

3rd Grade ELA
Quarter 1
Remote Learning
Practice and Enrichment Packet



Hello, SCS Family.

This resource packet was designed to provide students with activities, which can be completed at home independently, or with the guidance and supervision of family members or other adults. The activities are aligned to the TN Academic Standards for ELA and will provide additional practice opportunities for students to develop and demonstrate their knowledge and understanding.

A suggested pacing guide is included; however, students can complete the activities in any order over the course of several days. Below is a table of contents, which lists each activity.

Table of Contents

SECTION I

Practice Pages (*Grouped by Instructional Week*)

- Unit 1 Week 1
- Unit 1 Week 2
- Unit 1 Week 3
- Unit 1 Week 4
- Unit 1 Week 5
- Unit 1 Week 6: Literacy Project
- Unit 2 Week 1
- Unit 2 Week 2
- Unit 2 Week 3

Unit 1: Week 1

Practice Pages

Week 1	
Grammar Sentences and Sentence Fragments	1
Grammar Statements and Questions	2
Grammar Mechanics	3
Grammar Proofreading	4
Grammar Test: Sentences and Sentence Fragments	5
Spelling Pretest/Posttest: Short <i>a, i</i>	6
Phonics/Spelling Word Sort	7
Spelling Word Meaning	8
Spelling Proofreading	9
Phonics/Spelling Review	10
Vocabulary Related Words	11
Vocabulary High-Frequency Words	12

This Week 1 section includes pages 1, 3, 7, 8, 9, and 10 ONLY.

Name _____

- A **sentence** is a group of words that shows a complete thought.
- A **sentence fragment** is a group of words that does not show a complete thought: *Climbed a tree.*
- Every sentence begins with a **capital letter**.
- Most sentences end in a **period** (.). The period is a kind of **end punctuation**.

Read each group of words. Write *yes* if the group of words forms a complete sentence. Write *no* if it does not form a sentence.

1. I read a book about sea life. _____
2. The largest mammal. _____
3. I want to see a whale someday. _____
4. Swims quickly through the water. _____
5. A jellyfish is an interesting sea creature. _____
6. Most sharks live in warm water. _____
7. A giant squid can grow to be very large. _____
8. Live off the coast of Japan. _____
9. Dolphins have two flippers. _____
10. A walrus can live in or out of the water. _____



In your writer's notebook, write about a sea animal that you have seen or would like to see. Reread your work to make sure you used sentences that show a complete thought.

Name _____

- Begin every sentence with a **capital letter**.
- Use a **period (.)** at the end of a statement.
- Use a **question mark (?)** at the end of a question.

Write each sentence correctly using capital letters and end punctuation. If the group of words does not tell a complete thought, put an X next to it. Then add words to make it a complete sentence.

1. fall is my favorite time of year

2. i like to see the leaves turn bright colors

3. pumpkins at the pumpkin patch

4. do you go to football games in the fall

5. we take lots of pictures of the colorful leaves



In your writer's notebook, write about your favorite time of year. Then reread your work. Make sure you have used complete sentences and correct end punctuation.

Name _____

When a vowel appears between two consonants, it usually makes a short vowel sound.

- /a/ as in *snap*, *bag*, and *man*
- /i/ as in *rip*, *trip*, *fin*, and *swim*

SPELLING TIP

The short *a* sound can appear at the beginning of a word, as in *animal* or *ant*. Short *i* can appear at the beginning of a word, as in *ink* or *insect*.

Read aloud the spelling words in the box. Then write the spelling words that have each short vowel sound below.

sick	stamp	click	miss	snack
camp	bill	glad	grabs	clap
grin	rack	hand	pink	lift

short *a* as in *snap*

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

short *i* as in *rip*

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____



Look through the selections you read this week and hunt for words with short *a* and short *i*. Read the words you find aloud and record them in your writer's notebook.

Name _____

clap	stamp	grabs	miss	sick
camp	snack	glad	click	grin
hand	rack	bill	pink	lift

A. Write the spelling word that completes each sentence.

1. I will _____ for the best pet in the show.
2. Will you help me _____ this heavy box?
3. The monkey _____ for the rope and swings away.
4. Mom will pay the gas _____ today.
5. I put the dishes on the _____ to dry.
6. I always raise my _____ to give an answer.
7. I use this rubber _____ to mark my address.
8. I need my sleeping bag to _____ outside.
9. You know the machine is on when you hear it _____ .
10. I will _____ my friend when he moves away.

B. Write the spelling word that has the same meaning as each word or phrase below.

- | | |
|-------------------------|-----------------------------|
| 11. ill _____ | 14. a light red color _____ |
| 12. pleased _____ | 15. a light meal _____ |
| 13. a broad smile _____ | |

Name _____

There are six spelling mistakes in the story below. Underline the misspelled words. Write the words correctly on the lines.

Once there was a girl named Betty. Betty was odd. She had soft penk hair. When she looked in the mirror, a big gran would spread across her face. Her pretty hair made her glade.

One day Betty sat eating a sneck when a big dog came by. He took the apple out of her hend! Betty was so scared! Her hair turned white. She knew she would miess having such pretty hair.

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

Writing Connection

Write a story about your pet or favorite animal. Use at least four spelling words in your story.

Name _____

Remember

When a vowel appears between two consonants, the vowel sound is usually short. The words *snap*, *man*, and *cap* have a short *a* vowel sound. The words *rip*, *fin*, *thick*, and *swim* have a short *i* vowel sound.

Circle the spelling word in each row that rhymes with the word in bold type. Read the spelling word aloud and write it on the line.

- | | | | | |
|-----------------|-------|-------|-------|-------|
| 1. tap | stop | big | clap | _____ |
| 2. fin | grin | wag | kite | _____ |
| 3. pick | cake | click | like | _____ |
| 4. cabs | take | nice | grabs | _____ |
| 5. pack | bake | snack | pie | _____ |
| 6. link | pine | lake | pink | _____ |
| 7. band | hand | home | bid | _____ |
| 8. ramp | roam | come | camp | _____ |
| 9. lick | look | kind | sick | _____ |
| 10. gift | lift | gave | raft | _____ |
| 11. back | bake | rack | king | _____ |
| 12. lamp | stamp | late | play | _____ |
| 13. hiss | have | miss | mess | _____ |
| 14. fill | fold | wall | bill | _____ |
| 15. sad | glad | seed | made | _____ |

Unit 1: Week 2

Practice Pages

Week 2	
Grammar Commands	13
Grammar Exclamations	14
Grammar Mechanics	15
Grammar Proofreading	16
Grammar Test: Commands and Exclamations	17
Spelling Pretest/Posttest: Short <i>e, o, u</i>	18
Phonics/Spelling Word Sort	19
Spelling Word Meaning	20
Spelling Proofreading	21
Phonics/Spelling Review	22
Vocabulary Strategy Synonyms	23
Vocabulary Strategy Compound Words ...	24

This Week 2 section includes pages 13, 15, 19, 20, 21, and 23 ONLY.

Name _____

- A **sentence** expresses a complete thought.
- A **statement** tells something. A **question** asks something.
- A **command** is a sentence that tells someone to do something. It ends with a **period**.

After each sentence, write *statement*, *question*, or *command* for the kind of sentence it is. Then write the sentence correctly. Use capital letters and end marks correctly.

1. we can help you put the groceries away _____

2. put the cans of food on the shelves _____

3. do you want me to put the apples in the bowl _____

4. where should I put the flour and sugar _____

5. close the door when you are finished _____



In your writer's notebook, write about a game or sport you like to play. Explain the rules of the game. Reread your work to make sure you use complete sentences.

Name _____

- Use a period (.) at the end of a **statement** or **command**.
- Use a question mark (?) at the end of a **question**.
- Use an exclamation mark (!) at the end of an **exclamation**.

Add correct punctuation to the ends of sentences in the letter below.

Dear Aunt Jackie,

Wow, I was so happy to hear your good news It will be
fun to read your poem in the magazine Mom says we can
frame it Will you get extra copies Send me an extra
one, please I want to take it to school to show my class
They will see that I have the best aunt ever

I have a small favor to ask Would you mind giving me
some tips on writing a poem Find out if you can come for a
visit soon We can have an amazing poetry reading together

Your favorite niece,

Carly

Writing Connection

Write a letter to a friend or family member. Try to include at least one statement, question, command, and exclamation. Use the letter above as a model.

Name _____

When a vowel appears between two consonants, it usually makes a short vowel sound.

- /e/ as in *egg*, *beg*, and *red*
- /o/ as in *pop*, *chop*, and *lock*
- /u/ as in *rub*, *nut*, and *thumb*

SPELLING TIP

Some short vowel sounds can be spelled in more than one way. The short e sound is sometimes spelled *ea*, as in the words *bread* and *ready*. The short o sound can sometimes be spelled with the letter *a*, as in the word *swap*.

Read aloud the spelling words in the box. Then write the spelling words that contain each short vowel sound below.

jumps

mug

clock

step

rock

sock

stop

mess

shut

bugs

luck

slump

pond

head

crops

short e as in *red*

1. _____

2. _____

3. _____

short o as in *lock*

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

short u as in *thumb*

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____



Look back at the selections you read this week and hunt for words with short *e*, *o*, and *u*. Read the words you find aloud and record them in your writer's notebook.

Name _____

step	crops	clock	jumps	slump
mess	stop	sock	shut	bugs
head	rock	pond	luck	mug

A. Write the spelling word that goes with the other two words.

1. ocean, lake, _____
2. ants, grasshoppers, _____
3. plate, fork, _____
4. stone, pebble, _____
5. hops, leaps, _____

B. Write the spelling word that best completes each sentence.

6. We know to _____ at a red light.
7. Please _____ the door when you go out.
8. I hope to win the game, so wish me _____.
9. I lost one blue _____ in the laundry.
10. I need an alarm _____ to wake up.
11. I need to clean up the _____ in my room.
12. Our new puppy is white with brown spots on his _____.
13. Take a big _____ over that spilled water.
14. Our team started out winning, but now we're in a _____.
15. The farmer spoke to our class about growing _____.

Name _____

There are six spelling mistakes in the story below. Underline each misspelled word. Write the words correctly on the lines.

Kate's alarm clack goes off and she jummps out of bed. She has a job to do. She has to clean the meass in her room today.

She reaches under the bed and finds two shirts, three pens, and a sok. Then her friend Dan shows up. He asks her to go down to the pand with him. They like to catch buges there. Kate can always clean her room tomorrow.

1. _____

4. _____

2. _____

5. _____

3. _____

6. _____

Writing Connection

Write a story about someone who has chores to do. Use at least four spelling words in your story.

[illegible]

Name _____

Synonyms are different words that have the same meaning. For example, synonyms for *large* are *big*, *massive*, *giant*, and *huge*.

If you come across a word you don't know, you can look for a synonym nearby to help you define it.

A. Read the sentences below. Underline the synonym in the second sentence that means the same thing as the word in bold in the first sentence. Then write the meaning of the word on the lines below.

1. I had thought the rain would never **cease**! But by morning the rain came to a stop and the Sun was shining.

2. The book I borrowed from the library looks **ancient**. I can't believe something so old is still in one piece.

3. The train was moving very **rapidly**. We didn't expect to get to the station so quickly.

4. The young trees in the meadow are very **slender**. I can easily wrap my two hands around the skinny trunks.

B. Rewrite the sentence using a synonym for the word in bold.

5. The **large** mountains looked beautiful against the blue sky.

Unit 1: Week 3

Practice Pages

Week 3	
Grammar Subjects	25
Grammar Multiword Subjects	26
Grammar Mechanics	27
Grammar Proofreading	28
Grammar Test: Subjects	29
Spelling Pretest/Posttest: Final e	30
Phonics/Spelling Word Sort	31
Spelling Word Meaning	32
Spelling Proofreading	33
Phonics/Spelling Review	34
Vocabulary Related Words	35
Vocabulary High-Frequency Words	36

This Week 3 section includes pages 25, 26, 31, 32, 33, and 35 ONLY.

Name _____

- A **sentence** is a group of words that tells a complete thought.
- Every sentence has two parts: the **subject** and the **predicate**.
- The **subject** tells what or whom the sentence is about.
- The **predicate** identifies what the subject does or is.
- A **complete subject** is all the words in a subject.

What or whom is each sentence about? Draw a line under the complete subject.

1. The pet store is busy on Saturday.
2. People smile at the puppies and kittens.
3. The goldfish swim in a big tank.
4. Furry rabbits hop around.
5. A long snake coils in its cage.

Writing Connection

Write about your favorite animal. Describe what you like about it. Remember to use complete sentences that include both a subject and predicate.

Name _____

- The **subject** of a sentence tells what the sentence is about. In the sentence *The Sun shone brightly*, the subject is *The Sun*.
- A **complete subject** is all the words in a subject.
- A complete subject can be one word, more than one word, or a **compound subject** connected by *and*. In the sentence *Birds and squirrels live in the park*, the subject is *birds and squirrels*.

Reread this paragraph from “The Dream Catcher.” Underline one compound subject. Then rewrite the sentence on the lines below.

Nokomis and Peter worked together and made a dream catcher. That night, as he gazed and looked at the dream catcher over his bed, he made a plan.

Connect to
Community

Talk with a parent or another trusted adult about a cultural tradition that you could take part in. Write about why that tradition is important.

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Name _____

A word spelled with a vowel, consonant, and final *e* usually has a long vowel sound. You can hear a long *a* in *late*, a long *i* in *invite*, and a long *o* in *alone*. The final *e* in these words is silent.

DECODING WORDS

The first syllable in *inside* is the prefix *in-*. The second syllable is spelled with a vowel, consonant, and final *e* (VCe). This forms a long *i* vowel sound. Blend the syllables and read the word aloud: *in/side*.

Read each of the spelling words out loud. Then write the words that contain each long vowel sound below.

fine	used	globe	date	lake
smoke	grade	rice	rose	come
skate	smile	wise	life	plane

long a**long i****long o**

- | | | |
|----------|-----------|---------------|
| 1. _____ | 6. _____ | 11. _____ |
| 2. _____ | 7. _____ | 12. _____ |
| 3. _____ | 8. _____ | 13. _____ |
| 4. _____ | 9. _____ | long u |
| 5. _____ | 10. _____ | 14. _____ |

15. Which word has an unexpected vowel spelling? _____



Go back through the selections you read this week. Look for words with VCe spellings. Read the words you find aloud, and record them in your writer's notebook.

Name _____

date	plane	life	smile	smoke
lake	grade	rice	rose	come
skate	fine	wise	globe	used

A. Write the spelling word that belongs with each group of words below.

1. puddle, pond, _____
2. jet, rocket, _____
3. flames, ashes, _____
4. clever, smart, _____
5. map, atlas, _____

B. Write the spelling word that completes each sentence.

6. The bride had one bright red _____ in her hand.
7. Dad _____ the rake to clear the leaves.
8. Do you know today's _____ ?
9. When I am happy, I always have a _____ on my face.
10. Where is the third _____ classroom?
11. The weather was just _____ for a picnic.
12. He learned how to _____ at the ice rink.
13. She gave a report about _____ in the desert.
14. I helped make a bowl of _____ and beans.
15. I taught my dog to _____ when I call his name.

Name _____

There are six spelling mistakes in the biography below. Underline the misspelled words. Write the words correctly on the lines.

Sarah Hughes can skeate. In 2002 she won a gold medal. Sarah flies around the glob talking about her lief.

Sarah always has a huge smil on her face when talking to kids. She tells them it is wiz to stay in school and work hard. One day she may coome to your school.

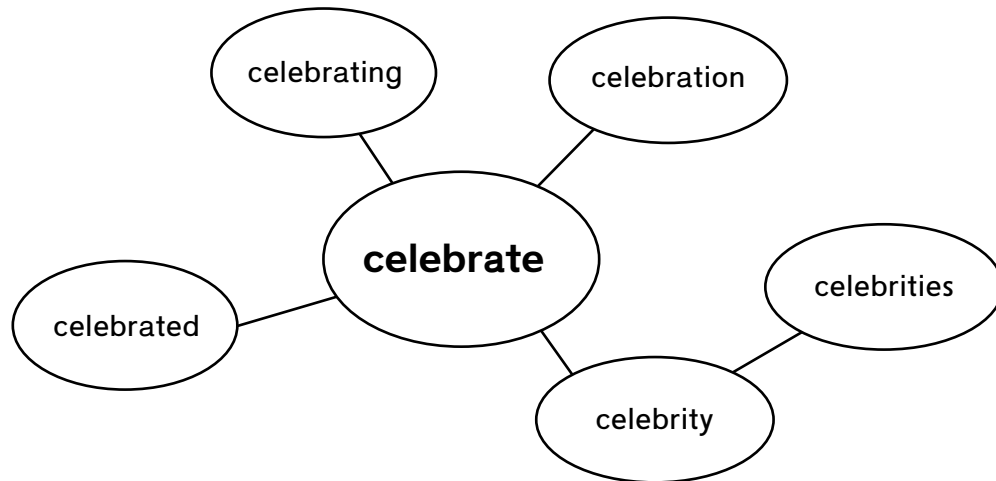
- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

Writing Connection

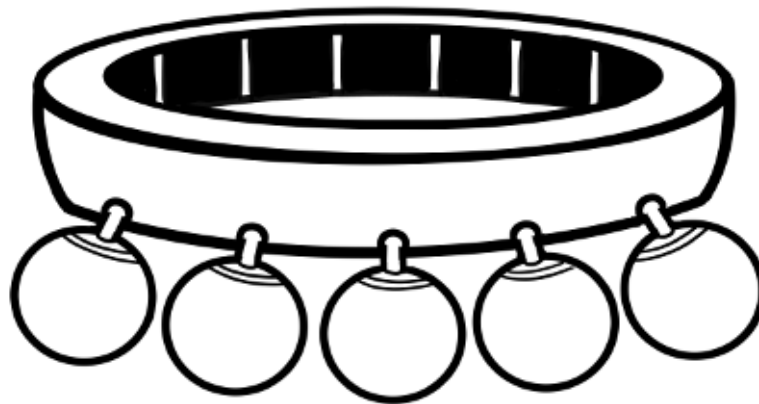
Write about someone's life. Tell what the person has done. Use at least four spelling words in your story.

Name _____

Create new forms of a base word by adding or removing inflectional endings, prefixes, or suffixes.



Use your notes from *Yoon and the Jade Bracelet*. Choose one word and write it on the bracelet below. Then write related words on the charms hanging from the bracelet. Use a dictionary to help you.



Unit 1: Week 4

Practice Pages

Week 4	
Grammar Predicates	37
Grammar Compound Predicates	38
Grammar Mechanics	39
Grammar Proofreading	40
Grammar Test: Predicates	41
Spelling Pretest/Posttest: Long <i>a</i>	42
Phonics/Spelling Word Sort	43
Spelling Word Meaning	44
Spelling Proofreading	45
Phonics/Spelling Review	46
Vocabulary Strategy Antonyms	47
Vocabulary Strategy Context Clues	48

This Week 4 section includes pages 37, 38, 43, 44, 47, and 48 ONLY.

Name _____

A **sentence** is a group of words that expresses a complete thought.

- Every **sentence** has a **complete subject** and **complete predicate**.
 - The **complete subject** tells what or whom the sentence is about.
 - The **complete predicate** tells what a subject is or does.
- Predicates can be more than one word.

Which word or words tell what the subject is or does? Draw a line under the complete predicate.

1. Bears live in many different habitats.
2. Polar bears live in cold places.
3. These bears live on thick ice sheets.
4. Heavy fur keeps the polar bear warm.
5. A grizzly bear is large and fierce.
6. The grizzly likes to catch fish to eat.
7. Grizzlies hibernate when it gets cold.
8. The sun bear is a small bear.
9. Sun bears live in warmer climates.
10. The sun bear steals honey from beehives.



In your writer's notebook, write about an animal that you know about. When you're done, check your work to make sure you used complete sentences with a subject and predicate.

Name _____

- The **complete predicate** tells what a subject is or does. In the sentence *The eagle caught a fish*, the predicate is *caught a fish*.
- Two predicates joined by *and* form a **compound predicate**. In the sentence *The wolves howled all night and slept all day*, the compound predicate is *howled all night and slept all day*.

Reread this passage from “Family Traditions.” Underline the compound predicate in the last sentence. Then write the sentence on the lines.

Storytellers bring the old tales to life. The soft notes of a flute may help tell a story. The firm beat of a drum adds power. People from other cultures can watch and listen. Everyone enjoys the stories and learns about the traditions.

Reading/Writing
Connection

Write about what you do during celebrations with your family and friends. Reread your work to make sure you used compound predicates correctly.

Name _____

The long *a* vowel sound that you hear in *say* can be spelled in several different ways: *ay* as in *play*, *ai* as in *rain*, *a_e* as in *face*, *ea* as in *great*, *eigh* as in *eighteen*, and *ey* as in *they*.

DECODING WORDS

The first syllable in *eighteen* is a long *a* sound spelled *eigh*. The second syllable is spelled *teen*. The letter *t* stands for /t/. The letters *ee* form a long *e* vowel sound. The letter *n* stands for /n/. Blend the letters and read the word aloud: *eigh/teen*.

Read each spelling word out loud. Then write the spelling words that have each long *a* sound spelling.

sway	fake	plain	stay	paint
they	snail	tray	state	weigh
fail	same	gray	grain	braid

long *a* spelled *ai*

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

long *a* spelled *ay*

7. _____

8. _____

9. _____

10. _____

long *a* spelled *eigh*

11. _____

long *a* spelled *a_e*

12. _____

13. _____

14. _____

long *a* spelled *ey*

15. _____



Go back through the selections you read this week. Look for words that have the long *a* vowel sound. Read the words you find aloud and record them in your writer's notebook.

Name _____

plain	grain	sway	stay	same
braid	snail	tray	state	weigh
fail	paint	gray	fake	they

A. Write the spelling word that goes with the other two words.

1. black, brown, _____
2. city, country, _____
3. worm, slug, _____
4. curl, twist, _____
5. wheat, rice, _____

B. Write the spelling word that best completes each sentence.

6. I like _____ vanilla ice cream.
7. I didn't _____ the test because I studied.
8. I hope to _____ my room a pretty blue.
9. As the wind blew, the wheat began to _____ gently.
10. We have to _____ inside until it stops raining.
11. We are so much alike, and we even have the _____ birthday.
12. Do you think _____ will win the race?
13. We placed all the cookies on a large _____.
14. He said the stone was a diamond, but we think it was _____.
15. We had to measure and _____ the fossil we found.

Name _____

Antonyms are two different words that have opposite meanings.

For example: *good* and *bad*; *big* and *small*; *hard* and *easy*.

If you find a word you don't know, look for an antonym in the same sentence or nearby sentence to help you define it.

Read the sentences below. Underline the antonym that has the opposite meaning of the word in bold. Then write the meaning of the word in bold on the lines below.

1. The storm's **powerful** winds easily knocked over the weak fence.

2. I think the game is **challenging**, but my friend thinks it is easy.

3. The tall buildings downtown are **massive**! They can make you feel so tiny when you stand next to them.

4. My car's gas tank was **full** when I left New York, but it was almost empty when I got to Boston.



In your writer's notebook, compare two kinds of animals. Write about how the animals are different. Use antonyms in your writing, such as *tall* and *short*, *big* and *small*, or *fast* and *slow*.

Name _____

Read the sentences from “Juneteenth.” Underline the context clues that help you understand the meaning of each word in bold. Then write the word’s meaning on the line.

1. **Communication** was different back then. There were no telephones. There were no computers.

2. “On June 19, 1865, the last **enslaved** people in America learned they were free, here in Texas,” said Uncle Bernard.

3. “In Milwaukee we have a **parade** on June 19. They shut down a street for a few blocks. We have music and games. It’s like a block party for the whole city!”

4. “Back in 1872, some people here in Texas bought ten **acres**. The land became Emancipation Park.”

5. She pointed to **portraits** on a large quilt. The people wore clothes from long ago. Kayla recognized Douglass and Tubman from her books.

Unit 1: Week 5

Practice Pages

Week 5	
Grammar Simple Sentences	49
Grammar Compound Sentences	50
Grammar Mechanics	51
Grammar Proofreading	52
Grammar Test: Simple and Compound Sentences	53
Spelling Pretest/Posttest: Long o	54
Phonics/Spelling Word Sort	55
Spelling Word Meaning	56
Spelling Proofreading	57
Phonics/Spelling Review	58
Vocabulary Content Words	59
Vocabulary Multiple-Meaning Words	60

This Week 5 section includes pages 49, 50, 55, 56, 59, and 60 ONLY.

Name _____

- A **simple sentence** is a group of words that expresses a complete thought. Simple sentences include a subject and a predicate. *The bear caught a fish* is an example of a simple sentence.
- Combining simple sentences can add variety to writing.
- Two sentences can be combined with a comma and the **coordinating conjunctions** *and*, *or*, or *but*: *The bear caught a fish, but it slipped through his paws.*

Reread this paragraph from “A Landmark for All.” Combine the two underlined simple sentences by using the word *and*. Write the new sentence on the lines below.

Every year, more than five million people visit the Grand Canyon. They hike the trails and explore the caves. They snap pictures of the magnificent views.
They admire the wildlife.

Reading/Writing
Connection

Write about a landmark you have visited. Tell why you thought it was interesting. Check your work when you're done to make sure you used complete sentences.

Name _____

- A **compound sentence** contains two related sentences joined by the coordinating conjunctions *and*, *or*, or *but*.
- These conjunctions have different functions. *And* joins ideas, *but* shows a change in thought, and *or* offers a choice.
- Place a **comma** before *and*, *or*, or *but* in a compound sentence.

Combine the sentences to make a compound sentence. Use the conjunction in parentheses. Write the new sentence on the line.

1. Dogs make good pets. Cats are good pets, too. (and)

2. Dogs learn tricks easily. Cats are not easy to train. (but)

3. You can teach your pet. You can take your pet to a trainer. (or)

4. Dogs are eager to please. They like to work for treats. (and)

5. Cats are very independent. They can also be sweet pets. (but)



In your writer's notebook, write about your pet or an animal you think would make a good pet. Use at least one compound sentence in your writing by using *and*, *or*, or *but*.

Name _____

The long *o* vowel sound that you hear in the word *so* has several different spellings. Long *o* can be spelled *o* as in *no*, *oa* as in *coat*, *o_e* as in *vote*, *ow* as in *low*, and *oe* as in *toe*.

COMMON ERRORS

Some pairs of homophones use different long *o* vowel spellings. Be careful to not confuse the meanings of homophones like *road* and *rode*, *toe* and *tow*, and *shown* and *shone*.

Read each spelling word aloud. Write the spelling words that contain the matching spelling pattern for the long *o* vowel sound.

sold	coal	coast	scold	soak
float	slow	bone	slope	show
broke	foe	gold	toad	note

long *o* spelled *oa*

1. _____

2. _____

3. _____

4. _____

5. _____

long *o* spelled *o_e*

6. _____

7. _____

8. _____

9. _____

long *o* spelled *oe*

10. _____

long *o* spelled *o*

11. _____

12. _____

13. _____

long *o* spelled *ow*

14. _____

15. _____



Go back through the selections you read this week. Look for words that have the long *o* vowel sound. Read the words you find aloud and record them in your writer's notebook.

Name _____

coast	coal	sold	broke	slow
float	soak	scold	note	show
toad	gold	slope	bone	foe

A. Write the spelling word that belongs with the other words in each group.

1. shore, beach, _____
2. frog, lizard, _____
3. silver, copper, _____
4. letter, e-mail, _____
5. bought, rented, _____

B. Write the spelling word that best completes each sentence.

6. I learned how to _____ during swim class.
7. You can burn _____ to make heat.
8. Mom had to _____ my pants to remove the grass stains.
9. I had to _____ my puppy when he chewed my shoe.
10. The ball rolled down the steep _____.
11. The wheel on the wagon _____ when we pulled it.
12. On our field trip, we saw a huge dinosaur _____.
13. A rabbit is fast, but a snail is very _____.
14. I want to _____ you the painting I made.
15. The opposite of friend is _____.

Name _____

Content words are words that are specific to a field of study. The words *national* and *landmark* are social studies content words.

Sometimes you can figure out what a content word means by using context clues. You can also use a dictionary for help.

CONNECT TO CONTENT

"A Landmark for All" gives facts about the Grand Canyon and argues that the Grand Canyon should be seen by everyone. The author uses content words related to this topic to help you understand this important landmark.



Go on a word hunt with a partner. Find content words related to landmarks in the selections you read this week. Write them on the points of the Statue of Liberty's crown.



Pick two words that you were able to figure out the meaning of by using context clues. Write the words and their meanings on the lines.

Name _____

Read each sentence. Underline the context clues that help you figure out the meaning of each word in bold. Then write the meaning of the word on the line. Use a dictionary to help you.

1. The week is almost over! There's just one day **left** before we go home for the weekend.

2. When you get to the corner you should turn **left**.

3. In autumn my dad rakes up loose leaves and **sticks** that lie on the front lawn.

4. When you add glue to the paper, it **sticks** to any surface.

5. I love when my aunt visits me. She always tells me great **stories**.

6. This building has four **stories** and I live on the third floor.

Unit 1: Week 6

Literacy Project



This Week 6 section is focused on extending student learning. During Week 6 students will extend their learning by completing a literacy project.

3rd Grade Literacy Project: Kids in Action

Estimated Time	Total Time 70-80 minutes
Grade Level Standard(s)	3.RI.CS.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. 3.RI.CS.6 Distinguish their own point of view from that of the author of a text. 3.W.TTP.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.
Caregiver Support Option	Help your student with unknown words. Be the proofreader of his/her opinion letter.
Materials Needed	Paper, pencil, markers or crayons
Question to Explore	Why do author's use text features? What is something you would like to change in your neighborhood, school, city, or world? Is my point of view the same as the author's?
Student Directions	Follow the directions for each activity.

Review of Text Features and Author's Point of View

Text Features - are used to help the reader understand the text better

- **Title** - it gives the reader an idea about what he/she will be reading
- **Subtitle** - it informs the reader what the section is about
- **Photograph** - reveals important information that cannot easily be described by words
- **Caption** - a sentence that explains the photograph
- **Labels** - names parts of a picture or photograph
- **Bold Words** - words highlighted that are important to understanding the text

Author's Point of View - Authors have opinions, feelings, and experiences that they bring to their writing. Authors choose things to write about that they find interesting or about which they feel strongly. How the author feels about the topic he/she is writing is the author's point of view. As a reader, you will have your own feelings on the topic and that is your point of view. The reader's point of view does not have to match the author's point of view.

Activity 1: One Girl's Mission to Stop Straws from Getting in the Ocean

Directions: You will be reading about a girl who wanted to help stop ocean pollution. As you read, think about the text features the author used to help you understand the article better and about the author's point of view about Shelby O'Neil, the subject of the article.

A Girl Scout is Asking Companies to Use Less Plastic by Washington Post, adapted by [Newsela staff](#) on 06.29.18

Shelby O'Neil (left) and a friend cleaned a beach in Monterey, California, last summer. Photo by: Salli O'Neil Shelby O'Neil learned that plastic straws are polluting the oceans. Now, she is working to clean them up.



Wind and rain can carry trash into rivers and oceans. Plastic can hurt the fish and other animals.

Shelby wrote to companies that use plastic straws. She sent an email to the leader of Dignity Health. The company is based in San Francisco, California. "Did you know that straws are one of the top ocean polluters?" she wrote. Someday, oceans might have more plastic than fish, she added.

Straws Cannot Be Easily Recycled - Shelby is 17 years old. She lives in San Juan Bautista, California. It is a small town near the beach. Learning about plastic pollution in the ocean made her want to take action. Shelby is also a Girl Scout. She chose to focus on plastic in oceans for her gold award project. This is the highest award in Girl Scouts.

Recycling is when objects, like plastic, are made into new things. Straws are too small to be recycled, though, she said. They break down sooner than other plastics, she added. "That may sound good," but they break into small pieces that fish eat, she said. "Then we end up eating the fish," she said.

Shelby started a group, Jr Ocean Guardians. Her group teaches children about plastic and recycling. She also has held beach clean-ups with children. She decided to try working with grownups, too.

Companies Are Cutting Back On Plastic - Shelby wrote to several companies about plastic. Not all of her letters got results. A group of restaurants told her it would keep using plastic. Still, the leader of Dignity talked to her. So did the president of Farmer Brothers coffee and a leader at Alaska Airlines. All three companies said they will use less plastic.

Dignity has 39 hospitals. They are in California, Arizona and Nevada. The company cut back on plastic straws.

Jacqueline Drumheller works for Alaska Airlines. She said Shelby's request fit with the goals of the company. Shelby wrote a letter using facts, Drumheller said. She stuck with it. She followed up to try to meet with the company. Alaska Airlines plans to replace plastic items. It will use straws made from wood. Farmer Brothers said it would replace plastic stirrers. It will use wooden ones.

"Someone Needed To" - Why does Shelby think the companies listened to her?

"I was never really scared of reaching out to companies, because someone needed to," she said. Also, she said, she is not shy. If no one else is doing it, she will do it, she said.

- A. Identify 2 text features the author used. Complete the table below naming the feature and why the author used it (what did he/she want you to understand).

Text Feature	Why did the author use this feature?

- B. How do you think the author feels about Shelby O'Neil's work to eliminate straws? How do you feel about Shelby's work?

Author's Point of View	Your Point of View

Activity 2: One Girl's Mission to Save Gorillas - Directions: You will be reading about a girl who wanted to help save gorillas. As you read, think about the text features the author used to help you understand the article better and about the author's point of view about Addy, the subject of the article. Also, think about what a good title for the article would be and why.

A. **Title:** _____

By Washington Post, adapted by Newsela staff

Meredith Bastian went to the National Zoo in Washington, D.C. when she was 8 years old. She talked to someone who took care of animals. Bastian asked about wild gorillas.

Many years have passed since then. Now, Bastian takes care of animals at the zoo. This summer she talked to a girl who loves gorillas, too. Addy Barrett raises money to save gorillas. She is 11 years old. "What is the **difference** between a gorilla in the zoo and a gorilla in the wild?" she asked. There is not much difference between an ape in the wild and an ape in the zoo, Bastian said. Every animal is different. They can be friendly, playful or mean.

Addy Fell In Love With Them - Addy visits the zoo often. She enjoys watching the gorillas. Reading a book about gorillas made her like them. "I really fell in love with how smart they are," Addy told Bastian. They sat in front of the zoo's Great Ape House. Addy said she learned how gorillas were being hunted. Hunters were breaking the law. "I learned they were being poached and killed for reasons that I felt were **unnecessary**. I needed to do something," she said. Poaching is hunting or capturing wild animals without permission.



Addy Barrett (right) poses with Meredith Bastian, who holds a snapshot of herself meeting with a previous primate curator when she was young. (Photo by: Bill O'Leary/The Washington Post)
Addy is in sixth grade in Maryland. She is working to save gorillas. She has sold T-shirts and cookies to raise money. Each year, she holds a Gorilla Gala with games and crafts. Addy was named a winner of the 2019 Gloria Barron Prize for Young Heroes. She raised \$7,000 for groups that **protect** wildlife.

Dangers For Gorillas - Addy asked Bastian what problems wild gorillas face. Bastian said that

gorillas have a mix of problems. Sometimes people take over land where gorillas live. Gorillas also face hunting and climate change.

The Earth is heating up. This is called climate change or global warming. Scientists think that it is because of the fuel that people use. People burn this fuel to run cars and other things. Climate change can make it harder for animals to find food.

There is also the problem of mining. Coltan is a mineral that is used to make cell phones. It is dug up on the African continent. This can **ruin** places where gorillas live.

Gorilla Heroes - Addy wants people to talk about the danger gorillas are in. There are not as many of them as there used to be. They might die out. She started the Gorilla Heroes **project** in 2018. She has held events to help the animals.

A. What would be a good title for this article? Explain why you chose this title.

B. Identify 2 text features the author used. Complete the table below naming the feature and why the author used it (what did he/she want you to understand).

Text Feature	Why did the author use this feature?

C. How do you think the author feels about Addy's work to save gorillas? How do you feel about Addy's work?

Author's Point of View	Your Point of View

Activity 3: One Girl's Mission to Change Libraries - Directions: You will be reading about a girl who wanted to see black girls as characters in the books she checked out from the library. As you read, think about the text features the author used to help you understand the article better and about the author's point of view about Addy, the subject of the article. Also, think about what a good title for the article would be and why.

A. Title: _____



By Shayna Orens, Newsela - Activist, author and feminist Marley Dias. Photo by: Skai Blue Media

Marley Dias has always loved reading. However, she noticed a problem. She was only finding books where "white boys and their dogs were the main characters," she says. "I didn't get to see black girls being reflected as the main characters."

So Marley started a campaign on social media. It was called #1000BlackGirlBooks. It aimed to collect 1,000 books that featured black female lead characters.

Her campaign and the hashtag have become

popular. Now, Marley is heading back to school. She starts high school this year. Marley talked about expanding the project.

Diverse Books Difficult To Find Worldwide - Marley's campaign began three years ago. So far, she has collected over 12,000 books. She noticed the issue was not just in the U.S. Finding diverse books is hard in other parts of the world.

She has since donated books to South Africa and Ghana. They are countries on the African continent. Donations have come from all over the world. People in Japan and France have donated books.

Marley has gone on TV to talk about her work. She also spoke at the United State of Women Summit. Michelle Obama used to be the First Lady of the U.S. She spoke there too.

After this success, Marley decided to write a book of her own. It was released recently. It is called "Marley Gets It Done and So Can You." It is a guide for kids her age. She wants them to use their passions for change.

Credit Mom For Organization Skills - Marley is a middle-school student. She has been working on her campaign. Marley has also written her book. This is a lot to do.

She has found a balance, though. Marley says she has learned organization skills from her mom. She likes having a schedule, she says.

Marley also warns against mixing up different projects. She suggests giving each one its own time period. She spends 30 minutes a day on #1000BlackGirlBooks. Then she does schoolwork after.

Number Of Diverse Stories Slowly Climbing - The lack of authors and characters who are people of color is not a new problem, Marley explains. It has happened for many years.

The Cooperative Children's Book Center is part of the University of Wisconsin-Madison. It is a library. The center is called CCBC for short. The center knows there are not enough diverse books. It kept track of the number of books written or illustrated by African-Americans since 1985.

Around 2,500 books for children and teens were published that year. Only 18 were written by African-Americans. That is less than 1 percent. By 1993, that number grew to 74 out of 4,500 books. That is less than 2 percent of books.

Some people say this is progress compared to before. In 1994 only 130 books featured an African or

African-American main character. Last year there were 319 books that featured an African or African-American main character. Still, many believe this is not enough.

Women Who Inspire Her - Marley is inspired by other women who challenge the way things are. She especially looks up to people fighting for women of color to be included.

Marley admires Jennifer Lopez, a singer and actor. She is really motivated. Marley also admires Beyonce. She shows what she believes in through her music. Movie director Ava DuVernay is also someone Marley looks up to. She tries to make movies with people of different backgrounds.

Marley thinks hard about why she admires them. Then she wonders how she can bring those qualities to her own life. "I'm not JLo, I'm not Beyonce, I'm not Ava DuVernay. I'm Marley, who can take some of the lessons they've taught me and make a better Marley."

Marley urges other students to find their passion. She has a simple idea for doing this. Think of things that make you happy. "Then, go about sharing that passion," she says.

- A. What would be a good title for this article? Explain why you chose this title.

- B. Identify 2 text features the author used. Complete the table below naming the feature and why the author used it (what did he/she want you to understand).

Text Feature	Why did the author use this feature?

- C. How do you think the author feels about Marley's work to start #1000BlackGirlBooks? How do you feel about Marley's work?

Author's Point of View	Your Point of View

Activity 4: Reflection - Opinion Writing - Your Mission - You have just read 3 articles about kids seeing something they believed needed to change in the world and deciding to do something about it. Think of something you would like to see change in the world. It could be one of the causes you read about in the articles or it could be something that you care deeply about. You are going to complete the opinion writing organizer on the next page to help you prepare to write a letter to your teacher explaining what you want to change, why you want to change it, and how you want to change it.

What is your opinion? State what you want to change.

Why? Write one reason you think this needs to change.

How? What do you want to do to change it for the better?

On a separate sheet of paper, use the information in the graphic organizer above, to write a letter to Mayor Lightfoot or Governor Pritzker about what you want to change in the world. Be sure to start with an interesting introduction sentence and a strong conclusion sentence. Remember you are trying to convince your teacher to agree with your point of view!

Extension: Create a poster or flyer to convince your neighbors about the change you want to make happen. Use at least 3 text features in your poster.

Cross Content Connections:

Science: Investigate other ways that humans have impacted the climate:

- Climate change disrupting monarch butterfly migration
https://newsela.com/read/climate-change-butterflies/id/2000004176/?collection_id=339&search_id=b44c1e1f-66b3-4baa-94ef-842169ef9982
- Animal endangerment and its causes
https://newsela.com/read/lib-endangered-species-causes/id/37182/?collection_id=339&search_id=6037f562-4fad-483f-93b7-b8eb301212ad
- Environmental groups ask nations to give land to natives for protection.
https://newsela.com/read/indigenous-people-environment/id/23698/?collection_id=339&search_id=e4e0d35b-9226-4211-9609-a3ac6cc85837

Social Science: Take action! Read about the student activists below then use your letter and your poster to help you take action about a cause.

- Young activist makes strong speech to U.N. about climate change
https://newsela.com/read/Greta-UN-climate-summit/id/57716/?collection_id=339&search_id=0362551f-eab6-4ede-8e5a-d0959baffa7d
- Indigenous youth take global stage in Madrid to voice climate change worries.
https://newsela.com/read/indigenous-youth-madrid-conference/id/2000003178/?collection_id=339&search_id=33c70855-4826-43bf-8f26-2c06cbac8477
- Students to press Congress for common-sense laws on climate change.
https://newsela.com/read/students-press-congress-climate-change/id/50581/?collection_id=339&search_id=b160294e-ee4d-4bda-9020-6e562a9547

Unit 2: Week 1

Practice Pages

Week 1	
Grammar Nouns	61
Grammar Concrete and Abstract Nouns	62
Grammar Mechanics	63
Grammar Proofreading	64
Grammar Test: Kinds of Nouns	65
Spelling Pretest/Posttest: Long <i>i, u</i>	66
Phonics/Spelling Word Sort	67
Spelling Word Meaning	68
Spelling Proofreading	69
Phonics/Spelling Review	70
Vocabulary Content Words	71
Vocabulary Spiral Review	72

This Week 1 section includes pages 61, 62, 67, 68, 71, and 72 ONLY.

Name _____

A **noun** is a word that names a person, place, or thing.

- A **common noun** names any person, place, or thing: *apple, library, chair, mother.*
- A **proper noun** names a special person, place, or thing. It begins with a capital letter.
- **Proper nouns** include people's names, towns, states, holidays, days, months, streets, special events, geographical names, and historical periods: *Michael, Dallas, Thanksgiving, July, Main St.*

Read each sentence. Write *common* or *proper* under each underlined noun.

1. William raked the leaves for Mr. Ames.

2. A storm blew down a huge tree on Second Street.

3. Jess planted trees in Gable Park.

4. Sasha bought a large pumpkin at the Janesville Fall Festival.

5. Mom grows colorful flowers in her planters.



In your writer's notebook, write about your favorite holiday. When you're done, check that you capitalized the holiday and other proper nouns. Use a dictionary to check your spelling of common nouns or other words you used in your writing.

Name _____

- A **concrete noun** names a person, place, or thing that can be seen or identified with the five senses: *New York, banana, book*.
- An **abstract noun** names something that cannot be seen or identified with the five senses. Abstract nouns usually name ideas: *joy, peace, friendship*.

A. Write *concrete* or *abstract* to identify each underlined noun.

1. Nina wrote a report about Dr. Martin Luther King Jr. _____
2. Dr. King wrote a speech about the value of freedom. _____
3. Keely read a book about American presidents. _____
4. She found the book at the library. _____
5. Abraham Lincoln was known for his honesty. _____
6. A firefighter talked to our class about his job. _____
7. We thanked him for his bravery. _____

B. Reread this paragraph from “Every Vote Counts!” Find and circle the abstract noun in the underlined sentence.

Voting helps kids learn how to be independent and think for themselves. It also gives them the power to share how they feel. Kids Voting USA wants kids to vote now. There’s a good reason. They estimate that when these kids grow up, more of them will vote.

Name _____

The long *i* vowel sound can be spelled in a few different ways: *i* as in *wild*, *y* as in *try*, *ie* as in *lie*, and *igh* as in *high*. Long *u* can be spelled *u_e* as in *tube* and *ew* as in *grew*.

COMMON ERRORS

When a word is spelled with a vowel, consonant, and final *e*, the vowel sound is usually long: *take*, *bone*, *slide*. Be careful of exceptions that do not have a long vowel sound: *give*, *move*, *have*, *come*.

Read aloud each spelling word in the box. Then write the spelling words that contain the matching long vowel spelling.

right	mule	music	fry	bright
cube	tight	tied	cute	grind
pie	sky	child	drew	few

long *i* spelled *y*

1. _____

2. _____

long *i* spelled *ie*

3. _____

4. _____

long *u* spelled *u*

5. _____

long *i* spelled *igh*

6. _____

7. _____

8. _____

long *i* spelled *i*

9. _____

10. _____

long *u* spelled *u_e*

11. _____

12. _____

13. _____

long *u* spelled *ew*

14. _____

15. _____

Name _____

sky	tied	bright	cube	music
few	tight	grind	right	drew
pie	cute	child	mule	fry

A. Write the spelling word that matches each definition below.

1. young person _____
2. half horse, half donkey _____
3. opposite of wrong _____
4. round dessert _____
5. not many _____

B. Write the spelling word that best completes each sentence.

6. We learned to _____ fish at camp this summer.
7. The coat I wore last year is too _____ now.
8. We saw a man _____ wheat into flour at the mill.
9. I think the puppy with the long, floppy ears is so _____.
10. In art today, I _____ a picture of my big brother.
11. I listen to all kinds of _____ on the radio.
12. Let's refill the ice _____ trays with water.
13. The flashlight sent out a _____ signal in the dark.
14. I _____ my little sister's shoes for the third time.
15. Dark storm clouds gathered in the _____ over the city.

Name _____

Content words are words specific to a field of study. *Government* and *voting* are social studies content words.

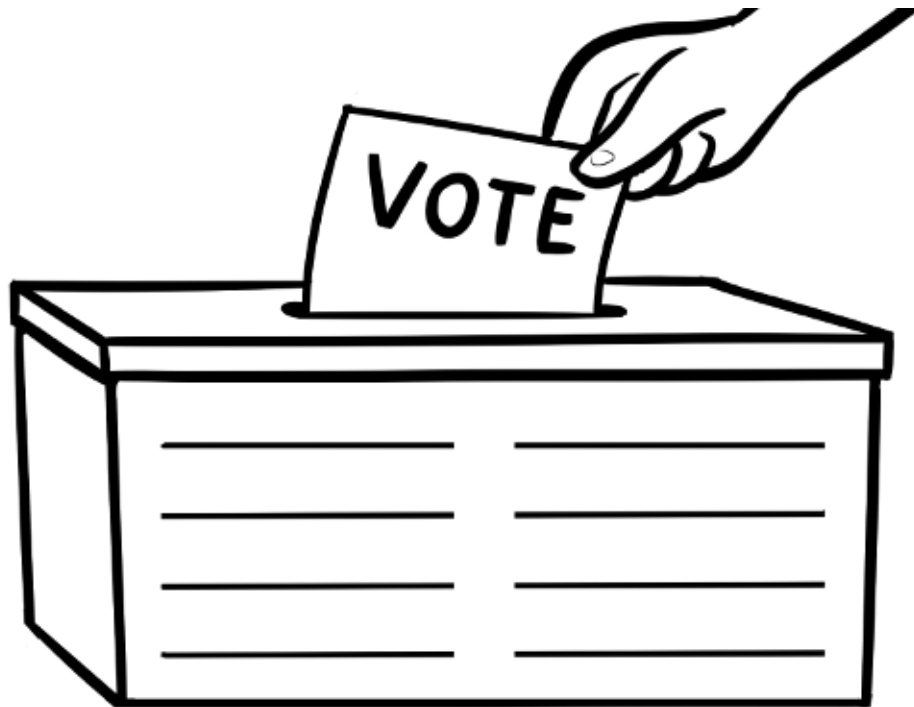
Authors use content words to explain a concept or an idea. You can figure out what a content word means by using context clues or a dictionary.

CONNECT TO CONTENT

"Every Vote Counts" explains how voting works. The author uses content words related to this topic to help you understand how important it is to vote on issues in your community.



Go on a word hunt with a partner. Find content words related to voting and elections. Write them on the ballot box below.

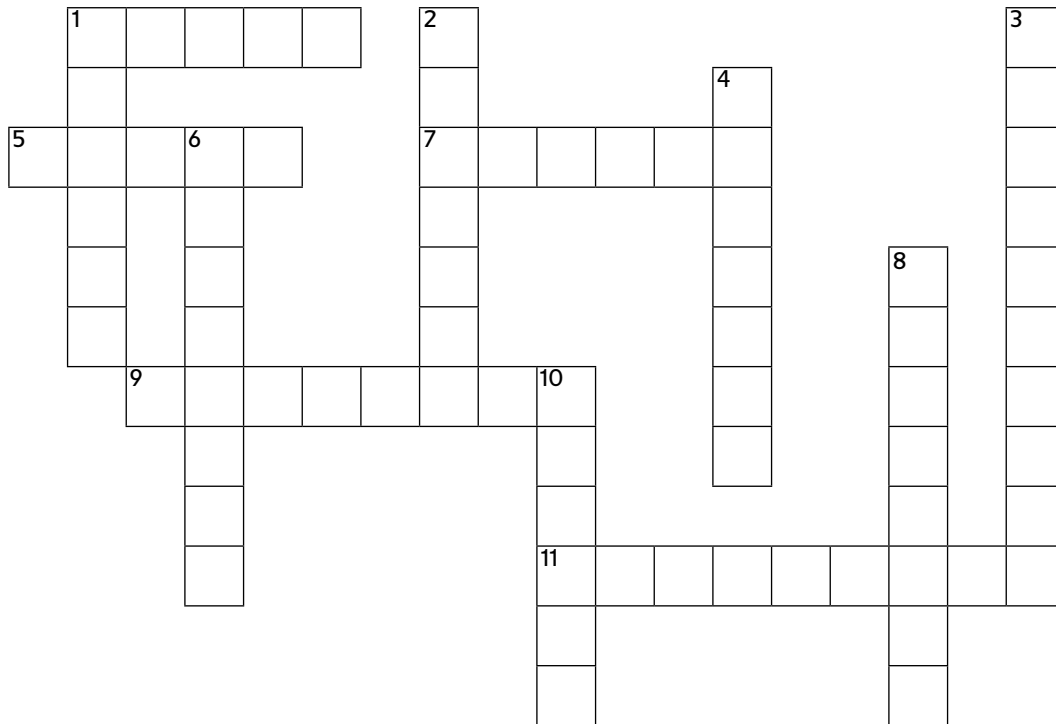


Pick two words that you can figure out the meaning of by using context clues. Write the words and what they mean on the lines.

Name _____

Use the words and clues below to solve the crossword puzzle.

classmate	monument	traces	clues
scared	grand	massive	admires
landmark	contribute	carved	national

**Across**

1. Hints
5. Great or large
7. Afraid
9. Something built to honor someone
11. Who you go to school with

Down

1. Cut or etched into
2. Very big
3. Add to something
4. Likes or respects
6. Relating to a country
8. An important object or place
10. Remains of something

Unit 2: Week 2

Practice Pages

Week 2

Grammar Singular and Plural Nouns	73
Grammar Nouns with y to -ies Endings	74
Grammar Mechanics	75
Grammar Proofreading	76
Grammar Test: Singular and Plural Nouns	77
Spelling Pretest/Posttest: Long e	78
Phonics/Spelling Word Sort	79
Spelling Word Meaning	80
Spelling Proofreading	81
Phonics/Spelling Review	82
Vocabulary Strategy Using a Dictionary.....	83
Vocabulary Strategy Prefixes	84

This Week 2 section includes pages 73, 74, 79, 80, 83, and 84 ONLY.

Name _____

A **singular noun** names one person, place, or thing. A **plural noun** names more than one person, place, or thing.

- Add **-s** to form the plural of most singular nouns: *dogs, cars, cats*.
- Add **-es** if the singular noun ends in **-s, -ch, -sh,** or **-x**: *gases, beaches, dishes, foxes*.
- Singular and plural nouns can be compound words: *sandboxes*.

Write the correct plural form of each singular noun.

1. coat _____

5. tree _____

2. wish _____

6. cupcake _____

3. box _____

7. patch _____

4. bench _____

8. bus _____

Writing Connection

Write about what you like to do when you get home from school. When you're done, use your knowledge of spelling rules and patterns to check for spelling errors in singular and plural nouns. You can also use a dictionary.

Name _____

- A **singular noun** names one person, place, or thing. A **plural noun** names more than one person, place, or thing.
- To form the plural of a noun that ends in a consonant and *y*, change the *y* to *i* and add **-es**: *city/cities*, *baby/babies*, *fly/flies*.

A. Change each singular noun to a plural noun.

- | | |
|------------------|--------------------|
| 1. library _____ | 6. butterfly _____ |
| 2. puppy _____ | 7. supply _____ |
| 3. party _____ | 8. family _____ |
| 4. sky _____ | 9. pony _____ |
| 5. army _____ | 10. cherry _____ |

B. Reread this passage from “A Plan for the People.” Find the singular noun ending with a consonant and *y*. Rewrite the word on the line, then write the word’s plural form.

Some delegates wanted one person to run the new government. Others thought a group should be in charge. They all agreed on one thing. A group should make laws for the country.

Name _____

The long *e* vowel sound can be spelled *ee* as in *seen*, *ea* as in *deal*, *ee_e* as in *cheese*, and *ie* as in *yield*. Read each word aloud to hear the long *e* sound.

SPELLING TIP

In most cases, *i* comes before *e* except after *c*, as in the words *thief* and *receipt*. The letter *i* also comes after *e* in words spelled *eigh*, as in *weigh*, *neighbor*, and *height*.

Read aloud each spelling word in the box. Then write the spelling words that contain the matching long *e* spelling.

seal	freeze	free	bean	clean
week	green	weak	street	cream
field	speaks	heel	team	creek

long *e* spelled *ee*

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

long *e* spelled *ea*

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

long *e* spelled *ee_e*

14. _____

long *e* spelled *ie*

15. _____



Look back at the selections you read this week, and look for words that have the long *e* vowel sound. Read the words aloud, and record them in your writer's notebook.

Name _____

heel	free	freeze	bean	clean
week	green	seal	speaks	cream
creek	street	weak	team	field

A. Write the spelling word that matches each definition below.

- seven days _____
- small stream _____
- opposite of dirty _____
- type of vegetable _____
- opposite of strong _____

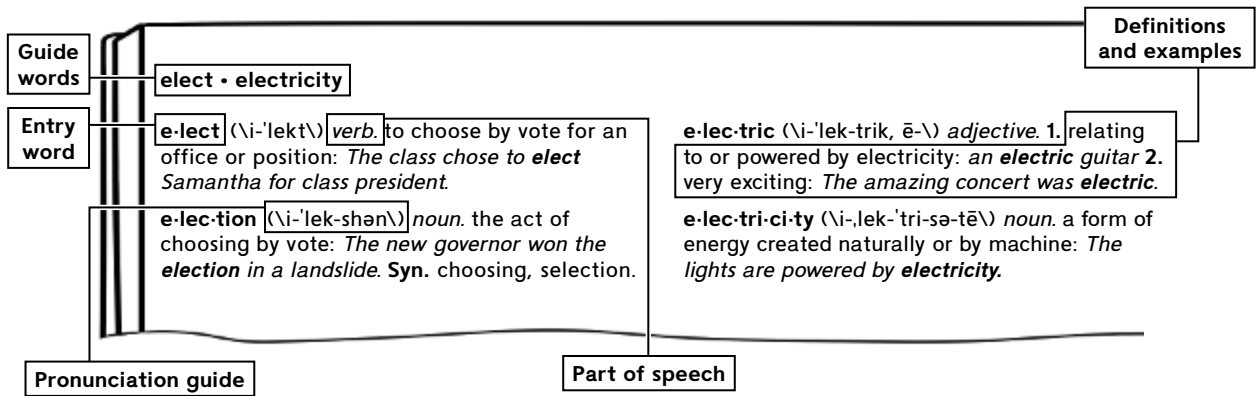
B. Write the spelling word that best completes each sentence.

- He hurt his _____ on a sharp stone.
- Every Monday you can skate for _____ at the ice rink.
- We bought _____ paint for the fence.
- We watched the school band march down the _____.
- We can _____ water to make ice cubes.
- I like to watch the baby _____ play in the pool.
- When the coach _____, we must listen.
- We sent letters to the coach of our favorite _____.
- I put milk, butter, eggs, and _____ on my grocery list.
- We like to play softball in the open _____ near my house.

Name _____

The best way to learn the definition, or meaning, of an unfamiliar word is to look up the word in a **dictionary**. A dictionary lists words in the English language in alphabetical order.

- The **entry words** show the spelling and number of syllables of each word. **Syllabication** separates the syllables by bullets.
- The **pronunciation** of each word is shown in parentheses.
- The **part of speech** is shown after the pronunciation guide.



Use the dictionary entry and context clues to learn the meaning of the words in bold. Write the meaning and part of speech on the lines.

1. On Tuesday people from around the city will cast their ballots and **elect** a new mayor.

2. The US presidential **election** occurs once every four years.



Read aloud the entry words in the dictionary entry with a partner. How many syllables are in each word?

Name _____

- A **prefix** is a word part added to the beginning of a word. A prefix changes the meaning of the word it is added to. You can use prefixes to figure out the meaning of new words.
- *re-* means *to do again*: *retry* means *to try again*.
- *dis-* means *not* or *opposite*: *disappear* means *to go out of sight*.
- *un-* means *not* or *opposite*: *unhelpful* means *not helpful*.

Study the prefixes in the box above. Then underline the word in each sentence below that contains a prefix. Use the prefix and context clues to figure out the word's meaning, and then write it on the line.

1. My dog does not like the snow, so it was unusual to see him playing in it this winter.

2. The two brothers disagreed. One brother said cheetahs are the fastest animal, and the other said lions are fastest.

3. We are reviewing Chapter 1 for the test on Monday.

4. The jungle is full of wild animals, so it is unsafe to walk there alone.

5. If you don't wear knee pads when you skate, your knees are unprotected.

Unit 2: Week 3

Practice Pages

Week 3

Grammar Irregular Plural Nouns and Collective Nouns	85
Grammar More Irregular Plural Nouns	86
Grammar Mechanics	87
Grammar Proofreading	88
Grammar Test: Special Nouns	89
Spelling Pretest/Posttest: Words with Silent Letters	90
Phonics/Spelling Word Sort	91
Spelling Word Meaning	92
Spelling Proofreading	93
Phonics/Spelling Review	94
Vocabulary Related Words	95
Vocabulary Spiral Review	96

This Week 3 section includes pages 85, 87, 91, 92, 95, and 96 ONLY.

Name _____

Some nouns have special plural forms. They do not add **-s** or **-es** to form a plural.

- The words *men*, *women*, and *children* are the **irregular plural noun** forms of *man*, *woman*, and *child*.
- The word *mice* is the **irregular plural noun** form of *mouse*.
- **Collective nouns** name groups of people, places, or things: *class*, *team*, *band*, *family*.

A. Complete each sentence with the correct plural form of the noun in parentheses.

1. The (man) _____ who coach the soccer teams talked to our class.
2. The library invited all the (child) _____ to the story hour.
3. I wrote a poem about three small (mouse) _____.
4. We talked to the (woman) _____ about their jobs.
5. I read about the (life) _____ of the presidents.

B. Read each sentence. Underline the collective noun.

6. There are four people in my family.
7. That movie is about a brave army.
8. A jury makes important decisions in a court room.



Pick one of the irregular plural nouns above. Use that word in a sentence in your writer's notebook. Then pick two more irregular plural nouns, and write two sentences using each.

Name _____

- Some plural nouns change spellings but do not add **-s** or **-es**.
- Some plural nouns have the same spelling as the singular form.

Rewrite the sentences. Change the underlined noun to its plural form.1. The child swam in the pool.

2. Sometimes my tooth chatter when I am cold.

3. Did you see the blue fish swim by?

4. The mouse hid under the refrigerator.

5. I know the woman who work at the bank.

Writing Connection

Pick one of the underlined words above, and write a sentence using the singular form of the word. Then write a new sentence using the plural form.

Name _____

Some words have silent letters. When *k* is followed by *n*, the *k* is silent: *knew*. The letter *w* is silent before *r*: *wrong*. The letter *g* is usually silent before *n*: *gnaw*.

SPELLING TIP

Silent letters don't always appear at the beginning of a word. The letter *g* is silent in the word *design*. The *w* is silent in the word *sword*.

Read aloud each spelling word in the box. Then write the spelling words that have the matching silent letter spellings.

knee	knife	wreath	knight	gnome
gnaws	wring	knit	knock	write
wrote	sign	wreck	wrap	wrists

wr**kn****gn**

- | | | |
|----------|-----------|-----------|
| 1. _____ | 8. _____ | 13. _____ |
| 2. _____ | 9. _____ | 14. _____ |
| 3. _____ | 10. _____ | 15. _____ |
| 4. _____ | 11. _____ | |
| 5. _____ | 12. _____ | |
| 6. _____ | | |
| 7. _____ | | |



Look back at the selections you read this week. Hunt for words with the silent letters *k*, *w*, and *g*. Read the words you find aloud, and record them in your writer's notebook.

Name _____

wrap	gnaws	wreath	knight	gnome
sign	wring	knit	knock	wrists
wrote	knee	knife	write	wreck

A. Write the spelling words that match the clues below.

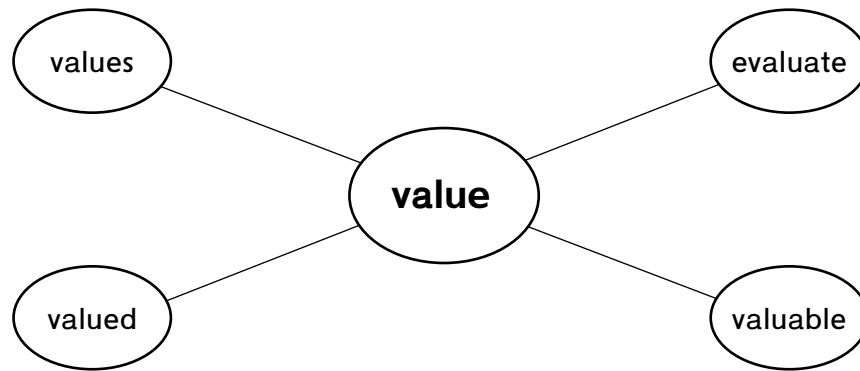
1. street marker _____
2. tap on a door _____
3. a ring of plants used for decoration _____
4. a sharp tool _____
5. cover a gift with paper _____

B. Write the spelling word that best completes each sentence.

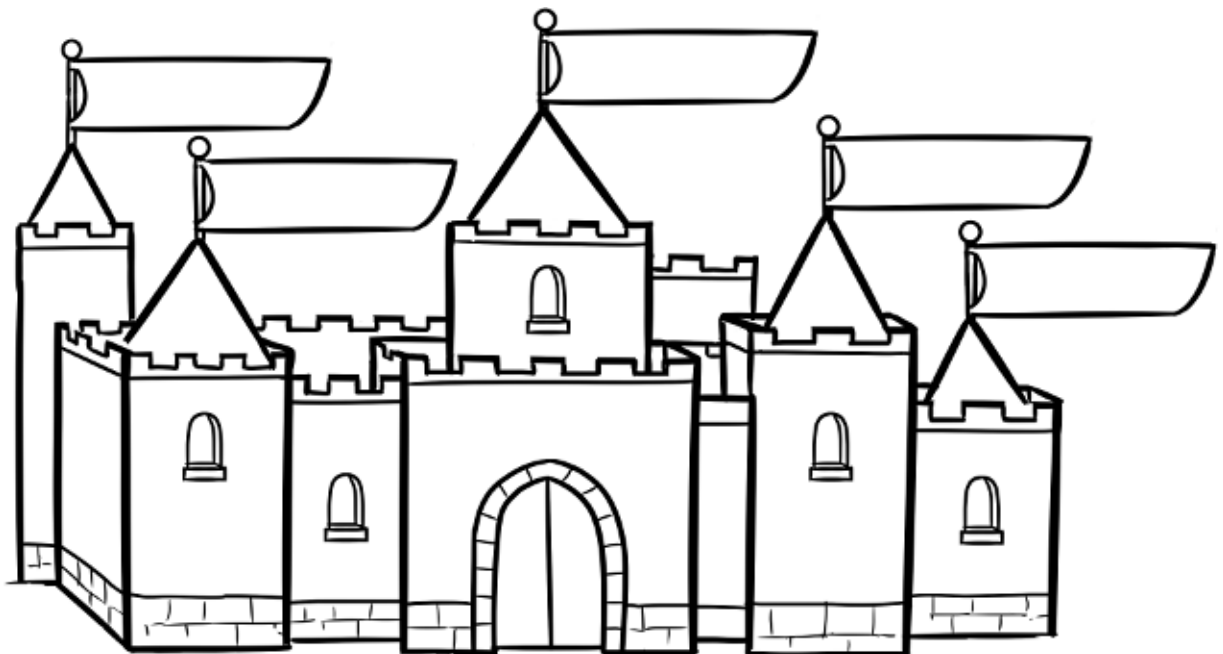
6. The doctor checked both her _____ after she fell.
7. He _____ a letter to the mayor about the park.
8. I am learning to _____ a wool scarf.
9. A beaver _____ trees into logs.
10. My friend likes to _____ silly poems about animals.
11. My little sisters _____ my room when they come in.
12. My story is about a brave _____ who fights dragons.
13. I scraped my left _____ when I fell off my bike.
14. A _____ is small and usually wears a pointed hat.
15. We will _____ out the wet towels.

Name _____

Create new forms of a base word by adding or removing inflectional endings, prefixes, or suffixes.



Use your notes from *The Castle on Hester Street*. Choose one word, and write it on the middle castle flag. Then fill in the remaining four flags with related words. Use a dictionary to help you.



decisions	announced	independent	convince
practicing	tumbled	pronounce	community
estimate	government	elect	candidates

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