



Story #1
"Learning About Plants"

Joseph sat in his desk writing about his seed when the bell rang to go home. Today his grandma would pick him up from school. He was ready to see her. He placed his journal inside his desk, and raced out the door with his backpack.

"Hi, Grandma," Joseph shouted and waved. His grandma smiled and waved back. Grandma had moved in with his family to help out. She would come to school each day to walk home with him. His mom had picked him up from school, but she had a new job. Joseph was not too sure he would like walking. "Grandma, do we have to walk? My legs are very tired!" said Joseph. Grandma told Joseph that walking was good for his heart. They would also have more time to talk about his day as they walked home.

Grandma asked Joseph what he had learned today. He said, "We learned about plants and what they need to grow." Joseph told Grandma that plants needed a place to grow, some sun, and air. Plants also needed nutrients, soil and water. Grandma could tell that Joseph liked what he was learning in science.

Grandma told Joseph about a time when she was his age. She helped her mama grow some plants in their garden. They grew fruits and vegetables. When they were ripe, she would pick them and take them to her mother. Her mother would wash them, and feed them to her family. Grandma said that growing plants was fun. Before he even realized, they were already



home. Joseph wanted to hear more stories about her garden from his grandma tomorrow on their walk home.

As soon as he got home, Joseph went to the kitchen and poured two glasses of cold water. "We need water-just like plants," Joseph told his grandma as he handed her a glass. She smiled. He grabbed a bag of chips to eat and turned on the TV. He usually drank a cola with his chips but he still had some water to drink. Grandma said, "If you drank water every day instead of cola, you could save money for a scooter."

Joseph had a lot to tell his older sister, Maria, when she got home from school. He could not wait to tell his mom and dad about why plants are important to us when they got home from work.

School to Home Connections

1. How did Joseph's feelings about walking change by the end of this story? How do you know?

At the beginning of the story, Joseph_____

_____.

By the end of the story, Joseph _____

_____.



I knew Joseph's feelings about walking changed when I read this:

2. Go for a short walk with your family. Write 3-5 sentences telling what you saw along the way.



Concept #1, Story 1
Teacher Talk
ELAR TEKS/SE Link
3rd Grade

Reading/Comprehension of Literary Text/Fiction:

Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.

Students are expected to:

3.8(B) describe the interaction of characters including their relationships and the changes they undergo

Home/School Connection

How did Joe's feelings about walking change by the end of this story? How do you know? The student will write one sentence describing Joe's feelings about walking in the beginning, and then one sentence to describe his feelings about walking in the end.

Using text evidence, the student will then write one sentence telling how they knew his feelings changed in the story.

(19) Writing:

Students write about their own experiences. Students are expected to write about important personal experiences.

Home/School Connection

Go for a walk with your family. Have your third grader write a paragraph about what you and your family saw as you walked together.

Flesch-Kincaid Readability Level of Story 3.2



Story #2

"Plant Parts We Eat"

Joseph woke up early to get ready for school. He could not wait for science class. He had been learning all about plants; he wondered what he would learn today.

Joseph's Grandma was in the kitchen getting breakfast ready. He poured the cereal into a bowl and added milk. He drank milk instead of soda. Grandma handed him half a banana, "Bananas are good on cereal." Joseph drank milk instead of soda. He brushed his teeth. Then he was ready to walk to school with Grandma. Joseph learned that his Grandma loved bananas too. She said, "Bananas help your body when you have been playing hard outside."

At school, Joseph read a story in his reading book. He solved some math problems too. Finally it was time for science class. Today they were going to learn about the parts of a plant. His teacher explained that plants have six parts that work together. Joseph learned that some plants tops could be eaten and other plant parts that were under the soil could be eaten. His class played a game to match foods we eat to the different plant parts. He did not know that carrots grew in the soil. Carrots come from the root of the plant. Joseph had discovered so many new facts to share with his family that evening.

On his walk home from school with his grandma, Joseph told her what he had learned about plant parts. With excitement in his voice, he said,



"Did you know that carrots grow under the soil? They are the root of the plant?

Oh, and did you know that we eat leaves and stems too?" Joseph told Grandma that he graded a fresh carrot during class today. He asked Grandma if she would buy some carrots at the store. He liked their crunchy sound. Grandma was so proud of Joseph for listening and learning in school.



School to Home Connections

With your mom or dad, color in the bar graph to show how many of each item you have in your house.

10			
9			
8			
7			
6			
5			
4			
3			
2			
1			
0			
Name of Food and Plant Part	Potatoes, Carrots (Root)	Peppers, Bananas (Fruit)	Greens, Lettuce (Leaves)

Which of the these foods is your favorite? Tell why.



Concept #2, Story 2
Teacher Talk
Science TEKS/SE Link
3rd Grade

(2) Scientific Investigation and Reasoning:

The student uses scientific inquiry methods during laboratory and outdoor investigations.
The student is expected to:

(C) Construct maps, graphic organizers, simple tables, charts and bar graphs using tools and current technology to organize, examine, and evaluate measured data.

School to Home Connections

With your mom or dad, color in the bar graph to show how many of each item you have in your house.

10			
9			
8			
7			
6			
5			
4			
3			
2			
1			
0			
Name of Food and Plant Part	Potatoes, Carrots (Root)	Peppers, Bananas (Fruit)	Greens, Lettuce (Leaves)

Which of these foods is your favorite? Tell why.

Flesch-Kincaid Readability Level of Story 3.3



Story #3

"Planning a Garden"

Joseph was happy tonight at dinner. His family was going to visit his school for Open House. They wanted to see what he was learning in science. They walked to his school after dinner. It was hot outside. Grandma carried a bottle of water along. Joseph brought water too. He smiled because he was saving "soda money" for a scooter.

Joseph showed his family his garden journal first. He had written about a garden at his home. But his home did not have a yard. Joseph lived in an apartment. His teacher showed them how to plan for a garden. Joseph showed Maria the pictures of plant parts. His class had studied them first. His mom and dad were curious about the circle and paper towel gardens. They asked Joseph to explain them. Joseph said, "We learned that some plants needed more space than others. Squash needs more space than carrots." Joseph had made a garden plan for carrots. Joseph planted 16 carrot seeds on a paper towel. His teacher invited his family to help build the garden at school in a few weeks. His dad knew how to build. His grandma had helped her mother in the garden. Joseph was excited that his teacher asked his family to help.

On the walk home Joseph asked his mom if they could have a garden at home. She was worried that it might be too much work. Grandma said everyone could help. They could save money if they grew vegetables. Dad said they would need a container, seeds and soil. Maria asked her mom to bring home three plastic buckets from her work. Mom said they could talk

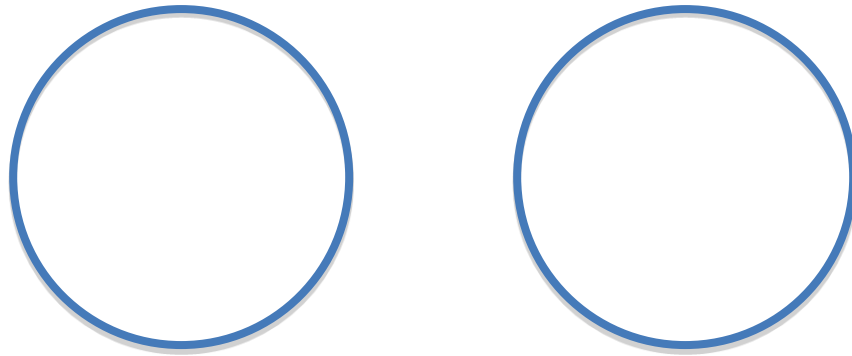


about the vegetables they wanted to plant. Joseph smiled. He could have a garden after all. His family wanted to help him. Joseph's wish was coming true.

Joseph's family was tired and thirsty when they got home. Grandma poured a glass of water for everyone. “Water is best when you are thirsty,” she said. Joseph smiled and said, “Just like plants, we need water! And, we save money.” Joseph went to sleep that night dreaming about his garden.



School to Home Connections



Joseph wants to plant lettuce in two large buckets. Each can holds 4 lettuce seeds. Each seed needs equal space.

1) With your mom or dad, draw a plan for each bucket. Use the two circles above to draw the lines to space out the lettuce seeds.

2) How many lettuce plants will Joseph have in the two buckets? _____

3) Ask your family to tell you their favorite vegetable. Write down their answers. _____

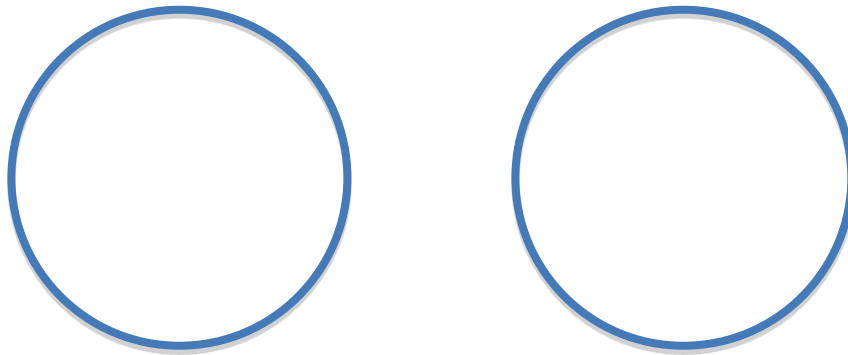


Concept #3, Story 3
Teacher Talk
Math TEKS/SE Link
3rd Grade

3.14(A) Underlying Processes and Mathematical Tools. The student applies Grade 3 Mathematics to solve problems connected to everyday experiences and activities in and outside of school. The student is expected to:

(A) Identify the mathematics in everyday situations. **(STAAR Supporting Standard)**

School to Home Connections



Joseph wants to plant lettuce in two large buckets. Each can will hold 4 lettuce seeds. Each seed needs equal space.

- 1) With your mom or dad, draw a plan for each bucket. Use the two circles above to draw your lines.
- 2) How many lettuce plants will Joseph have in the two buckets? _____

Flesch-Kincaid Readability Level of Story 3.6



Story #4

"Where Will My Garden Grow?"

Joseph woke up ready for this special day. He did not have school because it was Saturday. Saturday morning he watched TV. He liked to watch cartoons. Today he and his family would plan for their garden. They would pick the plants they wanted to grow. They also had to find a good home for their new plants. Today was going to be a busy day.

Joseph and his sister came to the table to eat breakfast. His mom had warmed up some beans and Grandma had made tortillas. His dad poured the milk and also juice into glasses. Joseph and Maria ate all the food on their plates. Joseph asked for more milk to help his bones grow. He learned in school that our bodies need foods from a variety of food groups.

Then Maria asked if they could decide on which plants to grow. Joseph said, "We must grow carrots because they are crunchy. And they are packed with vitamins." Maria liked carrots. Grandma wanted to grow tomatoes. Maria stated that she wanted to grow lettuce. Grandma and Mom agreed that three vegetables would be good to start a garden. Maria wrote down each kind of seed to buy.

Joseph and his dad went outside to find a good place for growing plants. They would be using large buckets filled with soil. They looked for a spot with sunlight. Dad wanted the plants to be near their back door. Joseph said, "We can use a clean milk jug to carry water. Joseph and Papa found the perfect place for their plants.



Maria added soil to their shopping list. Dad then told her to write down a spade for digging. She told them she already had the buckets. Mom had brought them home from her job. Maria and Grandma had washed them out. They had been drying in the sun. Joseph and his family were ready to go to the store tomorrow. Joseph was even closer to seeing a garden at his home. He smiled to himself as he thought about it. It was lunch time and he did not even miss watching TV!



School to Home Connections

Every single food group is important. Our bodies need different foods to grow. In the chart below, the foods Joseph ate for breakfast are listed. With your mom or dad, list the foods you eat for two days.

vegetables	fruits	grain	protein	dairy
X	orange juice	tortillas	beans	milk

Write 2 sentences about your favorite meal with at least one food from each category above.



Concept #4, Story 4
Teacher Talk
Health TEKS/SE Link
3rd Grade

3.10(D) Health Behaviors. The student explains ways to enhance and maintain health throughout their life span. The student is expected to:
(D) Describe food combinations in a balanced diet.

Home-School Connections

Every single food group is important. Our bodies need different foods to grow. In the chart below, the foods Joseph ate for breakfast are listed. With your mom or dad, list the foods you eat for two days.

vegetables	fruits	grain	protein	dairy
X	orange juice	tortillas	beans	milk

Write 2 sentences about your favorite meal with at least one food from each category above.

Flesch-Kincaid Readability Level of Story 3.4



Story #5

"Caring for Plants and Our Bodies"

Today was Sunday and shopping day for Joseph and his family. But first, they would eat lunch together. Joseph shared his poster from school. It was called Choose My Plate. "We need to eat different color foods to be healthy," Joseph stated. He wanted to include foods from each food group on the poster. Grandma reminded Joseph to wash his hands before he helped. Then they put fried chicken strips his mom had brought from work on each plate for protein. They cooked carrots for the vegetable. Grandma cut up bananas for the fruit serving. Mama prepared warm tortillas. Maria poured milk in each glass. Milk counted as a dairy serving. Joseph was happy that his family had a healthy meal. They did not always have vegetables with their meals. But now they could grow vegetables to add to their plates.

Joseph's family studied their shopping list once again while they were eating their lunch. Maria read the list aloud to her family. Joseph said he thought the list was complete. Dad agreed. Everyone was ready to go to the store. A garden for Joseph's family would be made today. Joseph cleared the table. Maria washed the dishes quick as a flash. Everyone was ready to shop for seeds and soil today. Dad reminded them that the soil would be heavy so they would drive to the store. Can you guess who was first in the car? Yes, it was Joseph! He could not wait to shop and plant. Grandma



said that she would walk and meet them there. She said, “Walking keeps my legs strong and gives me more energy!”

At the store, Joseph and his family picked out seeds for their garden first. They had packets for carrots, lettuce, and tomatoes. Maria also found a spade to use for digging. Dad added a large bag of soil. Mom and Grandma checked the shopping list. They had all items they needed for their garden. Their family walked to the front of the store together and paid for their items. Joseph knew he was one step closer to having a garden.

Joseph asked who would take care of the garden while they were riding home. Mom said she thought each one of them could take turns. Grandma said the plants would need water every other day. Dad said he would help by adding fertilizer to the plants. Joseph said, "Weeds steal the water and the space that plants need in a garden. I will check for weeds and pull them." Maria said she would help him. Caring for the garden was going to be fun for Joseph and his family. Let the planting begin!



School to Home Connections

Joseph and Maria will take turns watering the plants. They will water them on Monday, Wednesday and Friday each week. In the first month, there will be twelve days to water the plants. Joseph will water every other day. How many days will Joseph water the plants?

Use the table below. With your pencil, shade in every other day to show when Joseph will water the plants. The first day is shaded for you.

Monday	Wednesday	Friday
Monday	Wednesday	Friday
Monday	Wednesday	Friday
Monday	Wednesday	Friday

Write a number sentence to show how many days Joseph will water altogether.

Total Number of Days	Divided by 2 people	Number of Days for Joseph



Concept #5, Story 5
Teacher Talk
Math TEKS/SE Link
3rd Grade

3.4(C) Number, Operation and Quantitative Reasoning. The student recognizes and solves problems in multiplication and division situations. The student is expected to:
(C) Use models to solve division problems and use number sentences to record the solutions. (**STAAR Readiness Standard**)

School to Home Connections

Joseph and Maria will take turns watering the plants. They will water them on Monday, Wednesday and Friday each week. In the first month, there will be twelve days to water the plants. Joseph will water every other day. How many days will Joseph the plants?

Use the table below. With your pencil, shade in every other day to show when Joseph will water the plants. The first day is shaded for you.

Monday	Wednesday	Friday
Monday	Wednesday	Friday
Monday	Wednesday	Friday
Monday	Wednesday	Friday

Write a number sentence to show how many days Joseph will water altogether.

Total Number of Days	Divided by 2 people	Number of Days for Joseph

Flesch-Kincaid Readability Level of Story 3.8



Story #6

"Eating Vegetables = Healthy Bodies"

Joseph loved science class today. Each day he was learning something new about plants. He also was learning that vegetables had nutrients. Nutrients help our bodies to grow healthy and strong. His favorite part of class was learning to make new foods with the vegetables his class was growing. Last week a visitor showed his class how to make spinach quesadillas. He liked the way they tasted. His mom and grandma made cheese quesadillas at home. Joseph could not wait to share this new way to make them.

After school, Joseph told Grandma about the spinach quesadillas. He said, "Grandma, could I help you make dinner tonight? I think you will like them." Grandma admitted that she had never eaten that kind before. But she said she would try something new. Grandma said everyone needs green vegetables. Joseph wondered if they could stop by the store to buy some. Grandma said they needed to walk a little quicker. It looked like it might rain. They both agreed that their garden needed the rain.

Joseph told Grandma about what he learned in science today. "Did you know that oranges are a good source of Vitamin C?" asked Joseph. Grandma said Mom just bought some oranges. Joseph asked if they could each have an orange with their quesadillas. They would have milk and water. Grandma agreed on their menu for tonight.



Joseph ran the last few steps to his house. Grandma was right behind him when he cheered. He was ready to be home. Joseph thought about asking for a soda. He drank a glass of cold water and thought about a new scooter. Grandma told Joseph that a new boy had moved in next door. She asked Joseph if he would go say hi to him. Joseph dashed out the door. He almost bumped into the new boy on the porch. Joseph learned that his name was Tom. He was also happy to learn that Tom was in the third grade. Maybe they would be in the same class. He told Tom what they were learning in science and about saving for a new scooter. The two boys became friends within just a few minutes. They sat talking on the steps outside. Grandma stepped outside and invited Tom and his mother for dinner. Tom thanked her and ran to his house to ask.

Joseph rushed inside to make spinach quesadillas with Grandma. He hoped his new friend would like the food they were making. After all, he wanted his friend to have a healthy body too!



School to Home Connections

Draw a picture to illustrate this story. You may use the back of this page for your picture. Use labels (words) to show the healthy foods you read about in the story. Color your picture.



Concept #6, Story 6
Teacher Talk
Social Studies TEKS/SE Link
3rd Grade

3.17(B) Social Studies Skills. The student communicates effectively in written, oral and visual forms. The student is expected to:

(B) create written and visual material such as stories, poems, pictures, maps and graphic organizers to express ideas

School to Home Connections

Draw a picture to illustrate this story. You may use the back of this page for your picture. Use labels (words) to show the healthy foods you read about in the story. Color your picture.

Flesch-Kincaid Readability Level of Story 3.6



Story #7

"Harvest Time"

Joseph bounced all the way home. Grandma had to walk quickly to keep up with him. Today his teacher had talked about harvest time. After weeks of watering and weeding, Joseph was eager to see if his vegetables were ready to harvest. The plants had really grown tall. Joseph asked, "Grandma, do you know if it is time to pick our vegetables?" Grandma said they would check them together. Joseph saw his new friend, Tom, walking home too. So Joseph asked him to join them. He also asked Tom if he would like to help him harvest the vegetables at home. Grandma smiled at the two boys. They were becoming good friends. They were also learning to help one another.

Joseph and Tom ran inside to wash their hands. Grandma was making them a healthy snack. The boys were both hungry after a long day at school. Toms was excited to see a large slice of red watermelon. This fruit was one of Joseph's favorite snacks. The sweet, juicy treat tasted good to both hungry boys. And they both drank a tall glass of cold water.

Grandma stepped outside to peek at the garden. She gave Joseph a quick wink. Then she announced that it was harvest time. She went back to the kitchen to get a large bowl. The boys would need it to for the vegetables they would pick. Two excited boys raced out the door. Joseph said, "Grandma, can you tell us which ones are ready to pick?" Grandma was thrilled that he wanted her to help them. She had enjoyed gardening since she was a young child.

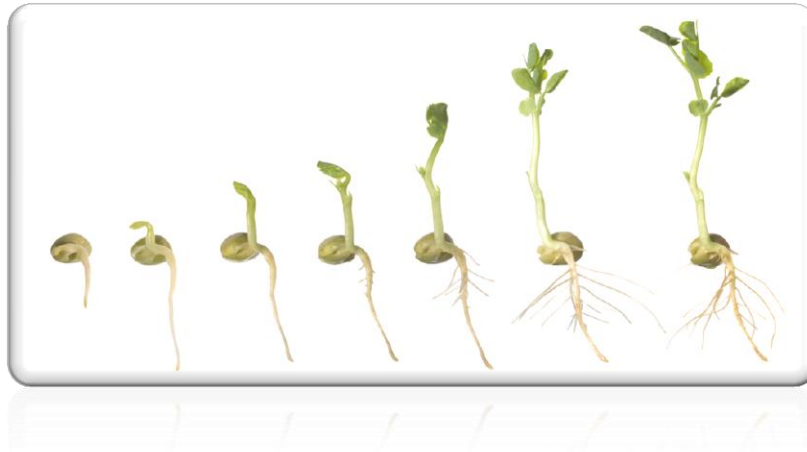


Joseph and Tom started with the lettuce and tomatoes. Grandma handed each boy a pair of scissors. They cut the tender leaves of lettuce at the base. She said, “Cut only what we need tonight and tomorrow.” Grandma told Tom that he could take some of the vegetables home to share. Each boy picked a couple of bright red tomatoes off the vines. Then Joseph was ready to pull some carrots. He kindly showed Tom how to pull carrots with orange tops poking out of the soil. He learned about harvesting carrots at school. The boys finished with a bowl full of fresh vegetables.

Grandma invited them back inside the kitchen. They were going to keep the vegetables cold until time to eat. Grandma selected some to send home with Tom. She told the boys that these vegetables could be used for a tasty salad. Joseph told Tom to wash them right before he ate them. Tonight both families would enjoy a healthy salad for dinner!



School to Home Connections



Write about the life cycle of a tomato plant based on what you have been learning. Use the word bank below to include important terms in your sentences.

seed	soil	water	sunlight	leaves	plant	fruit
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Concept #7, Story 7
Teacher Talk
Science TEKS/SE Link
3rd Grade

3.10 (C) Organisms and Environments. The student knows that organisms undergo similar life processes and have structures that help them survive within their environments. The student is expected to:
(C) investigate and compare how animals and plants undergo a series of orderly changes in their diverse life cycles such as tomato plants, frogs and lady bugs. **(5th Grade STAAR Supporting Standard)**

School to Home Connections



Write about the life cycle of a tomato plant based on what you have been learning. Use the word bank below to include important terms in your sentences.

seed	soil	water	sunlight	leaves	plant	fruit	nutrients
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Flesch-Kincaid Readability Level of Story 3.9



Story #8
"Seed Banks"

Today Joseph's teacher talked about gardening. It was the end of the fall gardening season. She explained about a way to save money on seeds next season. His teacher, Miss Martinez, told them they would start a free bank of seeds. A seed bank is like a regular bank. One can take seeds home for next season. But one must also put seeds in the bank. Joseph was puzzled. He raised his hand to ask a question. "Where would I get seeds to put in the bank?" Joseph asked. His teacher told the class that all kinds of fruits and vegetables have seeds. Most people throw the seeds away. But she said the students could save seeds from their fruit. Then they could collect them for next season. Starting a seed bank was a new idea for Joseph and his friends.

Joseph was ready for lunch. He knew that apples were on the menu. He and his friends would be able to save the seeds. Miss Martinez was prepared with a plastic bag to collect them. Her students finished their apples and brought the seeds to her. They carefully dropped them in the plastic bag. She had written "apple seeds" on the front of the bag. After lunch, Joseph and his friends walked back to class. They could not wait to learn the next step. The teacher asked for two volunteers. Joseph and a friend raised their hands. The teacher stated that the seeds needed to be rinsed with water. The next step would be to put them on paper towels to dry. They would need to dry for several days. Then they could be put in a dry bag with a label.



Joseph could not wait to tell Mom and Dad about the bank. Joseph wondered if Grandma had ever heard of a seed bank. He wanted to impress Maria, his older sister, with his new learning.

Joseph told Grandma about the seed bank on the walk home. She smiled because her parents had saved seeds too. Joseph helped his Grandma make dinner. They made a recipe that he had brought home from school. He was proud that he had learned about growing, cooking and eating new vegetables. And now he knew how to “bank” the seeds for the next year. Joseph exclaimed, “Eating more vegetables is good for us! And growing vegetables is fun!” Maria agreed that Joseph had taught her some new things.

While his family was eating dinner, they talked about the vegetables they would grow next. Joseph was happy. He drank his milk. He was drinking water instead of soda after school. Now he had enough money saved for a scooter. His dad and mom smiled too. They were proud of their son.



School to Home Connections

With your mom or dad, list all the new vegetables your family eats now.

Do any of these vegetables have seeds? Yes___ No___

Below, list the steps in order to save the seeds from one vegetable for a seed bank. What would you do first, next, then, and finally? Use the steps in the story to help you get started.

- 1.**
- 2.**
- 3.**
- 4.**
- 5.**



Concept #8, Story 8
Teacher Talk
Language Arts TEKS/SE Link
3rd Grade

3.15 (A) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents.

Students are expected to:

(A) follow and explain a set of written multi-step directions

School to Home Connections

With your mom or dad, list the new vegetables your family eats now.

Do any of these vegetables have seeds? Yes___ No___

Below, list the steps in order the save the seeds from one vegetable for a seed bank.

Put your list in order. What would you do first, next, then, and finally? Use the steps in the story to help you get started.

- 1.
- 2.
- 3.
- 4.
- 5.

Flesch-Kincaid Readability Level of Story 3.2

New Friend, New Potatoes



One sunny afternoon, Joseph and his friend Tom were taking turns riding a new scooter. They were riding on a sidewalk near their apartment. Joseph shouted, "This must be good exercise! My legs are getting tired." Tom agreed. Joseph had been saving his money for a long time. He had gone to the store on Saturday to buy the scooter. He smiled thinking about growing stronger leg muscles.

Joseph's new neighbor, Mr. Wade, opened his front door.

His granddaughter, Mary, stepped out right behind him. She had just joined their third grade class. She also liked learning about growing her own food. "Hi there! My Grandpa is going to show me how to grow potatoes. Do you want to help?" asked Mary. Both boys were eager to help Mary and her grandpa. Joseph quickly took his scooter home, and ran excitedly back to Mary's house.



Mr. Wade held a dusty bag filled with potatoes, and a knife. Mary carried two spades for digging. Joseph and Tom followed them to a small field behind their houses. All four of them worked together to remove rocks from the soil. When the soil was smooth, they were ready for the potatoes. Joseph was surprised when Mr. Wade pulled three old, wrinkly potatoes from the bag. Mary laughed and told Joseph that they were going to use the old potatoes to make new ones. With the knife in his hand, Mr. Wade cut the potatoes so that each piece had a sprout on it. Mary, Joseph and Tom then took turns digging a hole for each sprout. One by one, they placed the sprouts face up in the soil. Then they covered the potato pieces with dirt to make small hills. Finally, they walked back to Mary's house to fill two pitchers of water.

All three third graders raced back to the field to gently water each of their potatoes. When they returned to Mary's house, Mr. Wade was resting on the front porch. He offered each of them a cool drink of water, and a place to rest. Gardening was a lot of work!

Over the next three months, Joseph, Mary and Tom watched and waited for the potatoes to grow. They helped pull weeds, water and add more soil as the plants grew. After the plants got very tall, Mr. Wade showed them how to dig down deep into the soil to find the potatoes. The third graders were jumping for joy when they found a whole basket of potatoes to take home. Mr. Wade shared a few potatoes with each boy to take home for dinner. He told them that he and Mary were going to



bake their potatoes in the oven for dinner. Then they were going to add a big spoon of low-fat Ranch dressing to flavor the potato. Mary had told him about the recipe that had been demonstrated at school. Joseph stated that he loved when his mother fried potatoes in a skillet. Mary and Tom then reminded Joseph that their teacher would say fried potatoes would be a “whoa” food. Fried potatoes had more fat than baked potatoes. That made them less healthy to eat. All three children then agreed that a

baked potato would be healthier to eat. Their teacher called baked potatoes a “go” food. Tom explained to Mr. Wade that a “go” food was a food that was good to eat almost anytime. Joseph and Tom thanked Mr. Wade, and waved goodbye to Mary. They each ran to their homes with potatoes in their hand. They all planned to ask for baked potatoes tonight. Those potatoes were going to be so tasty for dinner!

Home to School Connection

Use the chart below to list the six steps Mr. Wade followed to plant new potatoes from the old ones. List them in order. Then make a sketch to go with each step.

Hint: Reread paragraph 3 in the story to identify the six steps. Finally, write a draft paragraph on notebook paper explaining the steps for planting potatoes.



Growing New Potatoes

STEPS	SKETCH

Teacher Talk

Reading/Beginning Reading/Strategies

Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:

- 2(B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text.

Reading/Comprehension of Informational Text/Procedural Texts

Students understand how to glean and use information in procedural texts and documents. Students are expected to:

- 15(A) follow and explain a set of written multi-step directions;

Home/School Connection

The students will locate the six steps for growing potatoes within the story, and list them on the given chart. They will sketch each step to visually explain the set of directions.

Writing/Writing Process

Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:

- 17(A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals);
- 17(B) develop drafts by categorizing ideas and organizing them into paragraphs;

Home/School Connection

Write a draft paragraph explaining the six steps to grow new potatoes from old ones.

Spring Into Action for Planting



Joseph and Mary were bored. It was a rainy Saturday morning. They wanted to be outside playing ball. It was good exercise for them. They stared out the window at the water. Joseph wanted to do something fun. Mary said they could plan a spring garden. She knew her grandfather could help them. The two of them ran over to Mary's house. A rainy day really could be a fun day.

Mr. Wade smiled when Mary asked him to help them. Mary said, "We think it would be fun to plant a spring garden. We could grow some fruits and vegetables. Then we could share with our neighbors." Joseph nodded to show he agreed with Mary's idea. Both third graders were learning about fruits and vegetables. Mary's grandfather liked the idea very much. He also wanted to invite other families to help. The three of them quickly found paper and pencils. A new spring garden was a great idea! Let the planning begin!

Mary wanted to write down the steps to their plan. Mr. Wade said the ground would need to be prepared. Digging the garden area would be hard work. They would need shovels and rakes. "What vegetables will we plant in the garden? I really only like potatoes," said Joseph. Mary and her

grandfather said lettuce and tomatoes were fun to grow. Those vegetables will be healthy choices for the spring. Joseph did admit that he had tasted carrots at school. He wanted to add those to the list. Joseph and Mary's teacher had shown them how to make seed templates for planning the garden. The seed templates were paper towels with the correct number

of seeds attached. The teacher had also given them a garden planting chart last week. Mary said she would bring hers home on Monday.



This chart would help them know how deep to plant each of the different kinds of seeds. It would also tell them how many seeds to plant on each paper towel planner. Mary's grandfather thought each family who lived close to them could help with the garden. There would be planting, weeding and watering of the plants during the spring. He suggested that Joseph and Mary make small posters telling about the garden. Then they could place them on their neighbors' doors after the rain stopped.



Mary went to get markers and paper from her room. Joseph asked Mr. Wade if he could have some potato chips to eat. Mr. Wade told him he didn't have potato chips but he would cut up some fresh apples for them. He also brought along with two glasses of ice cold milk. Mr. Wade explained to Joseph that apples were a better choice than chips for a snack. Both children eagerly prepared the colorful posters. They also ate their snack. Mary thought she could convince others to help with the garden. She would tell them gardening could help save money. She asked her grandfather if it was cheaper to buy vegetables. He said that it depends on which ones she wanted to compare. They decided to check prices the next time they shopped. By the time they were finished with posters, the rain had stopped. Outside the sun was shining brightly. They gathered up the posters and some tape. Then they ran out the front door to tell their neighbors about the spring garden project. They were ready to stretch their legs and get some exercise.



School to Home Connection

At the store, Mary noted she could buy 4 tomatoes for \$1.50. To grow tomatoes, one tomato plant cost 50 cents. A pot costs \$2.00. A bag of dirt costs \$1.00. Fertilizer for the plant costs \$1.00. One plant would provide about 20 tomatoes.

1. How much will it cost to grow one tomato plant with 20 tomatoes? Show your work.
2. If one tomato plant will provide 20 tomatoes, how much will one tomato cost to grow in a garden? You may use a calculator. Record your answer with a number sentence.
3. How much would 4 tomatoes cost to grow? Show your work.

Teacher Talk

Mathematics TEKS/SE Link

3rd Grade

(3.4) Number and operations.

The student applies mathematical process standards to develop and use strategies and methods for whole number computations in order to solve problems with efficiency and accuracy. The student is expected to:

- (A) solve with fluency one-step and two-step problems involving addition and subtraction within 1,000 using strategies based on place value, properties of operations, and the relationship between addition and subtraction;
- (G) use strategies and algorithms, including the standard algorithm, to multiply a two-digit number by a one-digit number. Strategies may include mental math, partial products, and the commutative, associative, and distributive properties;
- (K) solve one-step and two-step problems involving multiplication and division within 100 using strategies based on objects; pictorial models, including arrays, area models, and equal groups; properties of operations; or recall of facts.

(3.1) Mathematical process standards.

The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:

- (A) apply mathematics to problems arising in everyday life, society, and the workplace;
- (C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems;

Food for Fuel!



Joseph and his family were very excited. They had been invited to a picnic. They were going with Mary and her grandfather. Other friends were going also. The picnic was going to be in a park. Joseph wanted his mom to make something good to eat. Everyone was going to share their food. The families were going to play games after eating. This was going to be a fun adventure!

At school, Joseph and his class were learning about food energy. He told his mom that different foods give us different levels of energy. Our bodies need energy to grow, play and learn. Our bodies need nutrients just like a plant does. He and his mom talked about foods as fuel. They looked at the foods they had in their kitchen. Together they would make a healthy choice. He wanted his family to have energy to win the family games!

His teacher had talked about five different food groups. His mom helped him name them. Vegetables, fruits and grains were three of the food groups. Protein and dairy foods were two more. Joseph's mom was learning to plan meals with each of the food groups. He asked if he could help her and she nodded yes. They decided to make a plate of sandwiches. Joseph made his favorite-peanut butter and jelly on wheat bread. His mom made some turkey and cheese sandwiches to share. All the work in the kitchen was making Joseph hungry!



Joseph and his family got to the park just in time to eat. Two of the tables were filled with foods to share. On the way to the park, they had talked about eating a healthy meal today. They needed nutrients and energy just like the plants Joseph was growing at school. Good foods would give them everything they needed. They agreed to walk through the food line together. They would help each other make good choices about what they ate. Joseph chose a peanut butter and jelly sandwich, an apple, a soda and a cookie. His mom thought he should change his soda for milk. Joseph saw some carrot sticks on the next table and added those to his plate. He finished everything on his plate. After all, he wanted his body to have plenty of "fuel". He would be running in the races later on.

Joseph's family sat with Mary and her grandfather on a blanket. They enjoyed all the delicious foods. Joseph noticed Mary didn't have a vegetable on her plate. "Mary, you should try some carrot sticks. You need to eat vegetables with your meal!" said Joseph. Mary wrinkled her nose and said carrots were not her favorite. Joseph smiled and reminded her of the races. He handed her one of his carrots. Mary thanked him and ate the carrot stick. She admitted that it tasted sweet and was crunchy. Then Mary teased, "Joseph, you better watch out! All our food will give us enough energy for our race today." Joseph smiled and shouted, "We will see who is the winner in the end!"



School to Home Connection

Study the foods listed below. All foods serve as fuel for your body. They give you energy. You need energy from all five food groups. Talk about the list below with your family. Some of the foods are from the five food groups and some are not. Foods not in a food group are usually “WHOA” foods. If the food listed is in a food group, draw a happy face beside it. Write “WHOA” beside any foods not in a food group. Complete the sentence below about “Whoa foods.”

Beef tacos with cheese

Rice

Candy Bar

Soda

WHOA foods should be eaten _____

Teacher Talk

Health TEKS/SE Link

3rd Grade

(3.1) Health behaviors span.

The student is expected to explain ways to enhance and maintain health throughout the life span by:

- (D) Describe food combinations in a balanced diet such as a food pyramid

School to Home Connection

Study the foods listed below. All foods serve as fuel for your body. They give you energy. You need energy from all five food groups. Talk about the list below with your family. Some of the foods are from the five food groups and some are not. Foods not in a food group are usually “WHOA” foods. If the food listed is in a food group, draw a happy face beside it. Write “WHOA” beside any foods not in a food group. Complete the sentence below about “WHOA” foods.”

Beef tacos with cheese

Rice

Candy Bar

Soda

WHOA foods should be eaten only _____

Winning Food Choices



Joseph scrambled into his house. He had a busy day learning at school and playing outdoors with friends. Now he was starving! Grandma told him there were snacks in the kitchen. Joseph imagined the chewy oatmeal cookies his grandma made. Grandma shouted a reminder to Joseph. "Don't forget to wash your hands! Joseph smiled as he entered the kitchen.

Joseph had just settled down at the kitchen table. Suddenly he heard a knock at the door. Grandma strolled to the door, and invited Joseph's friends inside. Mary and John spied the plate filled with snacks. They were eager to join Joseph. Joseph offered them both their choice of treats. He had oatmeal cookies and bananas. John had brought 2 candy bars to share. Joseph said, "Chocolate is a WHOA food." John said, "Each of us can have half a candy bar." He was including Joseph's grandma in his count. Joseph was drinking water. John chose a soda. Mary decided to drink some low-fat milk. All three friends enjoyed the cookies, bananas and a little bit of candy.



The children began talking about their next kickball game. All three were on the same team. They wanted to be on the winning team tomorrow. Grandma told them it would be important to eat foods from the five food groups before the big game. After all, they would need lots of energy to run and play their best.

Mary reminded John that soda was a WHOA foods. WHOA foods don't help build a healthy body. They decided to plan their snack before the kickball game. They wanted a healthier snack. Joseph thought grandma could add raisins and nuts to her oatmeal cookies. John agreed that would be better than candy. Mary thought apple slices and peanut butter would be a tasty snack. Grandma suggested fruit and yogurt to give their bodies the nutrients needed. The children agreed that they had some good ideas for better snacking. Foods from all five food groups were needed for a healthy body.



The boys wanted to practice kicking the ball so they would be ready. Mary joined them in the grassy area outside Joseph's house. They ran hard, kicking the ball and chasing each other. All three friends decided to make healthy food choices every day! Some days they could have a WHOA food, but not every day. They were ready to be winners with their food and their game.



School to Home Connection

Talk with your family about the choices Joseph and his friends made for his snacks. Then brainstorm reasons to choose healthy snacks instead of junk foods. Finally, write a paragraph to convince someone to choose a healthy snack. Include at least three reasons why one needs to eat a healthy snack.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Teacher Talk

ELA and Health TEKS

(3-21) Writing/Persuasive Texts.

Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write persuasive essays for appropriate audiences that establish a position and use supporting details.

(3-1) Health behaviors.

The student explains ways to enhance and maintain health throughout the life span. The student is expected to:

- (D) describe food combinations in a balanced diet such as a food pyramid;

School to Home Connections

Talk with your family about the choices Joseph and his friends made for his snacks. Then brainstorm reasons to choose healthy snacks instead of junk foods. Finally, write a paragraph to convince someone to choose a healthy snack. Include at least three reasons why one needs to eat a healthy snack.

Why Squash?



Joseph and his friends were playing kickball outside. They ran and played all afternoon. Their legs were tired from running. The apple slices with peanut butter they had for snack had given them plenty of energy. It was beginning to get dark outside. The children told each other goodbye. They knew it would be time to eat dinner. Right now, Joseph was out of energy! He dragged himself home.

Joseph smelled delicious food when he walked in the door. He was hungry after playing so hard. His grandmother shouted, "Joseph, go and wash your hands. When your mom and dad get home, we will eat." His sister Maria was already home. Joseph joined grandma in the kitchen with clean hands. He noticed a green zucchini squash on the counter. Grandma asked him to wash the squash. Joseph asked, "Is this squash from our garden?" Grandma said she bought it at the grocery store. The squash the family planted was not quite ready to harvest. Joseph washed the firm, green squash. Then he handed it to his grandmother to slice. She was going to steam it in a pan on the stove. "You look really hot and thirsty! Why don't you get a cool glass of water to



drink?" said Grandma. Joseph thought that was a great idea. He felt so much better after he drank his water. "Grandma, we played a terrific game today!" said Joseph. Then he invited Maria to play kickball tomorrow. She said, "I can't miss my show on TV." Joseph told her being active every day would help her body grow strong. She laughed and turned on the TV. Maria thought she was smarter because she was older. Joseph sighed as he looked at his grandmother. She agreed with Joseph. Bodies need exercise to be fit.



At last it was time to eat. Mom and dad asked both Joseph and Maria about their day at school. Then, Joseph told them about his game. Grandma had roasted chicken in the oven until it was golden brown. She also had a bowl full of steaming zucchini squash. Maria had her eyes on the fruit salad. The family began filling their plates with the food. Maria frowned when the squash was passed to her. She had never had squash. She passed the bowl to Joseph without putting any on her plate. Maria's mother encouraged her to taste just a bite or two. She told Maria that squash was full of vitamins her body needed. Joseph told her, "Vegetables are "GO" foods." They are foods she could eat anytime. Maria listened as grandma said the squash was tasty. She finally took the spoon and carefully put two pieces on her plate. She was not sure she would like it. But she was willing to



taste! Joseph and his family enjoyed the delicious meal together. They talked and talked as they finished their meal! Dinnertime was their favorite time of the day.

Dad asked Joseph and Maria to wash the dishes after dinner. Maria filled the sink with soapy hot water. Joseph carried plates to the sink. He grinned as he picked up Maria's plate. Every single morsel of food was gone, even the squash!

Joseph asked his family to walk with him to his school. Then he could show Maria the vegetables that his class was growing. His mom said, "I'd like to see Joseph's garden." The whole family talked and laughed on the way to the school. Joseph proudly showed off the different vegetables. He pointed out a yellow squash. Maria asked, "Can we try yellow squash sometime?" Grandma smiled at Joseph. They were glad Maria was interested in vegetables!





School to Home Connection

Platica con tu familia acerca de las decisiones que José y sus amigos tomaron al escoger sus meriendas. Luego, compartan razones para optar por las meriendas saludables en lugar de la comida chatarra (comida con poco valor nutritivo). Al final, escribe un párrafo para convencer a alguien para que escogera una merienda saludable. Incluye por lo menos tres razones por las que alguien necesita comer una merienda saludable.

Name your favorite vegetable.

Brainstorm 3 reasons why someone should eat your favorite vegetable.

1.

2.

3.

Now create a song, poem or rap to encourage someone to try your favorite vegetable!! You may use the space below, or the back of this page to record the words. Come to class prepared to share!

Teacher Talk

ELA and Health TEKS

(3-17) **Writing/Writing Process.**

Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:

- (A) Plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals);
- (E) Publish written work for a specific audience.

(3-18) **Writing/Literary Texts.**

Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:

- (B) Write poems that convey sensory details using the conventions of poetry (e.g., rhyme, meter, patterns of verse).

(3-1) **Health behaviors.**

The student explains ways to enhance and maintain health throughout the life span. The student is expected to:

- (C) Identify types of nutrients;

School to Home Connection

Name your favorite vegetable. _____

Brainstorm 3 reasons why someone should eat your favorite vegetable.

Now create a song, poem or rap you would sing or say to someone to encourage them to try your favorite vegetable!! You may use the space below, or the back of this page to record the words. Come to class prepared to share!

GO! Eat and Grow!

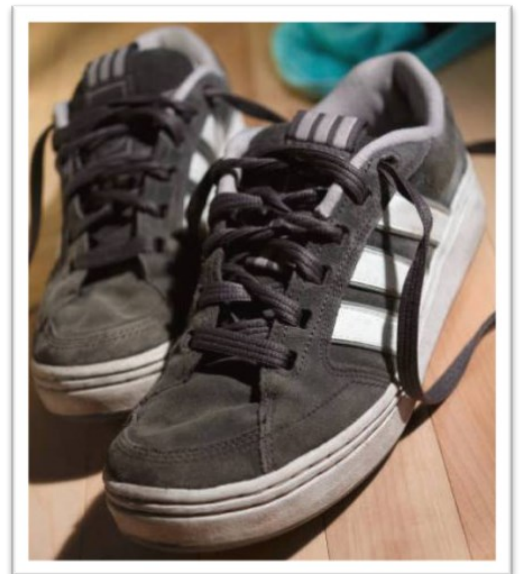


Joseph was thrilled when he spotted his sister waiting for him. She had agreed to meet him after school. Maria usually rode the bus home on school days. Today Joseph had invited her to start walking home with him. Exercise had certainly not been Maria's idea! But lately she had noticed that Joseph had more energy than she did. "So here I am, Joseph! I hope you are right about walking. I need some energy to play basketball with my friends!" shouted Maria. Joseph admitted that he didn't like walking at the beginning of school. Now exercise of any kind made Joseph feel good. "Let's get started!" said Joseph.



Maria was proud of her brother. She could tell he had learned so much this year. He was choosing healthy foods to eat. He loved donuts and soda for breakfast when school started. But Joseph now ate cereal, milk, and fruit. Maria was amazed that her brother chose water when he was thirsty. She asked Joseph if they could stop on the way home. Maria told him she was very hot and thirsty. Joseph said they could get a drink of cool water in the park. She wished she had a cold soda! They finally arrived in the park and spotted the water fountain. Joseph let his sister

get a drink first. Maria took a long drink of water. Boy, was she surprised to discover how refreshing the water was! Joseph then drank some water, too. They continued their walk home together. Maria knew Joseph was eating more "GO" foods than she was. He had tried many different vegetables since school started. She thought he was setting a good example for her. Maria said, "Joseph, thank you for asking me to try squash last night! I never knew I could like any vegetable." Her brother smiled at her. He told her that GO foods are the best for a healthy body. She thought about what he said as they walked in their house. "Hey, Joseph! I hate to admit it, but I liked walking home with you!" said Maria.



Grandma hugged Joseph and Maria. She had missed them while they were at school. She asked them to make a salad together for dinner. Maria thought that idea sounded fun, but she wasn't sure she would eat the salad. Both washed their hands. Grandma set out lettuce and tomatoes. Maria began washing the vegetables. Joseph asked if they could also cut some carrots for the salad. He and his friends had picked some carrots out of the school garden. His teacher let each child have three carrots to share with their families. Maria admitted that helping Joseph make the salad was more fun than sitting in front of the TV. She was surprised with their salad at dinner, too. She loved the many colors in the bowl. She decided to add some salad to her plate. Joseph grinned at her. He told her she could add a little low-fat ranch dressing for extra flavor. It was Joseph's turn to be proud of his sister. Exercising, drinking water, and eating new vegetables would give her energy. She would be ready to run and play basketball with her friends!



School to Home Connection

Joseph and Maria wanted to exercise together during the summer. They wanted to walk 3 miles a week. There were 12 weeks total during their break from school. How many miles would they walk all summer? Make a table to show your work. Then write a number sentence below to show your answer.

WEEK	MILES
1	3
2	
3	
4	12
5	
6	
7	
8	24
9	
10	
11	
12	

Number Sentence: _____ _____ _____ = _____

Teacher Talk

Mathematics TEKS

(3-4) **Number, operation, and quantitative reasoning.**

The student recognizes and solves problems in multiplication and division situations. The student is expected to:

- (A) learn and apply multiplication facts through 12 by 12 using concrete models and objects;
- (B) solve and record multiplication problems (up to two digits times one digit); and

(3-6) **Patterns, relationships, and algebraic thinking.**

The student uses patterns to solve problems. The student is expected to:

- (A) identify and extend whole-number and geometric patterns to make predictions and solve problems;
- (B) identify patterns in multiplication facts using concrete objects, pictorial models, or technology; and
- (C) identify patterns in related multiplication and division sentences (fact families) such as $2 \times 3 = 6$, $3 \times 2 = 6$, $6 \div 2 = 3$, $6 \div 3 = 2$.

(3-7) **Patterns, relationships, and algebraic thinking.**

The student uses lists, tables, and charts to express patterns and relationships. The student is expected to:

- (A) generate a table of paired numbers based on a real-life situation such as insects and legs; and
- (B) identify and describe patterns in a table of related number pairs based on a meaningful problem and extend the table.

School to Home Connection

Joseph and Maria wanted to exercise together during the summer. They wanted to walk 3 miles a week. There were 12 weeks total during their break from school. How many miles would they walk all summer?

Make a table to show your work. Then write a number sentence below to show your answer.

Week	Miles
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4	12
5	
6	
7	
8	24
9	
10	
11	
12	

Number Sentence: _____ = _____