

3rd Grade

Week 5: April 27-May 1

ELA

ELA Plans/ Planes ELA
April 27-May 1/del 27 de abril al 1 de mayo

Monday- April 27

Your child will read the poem "My Grandma Said". After they have read the poem, they need to answer questions 31-35. (pages 165-167)

Ms. Baruch's students answer questions 31 ,32, 34

Revising and Editing: Your child needs to read the introduction and the story "The Word Game". After reading they will answer questions 1-5. (pages 168-170)

Ms. Baruch's students answer questions 1, 2, 3

Lunes- 27 de Abril

Su hijo leerá el poema "Mi abuela dijo". Después de haber leído el poema, deben responder a las preguntas 31-35. (páginas 165-167)

Los estudiantes de la Sra. Baruch responden a las preguntas 31 ,32, 34

Revising and Editing: Su hijo necesita leer la introducción y la historia "El juego de palabras". Después de leer responderán a las preguntas 1-5. (páginas 168-170)

Los estudiantes de la Sra. Baruch responden a las preguntas 1, 2, 3

Tuesday-April 28

Revising and Editing: Your child needs to read the introduction and the story "Plan B". After reading they will answer questions 6-10. (pages 171-173)

Ms. Baruch's students answer 7, 8, 10

Revising and Editing: Your child needs to read the introduction and the article "Roots and Shoots". After reading they will answer questions 11-15. (pages 174-176)

Ms. Baruch's students answer 12, 15

Martes-Abril 28

Revising and Editing: Su hijo necesita leer la introducción y la historia "Plan B". Después de leer responderán a las preguntas 6-10. (páginas 171-173)

Los estudiantes de la Sra. Baruch responden 7, 8, 10

Revising and Editing: Su hijo necesita leer la introducción y el artículo "Raíces y disparos". Después de leer responderán a las preguntas 11-15. (páginas 174-176)

Los estudiantes de la Sra. Baruch responden 12, 15

Wednesday-April 29

Writing: Your child will write a narrative. They need to think of a problem someone might solve and write how the person solved it.

Ms. Baruch's students: Write 3 complete sentences about solving this problems, "I didn't do my homework."

They should start by brainstorming problems that could happen and write them down

Ideas of some problems:

- Stuck on the moon
- Ran out of food on your picnic
- Dog ran away
- Lost your hamster in your house

Have them pick the problem that would be the most interesting thing to write about. They want their story to start with an attention grabber to get the reader's attention. They need to establish characters and setting of where the story takes place.

A narrative has:

- - a beginning, middle and end
- - characters, a setting, and a problem
- - dialogue that shows characters' feelings
- - details
- - a solution to the problem

There is no length requirement to this assignment, it can be as long or short as you and your child feel it needs to be. Example of what an attention grabber is below.

Miércoles-29 de abril

Escritura: Su hijo escribirá una narración. Necesitan pensar en un problema que alguien pueda resolver y escribir cómo lo resolvió la persona.

Deberían empezar por pensar en los problemas que podrían suceder y escribirlos

Ideas de algunos problemas:

Los estudiantes de la Sra. Baruch: Escriba 3 oraciones completas sobre cómo resolver estos problemas: "No hice mi tarea".

Stuck en la luna

Ran fuera de la comida en su de picnic

Perro se escapó

Perdido su hámster en su casa

Pídales que elijan el problema que sería lo más interesante para escribir. Quieren que su historia comience con un captador de atención para llamar la atención del lector. Necesitan establecer personajes y establecer dónde tiene lugar la historia.

Una narración tiene:

- un principio, un fin y fin
- caracteres, un escenario, y un problema
- diálogo que muestra los sentimientos de los personajes
- detalles
- una solución al problema

• No hay requisito de longitud para esta asignación, puede ser tan largo o corto como usted y su hijo sienten que necesita ser. Ejemplo de lo que un captador de atención está a continuación.

Thursday- April 30

Look through your child's packet to see what they still need to finish. Have them finish any unfinished work in their reading packet.

Jueves- 30 de abril

Mire a través del paquete de su hijo para ver lo que todavía necesita para terminar. Pídales que terminen cualquier trabajo inacabado en su paquete de lectura.

Friday- May 1

Have your child complete the ATI quiz attached at the end of the ELA packet.

Slides 1-3- Will teacher your child about main idea.

Slide 4-6- Your child will read the passage and answer the questions.

The last three pages will be more reading passages with questions.

Ms. Baruch's students complete with a family member.

Los estudiantes de la Sra. Baruch se completan con un miembro de la familia.

viernes y 1 de mayo

Haga que su hijo complete el cuestionario ATI adjunto al final del paquete ELA.

Diapositivas 1-3- Le dará a su hijo acerca de la idea principal.

Diapositiva 4-6- Su hijo leerá el pasaje y responderá las preguntas.

Las últimas tres páginas serán más pasajes de lectura con preguntas.

Grabbers, Hooks, & Leads

Grabbers, Hooks, and Leads are interesting beginnings to catch your reader's attention at the start of your story.

Examples:

Start with a Question:

Begin by asking a question to catch the reader's attention. It will give hints about what the story will be about.

Have you ever been to a museum? Let me tell you about an exciting trip that my family took to a museum this summer.

Sound Effects:

Use onomatopoeia or sound words to grab the reader's attention.

Boom! Crash! The wind was howling outside of my house. We were having a terrible thunder storm. I was very scared.

Ready, Set, Action!

Begin by starting your story with an exciting, intense, or scary moment.

The cave was dark and everything was silent. I couldn't even see my hand in front of my face! I knew this adventure was going to be something that I would never forget!

Talking or Dialogue:

Start with a conversation or character speaking.

"Hold on tight", my dad yelled. We just finished buckling in, as the coaster jerked into motion. This was my first roller coaster ride!

Paint a Picture:

Use details to help your reader visualize what is happening in your story.

The sun was bright and it was a beautiful day. The sand was burning our feet, so we quickly ran and jumped into the water.

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Read the poem "My Grandma Said" before answering Numbers 31 through 35.

My Grandma Said

My Grandma is wise
With sparkly brown eyes,
And she told me this,
"Hurt no living thing,
My dear little miss."

Let the beautiful butterfly fly.
Let the wild cat cry.
Let the baby chick cheep.
Let the stinky bug creep.
Hurt no living thing.

Pick no pretty wildflower;
Let it grow and tower
Over other tiny plants.
Cut no vine or rose,
For each one grows
In its dark, warm home of dirt.

Each animal and plant that is green
Should be left to be seen
By others who will delight
In their animal ways,
In their green plant sways,
In all of their beauty so bright.

They are beautiful, like us.
And so we must
Never hurt any living thing.

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Now answer Numbers 31 through 35. Base your answers on the poem
"My Grandma Said."

31 According to the poem, why should wildflowers NOT be picked?

- (A) so people can enjoy looking at them
- (B) so they will not spread
- (C) so their green plants can sway
- (D) so they can be food for animals

32 Who is the narrator in this poem?

- (F) a plant
- (G) Grandma
- (H) a butterfly
- (I) a granddaughter

33 Read this line from the poem.

Let the wild cat cry.

Now complete the analogy below. Base your answer on what the word
cheep means.

Wild cat is to cry as _____ is to cheep.

Which word BEST completes the analogy?

- (A) butterfly
- (B) baby chick
- (C) stinky bug
- (D) pretty wildflower

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- 34 Read these lines from the poem.

Each animal and plant that is green
Should be left to be seen
By others who will delight
In their animal ways,

What does the word *delight* mean in the line above?

- F enjoy
 - G forget
 - H live
 - I need
- 35 Which BEST describes the author's purpose in writing this poem?
- A to express an idea about how to treat living things
 - B to entertain the reader with a funny story about nature
 - C to convince the reader to get outdoors and enjoy nature
 - D to inform the reader about how plants and animals grow



Name _____ Date _____

Revising and Editing

Read the introduction and the story "The Word Game" before answering Numbers 1 through 5.

Felicia wrote this story about playing a word game with her friends. Read her story and think about the changes she should make.

The Word Game

(1) Last week, Allie, Jan, Meena, and I played a word game.

(2) We used small letter tiles to make words in crossword patterns.

(3) For each word, we added up the points for each letter to figure out the word's score. (4) Once we had used up all of our letters, the game was over.

(5) I played with Jan on one team against Allie and Meena on another. (6) After a few rounds, the two teams was tied. (7) Then, on Meena's turn, she spelled the word *triplop*.

(8) "If *triplop* is really a word, what does it mean?" I asked.

(9) "It means to gallop and trip at the same time," Meena answered weak.

(10) "You can't gallop *and* trip!" I said, giggling.

(11) Jan searched the dictionary for the word and finally announced, "*Triplop* is not in the dictionary!" (12) We all laughed, including Meena. (13) Near the end of the game, Meena tried to use the word *qwerty* to win the game.

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(14) “That’s the sillier made-up word you’ve ever played!”
Jan said. (15) Meena just smiled and handed Jan the dictionary.
(16) When Jan found the word, everyone except Meena was
surprised. (17) With the points from *qwerty*, Allie and Meena
won the game.

Now answer Numbers 1 through 5. Base your answers on the changes
Felicia should make.

- 1** Which sentence could BEST follow and support sentence 4?
- (A) Jan lives down the street from Meena.
 - (B) The letters have points that go with them.
 - (C) My friends and I like to ride bicycles together.
 - (D) The team with the highest score would win the game.
- 2** What change should be made in sentence 6?
- (F) change *rounds* to *rownds*
 - (G) change *teams* to *team*
 - (H) change *was* to *were*
 - (I) change *tied* to *tyed*
- 3** What change should be made in sentence 9?
- (A) change *It* to *she*
 - (B) change *and* to a comma
 - (C) change *answered* to *answer*
 - (D) change *weak* to *weakly*

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- 4 What change should be made in sentence 13?
- F change *Near* to *Neer*
 - G change *of* to *on*
 - H change *tryed* to *tried*
 - I change the period to a question mark
- 5 What change should be made in sentence 14?
- A change *That's* to *Thats'*
 - B change *sillier* to *silliest*
 - C change *you've* to *youve*
 - D remove the quotation mark after *played*

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Read the introduction and the story "Plan B" before answering Numbers 6 through 10.

Marcus wrote this story about his visit to a science museum. Read his story and think about the changes he should make.

Plan B

(1) Plan A, our picnic at the park, was cancelled because of rain. (2) Mom said, "Let's try Plan B." (3) Our family always has a backup plan in case the first plan doesn't work out.

(4) Plan B was a visit to the Barger Science Museum. (5) The museum is one of my favorite places. (6) You can see dinosaur bones, experience what it's like to be an astronaut, and take a make-believe journey through the solar system. (7) There are many other things to do at the museum, too.

(8) Dad and I visited an exhibit and the exhibit made us feel like we were in a fierce windstorm. (9) Later, my sister, Kayla, and I created music that was so good, other museum visitors applauded when they heard it!

(10) Kayla and Mom walked through the museum's butterfly garden. (11) Dad and I watched bees in their glassed-in hive. (12) We also watched a short film about how bees use dancing to communicate.

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(13) "I could spend a whole week at the science museum"
Kayla said on the way home. (14) "I think it should be our Plan
A *and* Plan B all the time!" (15) "That was the better rainy
day ever!" I said.

Now answer Numbers 6 through 10. Base your answers on the changes
Marcus should make.

- 6 What is the BEST way to rewrite sentence 8?
- F Dad and I visited an exhibit, made us feel like we were in a fierce windstorm.
 - G Dad and I visited an exhibit that made us feel like we were in a fierce windstorm.
 - H Dad and I visited an exhibit and it make us feel like we were in a fierce windstorm.
 - I Dad and me visited an exhibit and the exhibit made us feel like we were in a fierce windstorm.
- 7 What change should be made in sentence 10?
- A change *Mom* to *mom*
 - B change *walked* to *walk*
 - C change *through* to *during*
 - D change *museums* to *museum's*
- 8 What change should be made in sentence 12?
- F change *watched* to *wached*
 - G change *bees* to *bee's*
 - H change *danceing* to *dancing*
 - I change the period to a question mark

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- 9 What change should be made in sentence 13?
- A change *spend* to *spended*
 - B change *whole* to *hole*
 - C add a comma after *museum*
 - D remove the quotation mark after *museum*
- 10 What change should be made in sentence 15?
- F change *was* to *were*
 - G change *better* to *best*
 - H change the exclamation mark to a period
 - I add a quotation mark after *said*

Name _____ Date _____

Read the introduction and the article "Roots & Shoots" before answering Numbers 11 through 15.

Tamara wrote this article about a program to protect earth. Read her article and think about the changes she should make.



Roots & Shoots

(1) Have you ever watched a plant grow? (2) If so, you know that a network of roots holds a plant in the soil, and a tiny, green shoot is the first sign of a new plant's life. (3) Without roots and shoots, plants could not grow.

(4) That's what Jane Goodall imagined when she began the Roots & Shoots program in 1991. (5) Goodall believes that even the most young citizens can help change the world. (6) Through Roots & Shoots, kids learn to spot problems in their communities and think of ways to solve them. (7) Kids, teens, parents, and teachers can all work on service projects together. (8) Special events teach people how to care for earth.

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(9) Young people all around the world are joining Roots & Shoots programs. (10) In some cities, kids are planting trees. (11) In others, they're volunteering at local zoos and animal shelters. (12) One kids are helping to design earth-friendly shopping bags. (13) "No matter how many problemes we face," says a teen volunteer, "there is still hope as long as kids like us continue to care."

Now answer Numbers 11 through 15. Base your answers on the changes Tamara should make.

- 11 What change should be made in sentence 3?
- Ⓐ change *With out* to *Without*
 - Ⓑ add a comma after *roots*
 - Ⓒ change the comma to a period
 - Ⓓ change *plants* to *Plants*
- 12 What change should be made in sentence 4?
- Ⓕ change *That's* to *Thats*
 - Ⓖ change *Jane* to *jane*
 - Ⓗ change *imagineed* to *imagined*
 - Ⓘ change *in* to *below*

Name _____ Date _____

Revising and Editing

- 13 What change should be made in sentence 5?
- (A) change *believes* to *believe*
 - (B) change *most young* to *youngest*
 - (C) change *help* to *helping*
 - (D) change the period to a question mark
- 14 What change should be made in sentence 12?
- (F) change *One* to *Several*
 - (G) change *are* to *is*
 - (H) change *shopping* to *shoping*
 - (I) change *bags* to *Bags*
- 15 What change should be made in sentence 13?
- (A) change *problemes* to *problems*
 - (B) remove the comma after *face*
 - (C) remove the quotation mark before *there*
 - (D) change *continue* to *continues*



Name _____ Date _____

Writing to Narrate

Writing to Narrate

Read the prompt and plan your response.

Most people have faced an interesting problem that they had to solve.

Think about an interesting problem that someone might solve.

Now write a story about a character who solves that problem.

Planning Page

Use this space to make your notes before you begin writing. The writing on this page will NOT be scored.

ATI WORKSHEET

What is the Main Idea?

Slide 1

What You Will Learn

Last, we worked on finding information in a text. We did this by using headings in texts. Headings are kind of like titles. However, a heading is a title for just part of a text.

Today, we will learn how to find the **main idea** in a text.

Knowing the **main idea** helps you figure out what to focus on when reading the text.

Knowing the **main idea** makes it easier for you to ask questions.

Knowing the **main idea** makes reading more fun!

Slide 2

What is a Main Idea?

A **main idea** is **what a text is mostly about**.

A text can only have one main idea.

Slide 3

Find the Main Idea

Read this paragraph.

I can see lots of **animals** in my **yard**. I can see a red **bird**. I can see two **bluebirds**. I can see lots of **rabbits** on the ground. I can see a **cat**. There are lots of **birds** in my **yard**. There are lots of other **animals**, too.

This paragraph talks about a **yard**, **rabbits**, a **cat**, and different kinds of **birds**.

The main idea of this paragraph is that there are many animals in the speaker's yard.

Let's practice!

Flesch–Kincaid readability: 2.6 **Lexile® measure:** n/a
"Sharks"

Sharks are fish. They are interesting. Most fish have bones, just like people do. Sharks have cartilage instead. Bones turn into fossils, but cartilage does not. That makes it hard to study the history of sharks.

Humans need to eat every day. But many sharks eat only about once a month. Sharks eat plants as well as meat. They are able to find food with the help of their senses. Humans have five senses. Sharks have all the senses humans have, plus three more. We have only discovered the last three recently.

The smallest shark is the size of your hand. The largest shark is bigger than a school bus! But scientists think there are sharks we don't know about yet. There may be a smaller shark, or a larger one.

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Protected by U.S. Patents 6,322,366; 6,468,085B1; 7,065,516 and others pending.

Slide 4

from "Sharks"

What is the main idea of this text?

- A) The sea is full of different animals.
 - B) Fish such as sharks eat other fish.
 - C) Sharks are interesting creatures.
 - D) Sharks are very dangerous creatures.
-

Flesch–Kincaid readability: 4.3 Lexile® measure: 620L
"Mountain Biking"

Mountain biking is a great sport to do if you live near mountains or hills. Mountain biking is different from riding your bike down the street because you are going up and down hills that can be steep. This makes it harder. You are also riding along a path that is made of dirt, rather than pavement. Since it is uneven, the ride can be bumpy. Going mountain biking is a true adventure.

One of the things that makes mountain biking so fun is that you never know what will happen. For example, you may be riding along and come across a huge tree branch that is in your way on the trail. Then, you have to figure out how to get around it. If you are really strong, you can try to ride over the branch. If it's too big, you may have to ride around. You could also lift your bike over it.

Another reason mountain biking is so great is because you get to enjoy the great outdoors. You get a lot of fresh air in the mountains. It's a lot different from riding on a city street where you are breathing in dirty air caused by cars! Being in nature is a lot of fun.

The last reason why mountain biking is the best is because it gives you good exercise. Many kids today sit in front of the television all day. Going for a fun bike ride, though, makes your body stronger. It makes you feel good about yourself.

If you have never been mountain biking, you should try it. It is the best time you'll ever have. Just remember to wear a helmet, ride with an adult, and be careful!

Slide 5

from "Mountain Biking"

What is the main idea of this text?

- A) Mountain biking is a fun sport.
- B) Mountain biking is hard.
- C) There are many places to go mountain biking.
- D) Riding a bike anywhere can be fun and rewarding.

Flesch–Kincaid readability: 2.7 **Lexile® measure:** n/a
"Cat Care"

Cats are smart, furry animals. Many people choose to have cats for pets. It is important to give your pet very special care. Some ideas for giving your cat special care follow.

Having Water for Your Cat

Your cat should always have a bowl of water.
Change the cat's water often.
Wash the cat's water bowl often.

Feeding Your Cat

Feed your cat food that is made from beef, chicken, or fish.
Choose a cat food that is right for your cat. For example, be sure to buy kitten food for a kitten.

Keeping Your Cat Clean

Keep one or two litter boxes for your cat.
Keep the litter box very clean. Cats like it fresh!
Cats clean themselves. You will only need to wash your cat if it gets really dirty.

Keeping Your Cat Safe

Teach your cat to come when you call. Have your family help you.
Keep string-like objects out of reach. These things could hurt your cat.
Cats like to climb and jump. Make sure that places they climb don't have things that can break.

Keeping Your Cat Well

In addition to all of the things above, you will want to:
Take your cat to the animal doctor for wellness checks.
Take your cat to the animal doctor for care when it is sick.

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Slide 6

from "Cat Care"

What is the main idea of this text?

- A) how to keep your cat healthy
- B) how to keep your cat clean
- C) why cats drink water
- D) why cats go to the animal doctor

Slide 7

What You Learned

You learned that **the main idea is what a text is mostly about.**

Remember that **a text can only have one main idea!**

This will help you to write a text.

For example, maybe you would like to write a text about bears.

Bears usually live in the forest. Maybe you have gone camping in the forest. You would not want to write about your camping trip, since that is not the main idea of your text.

You would need to keep your text about bears. You could write about your camping trip in a different text.

The main idea of a text must be supported by facts. In your next lesson, you will practice finding facts in texts.

Good job finding the main idea in texts! You are a star!



What is the Main Idea? Test

"The Power of Salt"

Part 1. When you think of salt what do you think of?

Most people answer "the white stuff in a shaker you put on popcorn or French fries."

Did you know that salt is important to your health? Salt helps to keep your body working right. Salt helps you to heal from cuts and scratches. You lose salt when you sweat and you should replace it after exercise. The good news is that the salt you need is in the foods you eat. You don't need to add a lot of salt.

Part 2. Where does salt come from?

Salt is a mineral (something that is natural but not animal or plant). You can find it in the ground. Salt in the ground is hard to get to. It requires a lot of digging to find large amounts of salt. Salt can also be found in lakes, rivers, and oceans. It gets in the water when rain falls on the ground and then runs into rivers and lakes. Small amounts of salt are carried by the water into the rivers and from there into the ocean.

Part 3. How do we get salt?

The easiest way to get salt is by heating ocean water. When water heats up it becomes a gas. The water-gas goes into the sky and becomes clouds and rain. The salt cannot go into the sky. It is left behind when the water is gone. When water sits in small pools and is heated by the sun, it will leave salt. People can also heat the water up to get the salt from it.

Part 4. What else was salt used for?

Salt is used for much more than just making food taste good. Salt helps people to store food. In the days before people could keep food cold, they had no way to save meat. They had to eat the meat right away. They soon learned that salt was the answer. Salting the meat kept it from spoiling. This allowed people to save food for times when it was hard to get.

Part 5. Was salt worth a lot of money?

Because salt was so important for health and food, it was worth a lot. In some places, like Rome, it was even used as money. The Roman army was paid in salt. They could trade it for all the other things they needed. The Roman word for salt was "sal," which gives us the modern word "salary," which is the money people are paid for work. While we are paid money today, instead of salt, there is a saying "not worth his salt," which even now means someone is overpaid.

Part 6. What should we remember about salt?

All the uses for salt made it very important in the past. It is still important today. We may not use it for money. We have other ways of keeping food safe. But salt is still important to our health. Eat a good variety of foods, and don't overuse salt. It will help you stay well.

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1) from "The Power of Salt"

What is the main idea of this text?

- A) where salt comes from and how it is used
- B) what kinds of food taste good with salt
- C) how to get your own salt
- D) places in the ocean where there is a lot of salt

What is the Main Idea? Test

"Giant Pandas"

Panda bears are interesting animals. They live in China in the mountains. The most common panda bears are giant pandas. They are black and white. They have a thick woolly coat that helps to keep them warm. They look different from other types of bears, such as black and brown bears. One reason is because of the black fur around their eyes, which is set against their white faces.

Giant pandas are between two and three feet tall. They weigh up to 250 pounds. They are about the size of black bears. They can live to be 25 years old. Some pandas even live a little bit longer if they are taken care of in a zoo.

All pandas eat bamboo, a type of grass. They also eat other types of grasses and sugar cane. Giant pandas in zoos may be fed apples, carrots, and other fruits and vegetables, as well.

Although giant pandas look cute, they can be dangerous. Chances are you will never run into a wild giant panda, but if you do, look out! If you really want to see a panda, head to your local zoo.

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2) from "Giant Pandas"

What is a main idea of this text?

- A) Pandas look like black bears.
- B) Pandas are interesting animals.
- C) Pandas eat bamboo and grass.
- D) Pandas live in zoos.

What is the Main Idea? Test

"Staying Well"

No one enjoys being sick. You don't feel well. You might have a fever. You cannot go outside to play. If there was an easy way to keep from getting sick, would you use it? There is an easy way: One action that will help you to stay well is to wash your hands often.

Why should you wash your hands?

Washing your hands is the best way to keep germs from spreading. Some germs cause illnesses such as colds and the flu. People pick up germs by touching things that have germs on them. Nearly everything has germs! That is why it is important to wash your hands often.

What happens if you don't wash your hands?

Because we touch so many surfaces that have germs, we usually have germs on our hands. If we touch our eyes, nose, or mouth with germey hands, we transfer the germs. This is a common way to get sick. You can also spread germs simply by touching another surface, or by touching a person. Many germs are harmless, but a few can make you very sick.

When should you wash your hands?

There are certain times during the day when you should always wash your hands. Wash your hands after each time you use the rest room. Wash your hands before you eat a meal or touch food. Wash your hands after playing outside. You should also wash your hands after being around someone who is sick. Wash your hands after touching an animal, too.

How should you wash your hands?

It is important to wash your hands with warm water. Using only cold water may not get rid of all the germs. After you wet your hands, lather them up with soap. Wash both sides of your hands. Be sure to wash around your fingernails. That is one place germs may gather. You must lather the soap for 10 or 15 seconds. One way to be sure you are washing your hands for long enough is to sing the first verse of "Mary Had a Little Lamb" as you are washing. If you sing slowly, you only need to sing it once. If you sing quickly, continue to wash your hands while you sing the verse twice. Finally, rinse your hands and dry them with a clean towel.

Within a few weeks, washing your hands will be something you do without thinking about it. You will remember to do it more often. Teach your friends about how to wash their hands, too. If you all stay well, then you can play together.

3) from "Staying Well"

What is the main idea of this text?

- A) It is not fun to be sick.
- B) Washing your hands will help you stay healthy.
- C) You should wash your hands when they are dirty.
- D) People often get sick.