

## FAMILY PACKET

# Family Packet, Grade 3, Cluster 2, Module 3: Reason/Way (The First Branch of the Tree)

A warm, plain language guide to what your student is learning this week, with easy ways to talk and work together at home. **Every page is in English and Spanish.**

**Welcome, families.** This week your student grows the first branch of the tree, the reasons or ways that support the thesis (central idea). Students magnify the passage to find details, group those details into named baskets, and write a reason statement for each basket. This packet shows you what is happening in class, the words your student is learning, the thinking tool your student uses, and simple ways to help from home. You and your student can work through it together in about ten minutes.

Ask your student to teach you their baskets. Teaching it out loud is part of how the learning sticks.

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A note from the classroom about the week's learning.

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The skill and standard in plain words, plus how to help.

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This week's words with student friendly meanings and examples.

#### 4 Our Thinking Tool

The organizer students use, with a mini version for home.

#### 5 Conversation Starters and a Family Activity

Easy ways to talk about the week's learning.

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A "my student can..." checklist to sign and send back.

#### En español

Todo este paquete también está disponible en español.

## 1 Family Letter

**Dear Families,**

This week your student is learning to generate and organize reasons or ways that support a thesis (central idea), the first branch of the tree. Students magnify the passage to find details, group those details into named baskets, and write a reason statement for each basket. A WHY prompt needs distinct reasons joined with because. A HOW prompt needs specific ways expressed with through or by.

Our class will read "Laura Ingalls Wilder" and "Carmen Lomas Garza" at High stamina. Students sort detail cards into categories, then write three reason statements that prove the thesis (central idea). Invite your student to name their baskets and explain why each reason is different from the others.

With appreciation,

With appreciation,

*[Classroom teacher signature]*

*The Writing Academy, LLC*

### ASK ABOUT THE BASKETS

Ask your student to name their baskets and explain why the details inside each one belong together.

## 2 Family Tip Sheet

### The skill, in plain words

Your student is learning to write reason statements, the first branch of the tree. Students magnify the passage to find details, group the details into named baskets, and write one reason statement for each basket. The reason statements prove the thesis (central idea) with distinct reasons or ways.

### The standard, in plain words

This week the work connects to a Texas standard for composing informational texts. Your student develops the central idea through reasons and ways organized in a clear structure. In plain words, your student learns to prove one main idea with several different reasons, each with its own support.

### The three steps to grow a reason



#### Magnify

Look very closely at the passage so small details become visible



#### Group

Sort details with similar meanings into named baskets



#### Narrow

Name one big idea for each basket and write a reason statement

### How to help without giving the answer

- Ask your student to name three details from the passage that support the thesis (central idea).
- Ask how those details belong together in one basket.
- Ask what the name of the basket tells us about the reason.
- Ask why two different reasons are better than one reason said twice.
- Let your student write the reason statements. Your job is to ask good questions, not to supply the answer.

**thesis (central idea)**

the trunk of the tree, the sentence that gives the answer

*Example, the reason statements must support the thesis.*

**reason**

a statement that tells why something is true

*Example, one reason uses because to explain why.*

**way**

a statement that tells how something happens

*Example, a way uses through to explain how.*

**magnify**

to look very closely so small things become visible

*Example, magnify the passage to find six details.*

**basket**

a group of details with a shared meaning

*Example, all the fairness details sit in one basket.*

**group**

to put ideas with similar meanings together

*Example, group the details before naming the basket.*

**category**

a group of things that share something in common

*Example, the details fit into three categories.*

**distinct**

clearly different from the others

*Example, three distinct reasons say three different ideas.*

**evidence**

proof taken straight from the passage

*Example, each reason needs evidence from the passage.*

**support**

to hold up or prove an idea

*Example, the reasons support the thesis (central idea).*

**culture**

the customs, beliefs, and ways of life of a group

*Example, Garza's art shows her culture.*

**tradition**

a way of doing things passed down in a family or group

*Example, holiday tamale making is a tradition.*

Tip for talking together. When your student names a basket, ask what the details inside have in common. The shared meaning is what gives the basket its name.

This week your student grows the first branch of the TREE, the reason or way. The branch grows from the trunk, so every reason statement must support the thesis (central idea).

### How a reason grows



#### Magnify

Look closely at the passage to find small details



#### Group

Sort details with similar meanings into baskets



#### Narrow

Name one big idea per basket and write a reason statement

### One reason per basket

| Basket       | Reason statement                                | Connecting word |
|--------------|-------------------------------------------------|-----------------|
| Traditions   | Her paintings keep family traditions alive      | because         |
| Celebrations | Her art shows how families gather and celebrate | because         |
| Culture      | Her work shares Mexican-American culture        | through         |

### The branch rule

**Distinct** Each reason must be different from the others.

**Supported** Each reason must be supported by details from the passage.

**Connected** Each reason must prove the thesis (central idea).

### Mini version to use at home

#### Try it together

Ask WHY a favorite family tradition matters, such as a holiday meal. Have your student name three details about the tradition, sort them into two baskets, name each basket, and say one reason statement for each basket using because.

**Answer for families.** A reason statement names one big idea, for example, the holiday meal matters because it brings the family together. Each basket holds details that share one meaning.

**TRACKS** While reading, students also look for evidence in the passage using TRACKS, which stands for **T**ime, **R**eactions, **A**ctions, **C**haracter or **C**oncept, **K**ey Knowledge, and **S**cenery or **S**etting. Ask your student what TRACKS they found in this week's passages.

- Ask your student to name three details from a passage that support their thesis (central idea).
- Ask how those details belong together in one basket.
- Ask what the name of the basket tells us about the reason.
- Ask why two different reasons are better than one reason said twice.
- Ask your student to sort three family memories into groups and write a reason statement for each group.

**Teach the Three Baskets**

Invite your student to teach how to sort details into baskets. A family member reads three facts from a story, the student groups them into two or three categories, names each basket, and explains why those details belong together.

**Reason Statements at Home**

Have your student write two reason statements about their favorite weekend activity. Listen as the student checks that each sentence is complete and different from the other and explains how both reasons support a central idea about why the activity is fun.

## 6 What Strong Work Looks Like

Here are three strong reason statements for this week's writing prompt. Each one comes from its own basket.

*Prompt. Explain why Carmen Lomas Garza painted everyday family moments.*

### Reason 1, Traditions

One reason is that she painted family traditions, such as making tamales, so the traditions would not be forgotten.

### Reason 2, Celebrations

Another reason is that she painted gatherings and celebrations that show how families come together.

### Reason 3, Culture

A third reason is that her artwork shares Mexican-American culture with everyone who sees it, through colorful scenes of everyday life.

### Checklist for strong work

- ☐ The student magnified the passage to find details before writing.
- ☐ The details are grouped into baskets with shared meaning.
- ☐ Each basket has a name that fits every detail inside it.
- ☐ Each reason statement is distinct from the others.
- ☐ Each reason statement supports the thesis (central idea).

## 7 Progress at Home

### My student can...

- ☐ magnify the passage to find small details
- ☐ group details with similar meanings into baskets
- ☐ name each basket with a word that fits every detail
- ☐ write distinct reason statements that support the thesis (central idea)
- ☐ explain why two different reasons are better than one repeated reason

Student name

Family signature

Date

Please sign and send this page back to school with your student. The teacher will celebrate the progress together with your student.