

**GRADE 3
ENGLISH/LANGUAGE ARTS CURRICULUM GUIDE**

READING: Word Recognition, Fluency, and Vocabulary Development

Standard 1: Students understand the basic features of words. They select letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, word parts (un-, -ful), and context clues (the meaning of the text around a word). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.

Objective	Notes	Adaptations	Modifications
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Decoding and Word Recognition

3.1.1 Know and use more difficult word families (-ight) when reading unfamiliar words.		<ul style="list-style-type: none"> - Have children work on making words with predetermined word families. Differentiate between real words/nonsense words. 	<ul style="list-style-type: none"> - <u>Making Words</u> - <u>Making Big, Bigger Word</u> - Dictionaries
3.1.2 Read words with several syllables.	Recognize baseword prefix suffix	<ul style="list-style-type: none"> - Chunking 	<p>Availability of reading material at student's reading level</p>
3.1.3 Read aloud grade-level appropriate narrative text (stories) and expository text (information) fluently and accurately and with appropriate timing, change in voice, and expression.		<ul style="list-style-type: none"> - Oral Reading Rubric (A) - Students record self - Class plays – work on expression; timing - Reader's Theater - Partner Reading - Listen to pre-taped stories 	<p><u>Phonics A – Z</u></p> <p>-Unit 1 Scott Foresman Teacher's Guide, 3.1</p>

Vocabulary and Concept Development

3.1.4 Determine the meanings of words using knowledge of antonyms (words with opposite meaning), synonyms (words with the same meaning), homophones (words that sound the same but have different meanings and spellings), and homographs (words that are spelled the same but have different meanings).	Understand that words, such as <i>fair</i> and <i>fare</i> , are said the same way but have different meanings. Know the difference between two meanings of the word <i>lead</i> when used in sentences, such as <i>The pencil has <u>lead</u> in it and I will <u>lead</u> the way.</i>	<p>Utilize Skills Connection (A) (synonyms, antonyms, homophones, homographs)</p> <ul style="list-style-type: none"> - Synonym/Antonym Find (see p. 28) - From text, locate words with multiple meanings. 	<ul style="list-style-type: none"> - Skills Connection - Synonym/Antonym Find by Bertie Kingore, p. 28
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Objective	Example	Instructional/Assessment Strategy	Resource
<i>Vocabulary and Concept Development</i>			
3.1.5 Demonstrate knowledge of grade-level-appropriate words to speak specifically about different issues.		<ul style="list-style-type: none"> - Allow discussion time for student interaction over given topics - Wordsplash (see p. 27) - Literature Circles 	<ul style="list-style-type: none"> -White out tape -Dictionaries -Word Matters
3.1.6 Use sentence and word context to find the meaning of unknown words.		<ul style="list-style-type: none"> - Identify missing word based on surrounding text. (Cloze technique) (I) (A) 	<ul style="list-style-type: none"> -Daily Word Routines Scott Foresman Teacher’s Guide
3.1.7 Use a dictionary to learn the meaning and pronunciation of unknown words.			
3.1.8 Use knowledge of prefixes (word parts added at the beginning of words such as un-, pre-) and suffixes (word parts added at the end of words such as -er, -ful, -less) to determine the meaning of words.	<p>Teach meaning of prefixes un, re, pre, in, de, dis</p> <p>Suffixes: er, ment, able, ness, ly, ful, less, tion</p>	<ul style="list-style-type: none"> - Use words with prefixes; suffixes with word wall - Fictionary Fiction (see p. 25 & 26) 	

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READING: Reading Comprehension

Standard 2: Students read and understand grade-level-appropriate material. They use a variety of comprehension strategies, such as asking and responding to essential questions, making predictions, and comparing information from several sources to understand what is read. The selections in the *Indiana Reading List* illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, at Grade 3, students read a variety of grade-level-appropriate narrative (story) and expository (informational and technical) texts, including classic and contemporary literature, poetry, children’s magazines and newspapers, reference materials, and online information.

Objective	Example	Instructional/Assessment Strategy	Resource
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Structural Features of Informational and Technical Materials

3.2.1 Use titles, tables of contents, chapter headings, a glossary, or an index to locate information in text.	Have students write group stories and create table of contents.	-Teacher calls attention to titles, table of contents, chapter headings, glossary, indexes. Children expected to apply this information in all subjects.	- Magazines - Newspapers
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Comprehension and Analysis of Grade-Level-Appropriate Text

3.2.2 Ask questions and support answers by connecting prior knowledge with literal information from the text.	When reading informational materials about science topics or social science subjects, compare what is read to background knowledge about the subject.	-KWL Charts	-Guided Reading 3-6 -Classrooms That Work
3.2.3 Show understanding by identifying answers in the text.	After generating a question about information in a text, skim and scan the remaining text to find the answer to the question.	-Use post-it notes/wicki stix to locate key ideas in content text.	-The Kingore Observation Inventory
3.2.4 Recall major points in the text and make and revise predictions about what is read.	Read a story, such as <u>Storm in the Night</u> by Mary Slattery Stolz or part of <u>Ramona Quimby</u> by Beverly Cleary, and predict what is going to happen next in the story. Confirm or revise the prediction based on further reading.	-Introduce stories by picture walk (i.e. titles, pictures, and captions) while making predictions.	-Big Books – Media Services at ESC

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Comprehension and Analysis of Grade-Level-Appropriate Text

3.2.5 Distinguish the main idea and supporting details in expository (informational) text.	Read an informational text, such as <u>The Magic School Bus Inside the Earth</u> by Joanna Cole or <u>Volcano</u> by Christopher Lampton, and make a chart listing the main ideas from the text and the details that support them.	-Post-it note (or Wicki Stix) main ideas in text	<ul style="list-style-type: none"> - Graphic Organizer - Bertie Kingore puzzle (see p. 22) - Mystery Books
3.2.6 Locate appropriate and significant information from the text, including problems and solutions.	Identify the problem faced by a character in a book, such as <u>A Gift for Tia Rosa</u> by Karen T. Taha, and explain how the character solved his or her problem. Identify how problems can form the motivations for new discoveries or inventions by reading informational texts about famous inventors, scientists, or explorers, such as Thomas Edison or Jonas Salk.	<ul style="list-style-type: none"> - Graphic Organizer - Brainstorm alternate solutions to solve problems - Utilize mystery books to locate problem. Locate clues that help solve mystery. - Summarize teacher read-alouds. 	
3.2.7 Follow simple multiple-step written instructions.	Students write steps to make a PBJ sandwich. Teacher follows steps. Discussion of accuracy	-Multi-step writing projects. Highlight steps in different colors	-Scott Foresman Teacher’s Guide

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READING: Literary Response and Analysis

Standard 3: Students read and respond to a wide variety of significant works of children's literature. They identify and discuss the characters, theme (the main idea of a story), plot (what happens in a story), and the setting (where a story takes place) of stories that they read. The selections in the Indiana Reading List illustrate the quality and complexity of the materials to be read by students.

Objective	Example	Instructional/Assessment Strategy	Resource
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Structural Features of Literature

3.3.1 Recognize different common genres (types) of literature, such as poetry, drama, fiction, and nonfiction.	Look at the same topic, such as cranes, and see how it is shown differently in various forms of literature, such as the poem “On the Run” by Douglas Florian, the play <i>The Crane Wife</i> by Sumiko Yagawa, Anne Laurin’s fictional book <u>Perfect Crane</u> , and the nonfiction counting book <u>Counting Cranes</u> by Mary Beth Owens.	-Compare/Contrast Graphic Organizers	-Graphic Organizers
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Narrative Analysis of Grade-Level-Appropriate Text

3.3.2 Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world.	Read and discuss the plots of the folktales from around the world that explain why animals are the way they are, such as <u>Why Mosquitoes Buzz in People’s Ears</u> retold by Verna Aardema or <u>How the Leopard Got Its Spots</u> by Justine and Ron Fontes. Plot each story onto a story map.	<ul style="list-style-type: none"> - Readers’ Theater - Children understand what attributes make up fairy tales, myths, folktales, legends, and fables. - Relation Chart: Plot By Bertie Kingore (p. 23) 	<ul style="list-style-type: none"> - Literature including fairy tales, myths, folktales, legends, and fables - <u>Integrating Thinking</u> by Bertie Kingore
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Objective	Example	Instructional/Assessment Strategy	Resource
<i>Narrative Analysis of Grade-Level-Appropriate Text</i>			
3.3.3 Determine what characters are like by what they say or do and by how the author or illustrator portrays them.	Discuss and write about the comical aspects of the motorcycle-riding mouse, Ralph S. Mouse, the main character in Beverly Cleary's book by the same name.	<ul style="list-style-type: none"> - Post-it notes in text to identify character traits- Readers' Theater - Venn Diagram comparing character traits 	<ul style="list-style-type: none"> -Guided Reading 3 – 6 -Classrooms That Work
3.3.4 Determine the theme or author's message in fiction and nonfiction text.	Look at the admirable qualities in Abraham Lincoln as shown in both the fictional story, <u>More than Halfway There</u> by Janet Halliday Ervin, and the nonfiction biography, <u>Abe Lincoln's Hat</u> by Martha Brenner.	<ul style="list-style-type: none"> - Venn Diagram comparing similarities/differences, fiction/non-fiction - Teacher displays information on given authors 	
3.3.5 Recognize that certain words and rhythmic patterns can be used in a selection to imitate sounds.	Discuss the different words that are used to imitate sounds. To explore these words further, read a book on the topic, such as <u>Cock-a-doodle doo! : What Does It Sound Like to You?</u> by Marc Robinson, in which the author discusses the words that various languages use for such sounds as a dog's bark, a train's whistle, and water dripping.	<ul style="list-style-type: none"> -Keep an ongoing list in room and add words throughout year. (i.e. buzz, sizzle) 	

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Objective	Example	Instructional/Assessment Strategy	Resource
<i>Narrative Analysis of Grade-Level-Appropriate Text</i>			
3.3.6 Identify the speaker or narrator in a selection.	Read a book, such as <u>Class Clown</u> by Johanna Hurwitz or <u>Dinner at Aunt Connie's House</u> by Faith Ringgold, and identify who is telling the story. Share examples from the story for how the reader can tell that it is told by that character.	<ul style="list-style-type: none"> - Write personal narratives as well as another type of writing (i.e. story). Compare the two types. - Compare <u>The True Story of the Three Little Pigs</u> to <u>The Three Little Pigs</u>. 	-Unit 1 Scott Foresman Teacher's Guide

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WRITING: Writing Process

Standard 4: Students find and discuss ideas for writing and keep a list of writing ideas. Students write clear sentences and paragraphs that develop a central idea. Students progress through the stages of the writing process, including prewriting, drafting, revising, and editing multiple drafts.			
Objective	Example	Instructional/Assessment Strategy	Resource
<i>Organization and Focus</i>			
3.4.1 Find ideas for writing stories and descriptions in conversations with others, and in books, magazines, school textbooks, or on the Internet.		<ul style="list-style-type: none"> - Children keep personal list of ideas in writing folders. - ABC Topic Chart 	-Writing notebooks for each child -Susan Page handouts
3.4.2 Discuss ideas for writing, use diagrams and charts to develop ideas, and make a list or notebook of ideas.	Teacher gives students a sheet with the ABC's on it vertically. Have the students write words next to each letter that gives them an idea that they could write about.		
3.4.3 Create single paragraphs with topic sentences and simple supporting facts and details.			
<i>Research and Technology</i>			
3.4.4 Use various reference materials (such as a dictionary, thesaurus, atlas, encyclopedia, and online resources).	Reports in science/social studies (i.e. research Babe Ruth/Hank Aaron) when reading <u>Cam Jansen and the Mystery of the Babe Ruth Baseball</u> .		
3.4.5 Use a computer to draft, revise, and publish writing.			

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WRITING: Writing Process

Standard 4: Students find and discuss ideas for writing and keep a list of writing ideas. Students write clear sentences and paragraphs that develop a central idea. Students progress through the stages of the writing process, including prewriting, drafting, revising, and editing multiple drafts.

Objective	Example	Instructional/Assessment Strategy	Resource
<i>Evaluation and Revision</i>			
3.4.6 Review, evaluate, and revise writing for meaning and clarity.		<ul style="list-style-type: none"> - Self and Peer Editing - Instruct children to focus on one type of revision at a time (i.e. ending marks, capitals) 	<ul style="list-style-type: none"> -<u>ISTEP Teachers Scoring Guide</u> -Editing Checklist -Chart -Susan Page handouts
3.4.7 Proofread one's own writing, as well as that of others, using an editing checklist or list of rules.	Allow ample opportunities for children to examine writings.		
3.4.8 Revise writing for others to read, improving the focus and progression of ideas.			

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WRITING: Writing Applications (Different Types of Writing and Their Characteristics)

Standard 5: At Grade 3, students continue to write compositions that describe and explain familiar objects, events, and experiences. Students write both informal and formal letters. Student writing demonstrates a command of Standard English and the drafting, research, and organizational strategies outlined in Standard 4 – Writing Process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing. In addition to producing the different writing forms introduced in earlier grades, Grade 3 students use the writing strategies outlined in Standard 4 – Writing Process to:

Objective	Example	Instructional/Assessment Strategy	Resource
<i>Writing Applications</i>			
3.5.1 Write narratives (stories) that: <ul style="list-style-type: none"> • provide a context within which an action takes place • include details to develop the plot. 	Write a story based on an article in a magazine, such as <i>Cricket</i> or <i>Stone Soup</i> , about what life was like 100 years ago.	- Teacher/student made Rubrics (A)	-ISTEP Teachers Scoring Guide -Susan Page handouts -Scott Foresman Teacher’s Guide
3.5.2 Write descriptive pieces about people, places, things, or experiences that: <ul style="list-style-type: none"> • develop a unified main idea. • use details to support the main idea. 	Write a description of a classmate; students guess identity by written descriptions. Write a description of a favorite place using clear details so that the reader can picture the place and understand why it is a favorite place.	- Evaluate student knowledge of noun/adjective – paper/pencil assessment (A)	
3.5.3 Write personal, persuasive, and formal letters, thank-you notes, and invitations that: <ul style="list-style-type: none"> • show awareness of the knowledge and interests of the audience and establish a purpose and context. • include the date, proper salutation/greeting, body, closing and signature. 	Write a letter to a pen pal in another country describing your family, school, and town and asking the pen pal questions about himself or herself. Write an invitation asking an adult to come to speak in the classroom.	- Give children a variety of “real” reasons to write. (i.e. thank-you, convince principal to change something in school)	

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WRITING: Writing Applications (Different Types of Writing and Their Characteristics)

Standard 5: At Grade 3, students continue to write compositions that describe and explain familiar objects, events, and experiences. Students write both informal and formal letters. Student writing demonstrates a command of Standard English and the drafting, research, and organizational strategies outlined in Standard 4 – Writing Process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing. In addition to producing the different writing forms introduced in earlier grades, Grade 3 students use the writing strategies outlined in Standard 4 – Writing Process to:

Objective	Example	Instructional/Assessment Strategy	Resource
<i>Writing Applications</i>			
3.5.4 Use varied word choices to make writing interesting.	Write stories using varied words, such as <i>cried, yelled, or whispered</i> instead of <i>said</i> .	<ul style="list-style-type: none"> - Synonym Find p. 28 - Call attention to colorful words in oral reading 	-Thesaurus
3.5.5 Write for different purposes and to a specific audience or person.	Write an article about the library at your school. Include a list of ways that students use the library.	- See 3.5.3	

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WRITING: Written English Language Conventions

Standard 6: Students write using Standard English conventions appropriate to this grade level.			
Objective	Example	Instructional/Assessment Strategy	Resource
<i>Handwriting</i>			
3.6.1 Write legibly in cursive, leaving space between letters in a word, words in a sentence, and between words and the edges of the paper.		- Teacher models appropriate handwriting skills.	-Handwriting strips for individual desks
<i>Sentence Structure</i>			
3.6.2 Write correctly complete sentences of statement, command, question, or exclamation, with final punctuation.	<input type="checkbox"/> Declarative/Statement: This tastes very good. <input type="checkbox"/> Imperative/Command: Please take your seats. <input type="checkbox"/> Interrogative/Question: Are we there yet? <input type="checkbox"/> Exclamatory: It's a home run!	- Skills Connection (A) - Cornerstone	-Daily Word Routines, Scott Foresman Teacher's Guide
<i>Grammar</i>			
3.6.3 Identify and use subjects and verbs that are in agreement (we are instead of we is).		- Daily Oral Language - Shared Writing	-Daily Word Routines, Scott Foresman Teacher's Guide

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WRITING: Written English Language Conventions

Standard 6: Students write using Standard English conventions appropriate to this grade level.			
Objective	Example	Instructional/Assessment Strategy	Resource
Grammar			
3.6.4 Identify and use past (he danced), present (he dances), and future (he will dance) verb tenses properly in writing.	Children create sentences with given verb. Write about event of yesterday, today, and tomorrow.	<ul style="list-style-type: none"> - Skills Connection (A) - Cornerstone 	-Daily Word Routines, Scott Foresman Teacher's Guide
3.6.5 Identify and correctly use pronouns (it, him, her), adjectives (<u>brown eyes</u> , <u>two younger sisters</u>), compound nouns (summertime, snowflakes), and articles (a, an, the) in writing.			
Punctuation			
3.6.6 Use commas in dates (August 15, 2001), locations (Fort Wayne, Indiana), and addresses (<i>431 Coral Way, Miami, FL</i>), and for items in a series (<i>football, basketball, soccer, and tennis</i>).		<ul style="list-style-type: none"> - Write letters which include commas in punctuation - Learn and write own address on envelopes - Skills Connection (A) - Cornerstone 	
Capitalization			
3.6.7 Capitalize correctly geographical names, holidays, historical periods, and special events (We always celebrate the Fourth of July by gathering at Mounds State Park in Anderson, Indiana.)			

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WRITING: Written English Language Conventions

Standard 6: Students write using Standard English conventions appropriate to this grade level.			
Objective	Example	Instructional/Assessment Strategy	Resource
Spelling			
3.6.8 Spell correctly one-syllable words that have blends (<u>w</u> alk, <u>p</u> lay, or <u>b</u> lend), contractions (isn't, can't), compounds, common spelling patterns (qu-, changing win to winning, and changing the ending of a word from -y to -ies to make a plural, such as cherry/cherries), and common homophones (words that sound the same but have different spellings, such as hair-hare).	<ul style="list-style-type: none"> - Put words on word wall which have common rules for spelling. - Note syllables on every word wall added. 	<ul style="list-style-type: none"> - Skills Connection (A) 	-Making Big, Bigger Words
3.6.9 Arrange words in alphabetical order.	Given a list of words, such as <i>apple, grapefruit, cherry, banana, pineapple,</i> and <i>peach</i> , put them into correct alphabetical order: <i>apple, banana, cherry, grapefruit, peach, pineapple.</i>	<ul style="list-style-type: none"> - Alphabetize spelling words classmates – teachers, etc. 	

**GRADE 3
ENGLISH/LANGUAGE ARTS CURRICULUM GUIDE**

LISTENING AND SPEAKING: Listening and Speaking Skills, Strategies, and Applications

Standard 7: Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation (raising and lowering voice). Students deliver brief oral presentations about familiar experiences or interests that are organized around a coherent thesis statement (a statement of topic). Students use the same Standard English conventions for oral speech that they use in their writing.

Objective	Example	Instructional/Assessment Strategy	Resource
Comprehension			
3.7.1 Retell, paraphrase, and explain what a speaker has said.		<ul style="list-style-type: none"> - Book Talks to retell who did what, when, where, why - Community Circle (C.L.A.S.S.) - Discuss how stories, characters, speakers, connect and relate to self. - Teacher speaks in complete sentences (MODELS) and encourages children to do the same. See 3.3.5 	
3.7.2 Connect and relate experiences and ideas to those of a speaker.			
3.7.3 Answer questions completely and appropriately.			
3.7.4 Identify the musical elements of literary language, such as rhymes, repeated sounds, and instances of onomatopoeia (naming something by using a sound associated with it, such as hiss or buzz).			
Organization and Delivery of Oral Communication			
3.7.5 Organize ideas chronologically (in the order that they happened) or around major points of information.	<ul style="list-style-type: none"> - Children create personal timeline of their birth to present time. - Children recall details in story. As a class, sequence these details. 	<ul style="list-style-type: none"> - Timelines - Six Boxes by Bertie Kingore (p.19) 	-Integrating Thinking by Bertie Kingore

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Objective	Example	Instructional/Assessment Strategy	Resource
<i>Organization and Delivery of Oral Communication</i>			
3.7.6 Provide a beginning, a middle, and an end to oral presentations, including details that develop a central idea.	Video Tape and analyze presentations (need parental permission)	-Book Talk -Reader's Theater	
3.7.7 Use clear and specific vocabulary to communicate ideas and establish the tone.			
3.7.8 Clarify and enhance oral presentations through the use of appropriate props, including objects, pictures, and charts.			
3.7.9 Read prose and poetry aloud with fluency, rhythm, and timing, using appropriate changes in the tone of voice to emphasize important passages of the text being read.	<ul style="list-style-type: none"> - Teacher models expressive reading - Children audio tape stories 		

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Objective	Example	Instructional/Assessment Strategy	Resource
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Analysis and Evaluation of Oral and Media Communications

3.7.10 Compare ideas and points of view expressed in broadcast, print media, or the Internet.		-Venn Diagram	-Newspaper
3.7.11 Distinguish between the speaker's opinions and verifiable facts.			

Speaking Applications

3.7.12 Make brief narrative (story) presentations that: <input type="checkbox"/> provide a context for an event that is the subject of the presentation. <input type="checkbox"/> provide insight into why the selected event should be of interest to the audience. <input type="checkbox"/> include well-chosen details to develop characters, setting, and plot.		-Book Talks -Reader's Theater	
3.7.13 Plan and present dramatic interpretations of experiences, stories, poems, or plays.	Use puppets to act out fairy tales.		-ESC – puppets in Media Services department -Unit 4 Scott Foresman Teacher's Guide 3.2.

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Objective	Example	Instructional/Assessment Strategy	Resource
<i>Speaking Applications</i>			
3.7.14 Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.	After a field trip to Wakarusa Maple Syrup Festival, class discusses the trip by listing what they saw, did, smelled, liked, and tasted.	-Field Trip	-Scott Foresman Teacher's Guide 3.1.