \_\_\_\_\_.

His features help him to \_\_\_\_\_.

Heron has \_\_\_\_\_. His features help him to \_\_\_\_\_.



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**English Language Development Lesson  
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**Grade:** 3

**Lesson:** 6

**Language Objective:** Today I will work on reading a story for understanding.

In this lesson, you will...

Expanding:	Read the story "Grace's Letter." <u>Underline</u> the sentence that tells why Grace thinks Abraham Lincoln should grow a beard. Put a <u>circle</u> around the the sentence that tells how Grace planned to tell him her idea.
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If you need help completing the lesson, do this instead...

Emerging:	Read the story "Grace's Letter." Put a <u>circle</u> around the name of her <b>favorite</b> candidate for president.
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If you want to challenge yourself in completing the lesson, do this instead...

Bridging:	Read the story "Grace's Letter." Underline the sentence that tells why Grace thinks Abraham Lincoln should grow a beard. Put a circle around the sentence that tells How Lincoln felt when he read Grace's letter. Put a star next to the sentence that tells what happened after Lincoln grew a beard.
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## Essential Question

How can one person change the way you think?

Read the story and mark the text according to the instructions.

### LESSON 6

# Grace's Letter

## Historical Fiction

The 1860 election was only one month away. Grace Bedell held a photograph of Abraham Lincoln in her hand. She was looking at it and thinking hard. In the photo, Lincoln looked thin and tired.

"It is because he has no beard," said Grace. "He should grow a beard so people will think he looks handsome and healthy. Then more people will vote for him."

Lincoln was Grace's **favorite** candidate for president. She wanted to help him win the election.

"I will write a letter to Lincoln and tell him my idea."

Grace's father said Lincoln was too busy to read the letter. Grace refused to listen.

"I am sure he will read it," Grace **insisted**.

A few days later, Lincoln got Grace's letter.

"She says I should grow a beard," Lincoln said with amazement.

Lincoln was surprised because he thought he looked serious and hardworking.

"I did not know I look tired," Lincoln said as he looked in the mirror.

Lincoln talked to his wife and his friends, and they all agreed with Grace.

Lincoln said, "I think you are right." So Lincoln grew a beard. A few weeks later, he won the election and became the next president. Grace knew why!





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**Grade:** 3

**Lesson:** 7

**Language Objective:** Today I will work on retelling a story using illustrations.

In this lesson, you will...

Expanding:	Draw three pictures that illustrate what happened at the beginning, in the middle, and at the end of the story "Grace's Letter." Use your illustrations to retell the story to someone older than you. Be sure to use transition words like "First," "Then," and "Finally" when retelling the story.
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If you need help completing the lesson, do this instead...

Emerging:	Draw a picture about the story "Grace's Letter." Be sure to include: <ul style="list-style-type: none"><li><input type="checkbox"/> a picture of Grace</li><li><input type="checkbox"/> a letter</li><li><input type="checkbox"/> a picture of Abraham Lincoln without a beard</li><li><input type="checkbox"/> a picture of Abraham Lincoln with a beard</li></ul> Use your drawing to retell the story to someone older than you.
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If you want to challenge yourself in completing the lesson, do this instead...

Bridging:	Draw three pictures that illustrate what happened at the beginning, in the middle, and at the end of the story "Grace's Letter." Write a sentence for each illustration that describes with details what the picture is about. Use your sentences and illustrations to retell the story to someone older than you. Be sure to use transition words like "First," "Then," and "Finally" when retelling the story.
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**Grade:** 3

**Lesson:** 8

**Language Objective:** Today I will work on identifying and writing regular present-tense verbs.

In this lesson, you will...

<b>Expanding:</b>	Read the instructions at the top of p.62 and complete each sentence in part A by writing the correct form of the present-tense verb in (parentheses). In part B, write the correct form of the <u>underlined</u> verb. Remember that you do not add -s or -es if the subject is <b>I, you, or plural</b> .
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If you need help completing the lesson, do this instead...

<b>Emerging:</b>	Read the instructions at the top of p.62 and complete sentences <b>1-4 only</b> by writing the correct form of the verb in (parentheses). Use the chart below to help you choose the correct form.			
	<b>Singular*</b>		<b>Plural**</b>	
	<b>I</b>	like/wash	<b>we</b>	like/wash
	<b>you</b>	like/wash	<b>you</b>	like/wash
	<b>he/she/it</b>	likes/washes	<b>they</b>	like/wash

\*Singular means only one person or thing.  
\*\*Plural means more than one person or thing.

If you want to challenge yourself in completing the lesson, do this instead...

<b>Bridging:</b>	Complete all the exercises on p.62 then write 4 sentences of your own using the subject given and the correct present-tense form of the verb in parentheses. <ol style="list-style-type: none"><li>The dogs _____.(need)</li><li>He _____.(look)</li><li>Elisa _____.(wish)</li><li>The people _____.(want)</li></ol>
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# LESSON 8

Name \_\_\_\_\_

**Present-tense verbs** tell about actions that are happening now.

Remember: A present-tense verb must agree with its subject. Do not add *-s* or *-es* to a present-tense verb when the subject is plural or *I* or *you*.

I like apples.      My mother likes apples.  
He washes the apples.

## A. Write the correct form of the present-tense verb.

1. She \_\_\_\_\_ today. (dance)



2. Do you \_\_\_\_\_ apples? (like)



3. A fish \_\_\_\_\_ in the pond. (swim)



4. She \_\_\_\_\_ the game. (watch)



## B. Correct each sentence by writing the correct form of the underlined verb.

1. She splash the water. \_\_\_\_\_

2. He fix the chair. \_\_\_\_\_

3. She catch the ball. \_\_\_\_\_

4. I mixes some paint. \_\_\_\_\_



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**Grade:** 3

**Lesson:** 9

**Language Objective:** Today I will work on using details to discuss ideas from a story.

In this lesson, you will...

Expanding:	Complete the Day 4 activity by using details from the story “Grace’s Letter” to complete the sentences that explain what Grace thinks and does and then what Abraham Lincoln thinks and does after he receives Grace’s letter.
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If you need help completing the lesson, do this instead...

Emerging:	Complete the Day 4 activity by using details from the story “Grace’s Letter” to complete the following sentences: Grace thinks Abraham Lincoln looks _____ and _____. (see line 6 in the story) Lincoln thinks he looks _____ and _____. (see lines 27-28 in the story).
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If you want to challenge yourself in completing the lesson, do this instead...

Bridging:	Complete the Day 4 activity by using details from the story “Grace’s Letter” to describe <b>in your own words</b> how Grace changes the way Abraham Lincoln thinks . Try to use the words <b>favorite</b> and <b>insisted</b> in your description. <b>Favorite</b> means to be especially well-liked by someone. <b>Insisted</b> means that someone persisted and did not give up in doing or believing something.
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**English Language Development Lesson  
(Designated ELD)**

**Grade:** 3

**Lesson:** 10

**Language Objective:** Today I will work on using details from a story to write about the main idea.

In this lesson, you will...

Expanding:	Explain in writing, using the sentence frames in the box under Day 5 to help you, how Grace changes the way Abraham Lincoln thinks. Be sure to reread what you wrote and correct any mistakes. When you are done, read what you wrote to someone who is older than you.
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If you need help completing the lesson, do this instead...

Emerging:	Look at the pictures of Grace and Abraham Lincoln in the story. What are they thinking? Complete these sentences: Grace is thinking that _____. Abraham Lincoln is thinking that _____. Read what you wrote to someone who is older than you.
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If you want to challenge yourself in completing the lesson, do this instead...

Bridging:	Use the box under Day 5 to take notes from the story, then use your notes to write a 5-sentence paragraph on the back of the paper (or on a separate sheet of paper) that describes how Grace changes the way Abraham Lincoln thinks. Try to include details about what Lincoln thinks <u>before</u> he reads the letter and how he thinks <u>after</u> the letter. Be sure to also explain what he <b>does</b> after he reads the letter. When you are finished, reread what you wrote and correct any mistakes. When you are done, read what you wrote to someone who is older than you.
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Read the text. Use Graphic Organizer 151 to record your ideas and notes. Have a collaborative conversation with your partner. Use the sentences below to start the conversation. Cite text evidence and record your ideas on the graphic organizer. Present your ideas to the class.

1. Explain how Lincoln thinks he looks before he gets Grace’s letter.

Lincoln thinks \_\_\_\_\_.

2. Explain what Grace tells Lincoln in her letter.

She tells Lincoln \_\_\_\_\_.

She thinks a beard will \_\_\_\_\_.

3. Tell what Lincoln first does after he reads Grace’s letter.

Lincoln begins to wonder if \_\_\_\_\_.

 **Write Work with someone in your home. Discuss your ideas about “Grace’s Letter.” Then write your answer to the Essential Question.** **LESSON 10**

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**How does Grace change the way Abraham Lincoln thinks?**

Before he reads the letter, Lincoln thinks that

\_\_\_\_\_.

After he reads the letter, Lincoln thinks that \_\_\_\_\_.

After checking with his wife and friends, he \_\_\_\_\_.