

CURRICULUM GUIDE

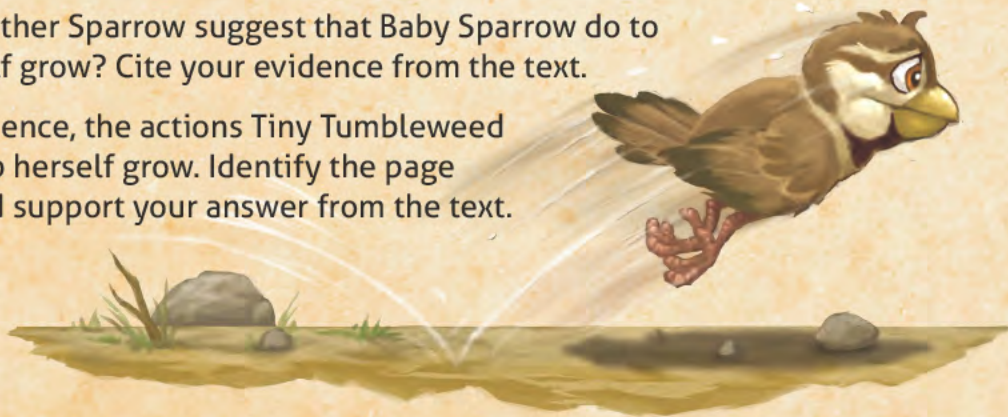
This curriculum guide is designed to support Arizona's College and Career Ready Standards for English Language Arts, Third Grade. Depending on the student, the guide may be used to support second graders who are reading on an advanced level or fourth graders who need extra scaffolding.

Following are lists of discussion/writing prompts for reading/journaling utilizing a close read:

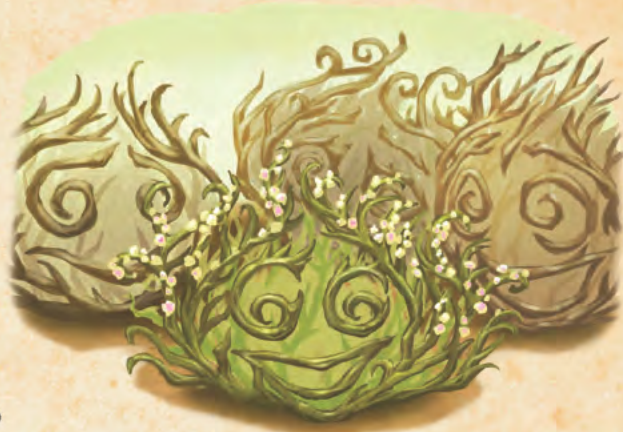
Key Ideas and Details from the Story

Discussion/writing prompts for reading/journaling using key ideas and details from the story:

1. How are Tiny Tumbleweed and Baby Sparrow different from their brothers and sisters? How do you know? Cite your evidence from the text.
2. How do you know that Tiny Tumbleweed's and Baby Sparrow's mothers were confident their babies would grow? Cite your evidence and page numbers from the text.
3. What idea did Mother Tumbleweed have to help Tiny Tumbleweed? Sentence starter: On page 10, the author said...
4. What did Father Sparrow suggest that Baby Sparrow do to help himself grow? Cite your evidence from the text.
5. List, in sequence, the actions Tiny Tumbleweed took to help herself grow. Identify the page number and support your answer from the text.



6. How did Tiny Tumbleweed's brothers and sisters help her? Support your answer from the text.
7. How did Tiny Tumbleweed help the sparrow? How did the sparrow help Tiny Tumbleweed? Support your answers from the text.
8. What was Baby Sparrow's motivation to do the hard work so he could grow? Cite your evidence from the text.
9. How did Young Sparrow feel about his accomplishment after his hard work? How do you know? Support your evidence from the text.
10. Describe how Tiny Tumbleweed felt at the end of the story. Explain your answer.
11. Describe the relationship between Tiny Tumbleweed and Young Sparrow at the end of the story. Support your evidence from the story.



Craft and Structure

Discussion/writing prompts for reading/journaling using the illustrations and the structure of the book:

1. From what point of view is the story written? How do you know?
2. Describe the setting of the story. How do you know?
3. How did the author use illustrations to engage you in the events of the story?

4. How does the illustration on page 14 portray Father Sparrow's feelings about showing Baby Sparrow how to fly and how to hop?
5. How does the illustration on page 16 help you to know that Tiny Tumbleweed was working hard to help herself grow?
6. In the story, what happened to Tiny Tumbleweed also happens to Baby Sparrow. Why do you think the author wrote the story that way?
7. Why did the author write, "Baby Sparrow's eyes grew wide in amazement?"
8. Why did the author capitalize the word YOU on pages 11 and 15?



Integration of Knowledge and Ideas

Discussion/writing prompts for reading/journaling, integrating knowledge and ideas from the story:

1. What is the main idea or theme of the story?
2. How does the story connect to the theme of the book?
3. Do you agree with the author's position on the theme of the book? Why or why not?

4. What are your dreams and how will you help yourself achieve them?
5. Compare the similarities between the tumbleweed and sparrow families.
6. Think about another story where the characters had to work hard to overcome a problem. How is that story the same as or different from *The Tiniest Tumbleweed*?
7. What do you think was the author's purpose for writing this book?

Range of Reading and Level of Text Complexity

Discussion/writing prompt for reading/journaling, range of reading and level of text complexity from the story:

1. Think of a time in your life when you felt a sense of accomplishment after having worked hard to achieve a goal.

Research Project–Use of Technology

After reading, discussing, and writing about *The Tiniest Tumbleweed*, assign a research project to further students' knowledge of the Sonoran Desert. Below are suggested topics:

- Tumbleweeds
- House sparrows
- Sonoran Desert
- Sonoran Desert storms
- Desert animals

