



Compton USD Learning Packet #3

Third Grade

Name _____

3rd Grade Learning Packet

TABLE OF CONTENTS

Week 4

Day	Lesson	Date Completed
1	Read "The Jar Garden" and answer the questions that follow.	
	Complete Task #1 & Task #2 of the lesson, Reading Preferences	
	Science: Read About Structure and Function	
2	Do the Vocabulary activity. Read "The New Hoop"	
	Complete Round #2 & Round #3 of the lesson, Reading Preferences	
3	Do Vocabulary Strategy: Homographs and Inflectional Endings/Suffixes	
	Complete analysis question #13-17 of the lesson, Reading Preferences	
	Science: Read "Plant Structure: Plants also have structures that help them survive." and "Animal and Plant Structures: Each structure has a specific function."	
4	Make an Inference from Informational Text The Mini Six- Topic: Endeavour Space Shuttle	
	Complete Go Math lesson 2.5: Make Bar Graphs	
	Science: Read "Examples of the Structures and Functions of Living Things" and "Animal and Plant Structures Discussion Questions"	

Recommended Online Usage

<input type="checkbox"/> I-Ready Reading - 45 minutes per week	<input type="checkbox"/> I-Ready Math - 45 minutes per week
<input type="checkbox"/> Imagine Learning for English Learners - 90 minutes per week	<input type="checkbox"/> Dreambox - 90 minutes per week

Name _____

Read the passage. Use the summarize strategy to check your understanding as you read.

The Jar Garden

12 Jesse had been living in the city with her family for nearly
25 three weeks. So far she had only met Hank, the boy from next
37 door. Every day they walked to and from school by an old
48 garden. One Friday they stopped and gazed in. Jesse was from
the country and could not bear to see the garden as it was.

61 “Look at this run-down place,” she said. “There’s garbage all
71 over. We can’t even enjoy it here.”

78 “We tried fixing the garden a few years ago,” Hank said.

89 “Soon though, it was filled with garbage so we had to desert it.”

102 Hank led Jesse to a small corner of the garden. Crushed plants
114 lay on the ground. A few garden tools and an old watering can
127 were there. Hank could see a tear come to Jesse’s eye.

138 “I miss my home in the country,” she said. “There are so many
151 open fields to run and play.”

157 Hank felt bad for Jesse and did not like the garden as it was
171 either. They agreed to meet back there early the next morning.

182 Hank was already at the garden when Jesse showed up the next
194 day. He was cleaning and had gathered jars into a pile.

Name _____

“People threw out all of these jars,” he said. “We should use them to start a new garden.”

Jesse agreed. They went to work picking up trash and gathering the remaining jars. As the day went on, Hank’s friends walked by and saw what they were doing. Hank introduced them.

“Nice to meet you,” Jesse said shyly, and continued working.

“I’m Katie,” one of Hank’s friends said. “We see that you’re trying to fix up the old garden. Can we help?”

Jesse could see that the garden was important to them too. They all pitched in to help clean. For planting, they filled jars with soil. Then they added seeds that Jesse got from her mother. They lined up the jars in a row and put water on them.

“Let’s meet here every day,” Hank said proudly. “We’ll make sure it stays clean this time.” They agreed and all went home tired.

Jesse’s new friends made her feel welcome. She wanted to thank them for all that they did.

The next Monday they all walked to school together. As they passed the garden, they noticed something. Jesse had rearranged the jars to spell out the word *Welcome*.

“What a wonderful way to enter the garden!” Hank said.



Name _____

A. Reread the passage and answer the questions.

1. A character often has a point of view, or an opinion, about events or other characters in a story. What is Jesse’s point of view in paragraph 2? Circle the letter of the best answer.
 - a. Jesse likes the garden as it is.
 - b. Jesse doesn’t like the garden the way it is.
 - c. Jesse doesn’t care either way.

2. What is Hank’s point of view in paragraphs 6 and 7? Circle the letter of the best answer.
 - a. Hank doesn’t agree with Jesse and likes the garden as it is.
 - b. Hank feels bad for Jesse but doesn’t want to help fix the garden.
 - c. Hank feels bad for Jesse and goes early to start fixing the garden.

3. What are Hank’s and Jesse’s points of view at the end of the passage? Circle the letter of the best answer.
 - a. Hank and Jesse are upset about what they did with the garden.
 - b. Hank and Jesse are proud and thankful.
 - c. Hank is happy about it, but Jesse is upset.

B. Work with a partner. Read the passage aloud. Pay attention to phrasing. Stop after one minute. Fill out the chart.

	Words Read	-	Number of Errors	=	Words Correct Score
First Read		-		=	
Second Read		-		=	

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Name _____

A. Reread the passage and answer the questions.

1. A character often has a point of view about events or other characters in a story. In the second paragraph, what is a clue as to Jesse's point of view about the playground?

2. In paragraphs 6 and 7, what is Hank's point of view about Jesse and the playground?

3. At the end of the passage, what are Hank's and Jesse's points of view about cleaning up the playground and making a garden?

B. Work with a partner. Read the passage aloud. Pay attention to phrasing. Stop after one minute. Fill out the chart.

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

name:

date:

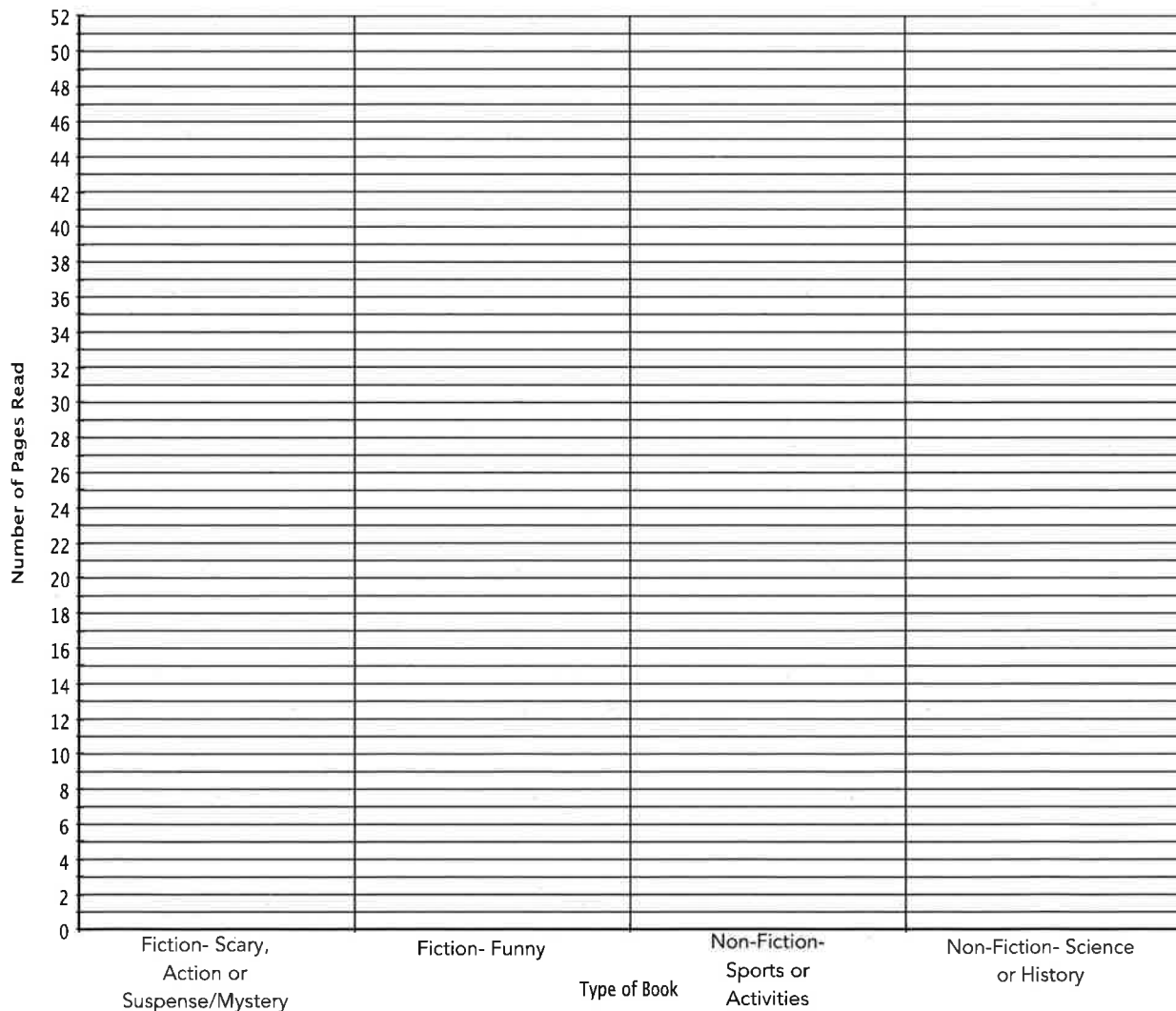
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Reading Preferences

Data: A group of grade 3 students was surveyed to find out how many pages of each type of book students read for free reading time last night. Below is the data in a tally chart.

Book Type	Number of Pages Read Last Night
Fiction- Scary, Action or Suspense/Mystery	
Fiction- Funny	
Non-Fiction- Sports or Activities	
Non- Fiction- Science or History	

Task 1: Create a Bar Graph to represent the data, counting by ones.



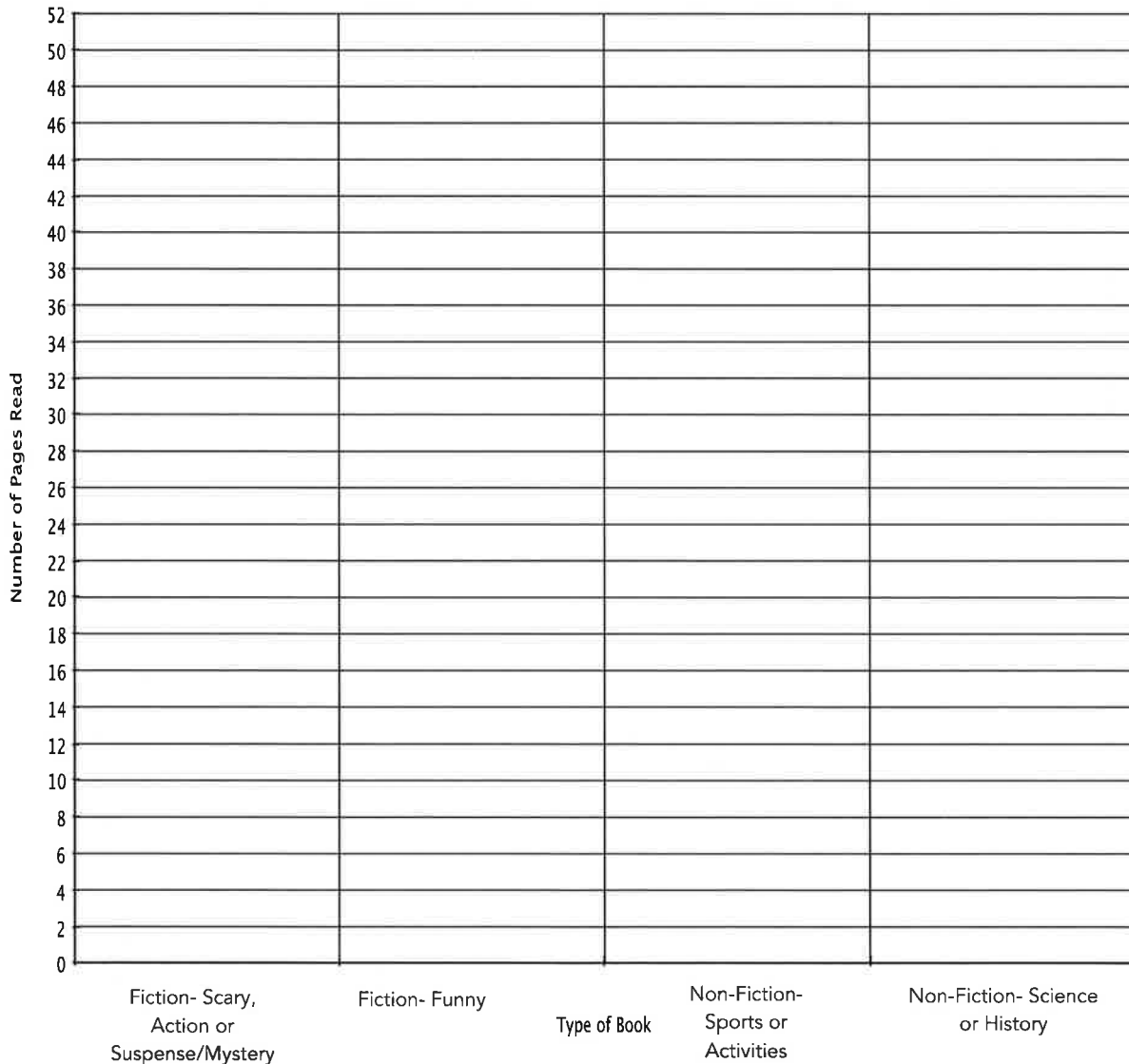
Graph Analysis Questions- Round 1

1. Which type of book was the most read? _____

2. How many more pages did students read of "Non-fiction sports or activities" than "Non-fiction science or history"? Write an equation to show the math used to determine this.

3. How many more pages of "Fiction- funny" would need to be read for this type of book to have MORE pages read than "Fiction- scary, action or suspense/mystery"? Write an equation to show the math used to determine this.

Task 2: Create a Bar Graph to represent the data, counting by two's.



Read About Structure and Function

STRUCTURE OF LIVING THINGS DEFINITION

A *structure* is anything made up of parts held together. Plants and animals have many structures that help them survive. Some structures are internal, like the lungs, brain, or heart. Other structures are external, like skin, eyes, and claws. Some structures are unique, like the long neck of a giraffe. Other structures are more common, like a heart.

To better understand the structure and function of living things....

LET'S BREAK IT DOWN!

Animal Structure: All animals have structures that help them survive.







All animals have structures that help them survive in their environment. Some structures help animals find food, like the amazing eyesight of an eagle. Other animals have camouflage to help them hide from predators. Some structures are very unique to certain animals, like the water monitor lizard's long, forked tongue. They use it to smell and find food.



One special structure that insects have is their hard outer skeleton, called an *exoskeleton*. Exoskeletons are like wearing armor. It protects insects from predators and keeps insects from drying out. Exoskeletons can also have special structures on them, like the horns on some beetles that are used to compete with other beetles for mates.

Name _____

Use the word chart to study this week's vocabulary words.
Write a sentence using each word in your writer's notebook.

Word	Context Sentence	Illustration
frustration	The boy had a feeling of <u>frustration</u> when his canoe tipped over.	
remaining	The crust of my sandwich is all that is <u>remaining</u> .	
gazed	We <u>gazed</u> out at the ocean from the beach.	
jubilant	The fans were <u>jubilant</u> when the home team won the game.	
discouraged	I felt <u>discouraged</u> when I could not solve the problem.	
tinkered	She <u>tinkered</u> with the computer to get it to work again.	

Name _____

frustration	gazed	recycling	remaining
tinkered	conservation	discouraged	jubilant

A. Read each clue below. Then find the vocabulary word on the right that matches the clue. Draw a line from the clue to the word.

- | | |
|---|-----------------|
| 1. looked steadily at something | a. remaining |
| 2. feeling like just giving up | b. tinkered |
| 3. joyful or very happy | c. frustration |
| 4. the care of natural resources | d. jubilant |
| 5. still in a certain place | e. gazed |
| 6. putting things through a special process so they can be used again | f. discouraged |
| 7. made small changes to something | g. conservation |
| 8. feeling of not being able to do something | h. recycling |

B. Choose two vocabulary words from the box above. Use each word in a sentence of your own.

9. _____

10. _____

Unit 5 Week 2

SOURCE TITLE: The New Hoop

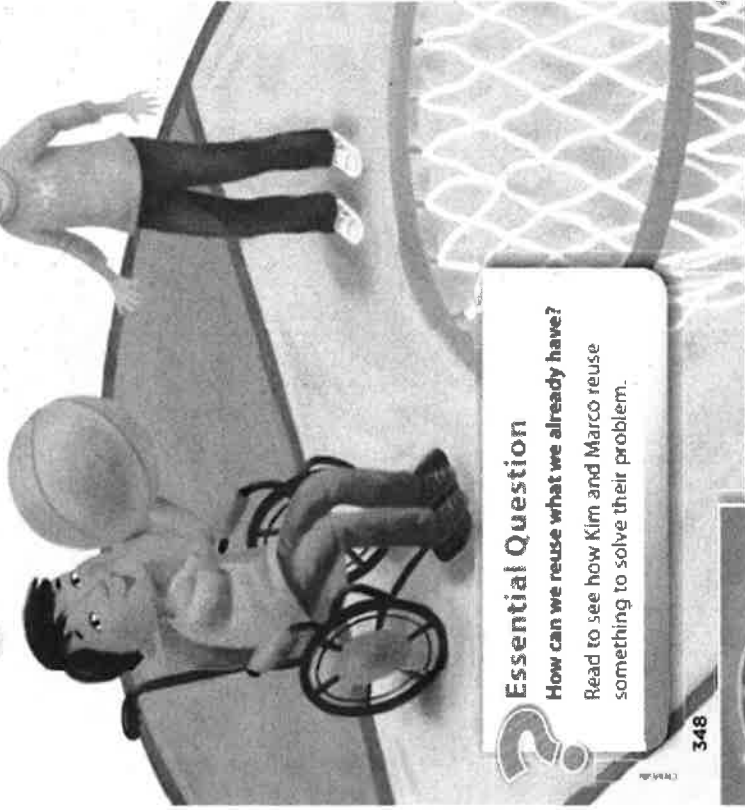
LEXILE: 660

CCSS

Shared Read

Genre • Realistic Fiction

The New HOOP

**1. Claim 1, Target 2:** Key Details, **Standard:** RL3.1

Why can't Kim & Marco play basketball at home?

- Ⓐ Kim & Marco are not friends.
- Ⓑ Kim & Marco are mad at one another.
- Ⓒ Kim & Marco need to replace the worn-out basketball hoop with a recycled item.
- Ⓓ Kim & Marco don't know how to play basketball.

2. Claim 1, Target 1: Key Details, **Standard:** RL3.1

What is Mr. Morse's job at the recycling center?

- Ⓐ Mr. Morse's job is to separate the recyclable items that people bring to him.
- Ⓑ Mr. Morse's job is to teach math to the students after school.
- Ⓒ Mr. Morse's job is to pass-out coupons for recycled materials.
- Ⓓ Mr. Morse's job is to clean all recycled materials.



Marco gazed at the basketball hoop and threw the ball up. It whizzed through the air. "Score!" he shouted as the ball fell through with a swish.

"You won this time, but I'll beat you next time, Marco!" said Kim as the two friends made their way home. "I wish we could play at home, too, instead of only at school. It's not fair." The basketball hoop in their neighborhood park had been ruined when a tree fell and crushed it.

"My dad says the Parks Department doesn't have enough money to buy a new hoop yet," grumbled Marco in frustration.

"I feel so discouraged," said Kim. "I guess there's nothing we can do."

Marco and Kim walked past the city's recycling center. They waved at the manager, Mr. Morse. His job was to separate the plastic, paper, and metal items people brought to him. He was transferring cardboard from an overflowing bin into large, empty containers.



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3. Claim 1, Target: Point of View, **Standard:** RL3.6

What does Marco think about recycling new things?

- (A) Marco thinks it's a waste of time.
- (B) Marco thinks it's a great way to stop waste.
- (C) Marco thinks it's going to cause more problems.
- (D) Marco thinks it's not his responsibility to recycle.

4. Claim 1, Target 1: Key Details, Standard: RL3.1

What do Marco and Kim do about the ruined basketball hoop?

- (A) Marco and Kim recycle a laundry basket and use it as a hoop.
- (B) Marco and Kim sulk and complain all afternoon.
- (C) Marco and Kim sell lemonade to buy a new basketball hoop.
- (D) Marco and Kim ask their parents for money to buy a new basketball hoop.

5. Claim 1, Target 11: Illustrations in Text , Standard: RI3.7

Look at the illustration of Marco and Kim playing basketball on page 351. What parts of the illustration could exist in real life?

- (A) playing basketball inside of the house
- (B) playing soccer and basketball at the same time
- (C) playing basketball blindfolded
- (D) playing basketball with a net



Marco stared at all the old stuff. "That gives me an idea!" he said. "Mr. Morse, do you have anything we could reuse to make a basketball hoop?"

Mr. Morse picked up a plastic laundry basket.

"We were going to recycle this basket, but I think it's reusable."

"It looks useless, old, and cracked," said Kim.

"No, it could be useful," said Marco. "We can cut off the bottom to make a fine hoop, and then an adult can help us attach it to a post."

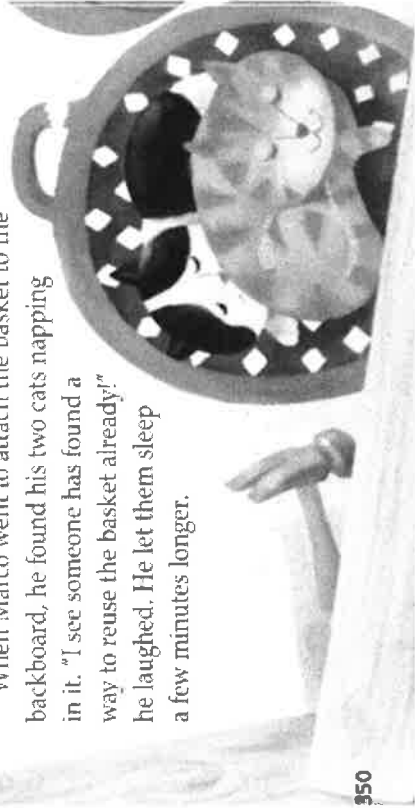
Kim frowned. "I want a new basketball hoop," she said. "Not someone else's hand-me-down."

"Why?" wondered Marco. "Reusing things is a great way to practice **conservation**. It stops waste."

"I guess we can try," said Kim. "But I still don't believe it will be as good as a new one."

They took the basket to Marco's house. His older brother, Victor, got some leftover wood from an old building project. Together they **tinkered** with the materials and made a post and a backboard.

When Marco went to attach the basket to the backboard, he found his two cats napping in it. "I see someone has found a way to reuse the basket already!" he laughed. He let them sleep a few minutes longer.



6. Claim 1 Target 10: Multiple-Meaning Words Standard: L.3.4

Read the sentence below (from page 349).

"I feel so discouraged," said Kim. "I guess there's nothing we **can** do."

What is the meaning of the word **can** in the sentence above?

- (A) a metal container
- (B) to be able to
- (C) a new puppy
- (D) a lightbulb

7. Claim 2, Target 9: Edit Clarify (conventions), Standard: L.3.2

Choose the sentence with the correct capitalization.

- (A) "Oh, no you can't," laughed kim.
- (B) He let Them sleep a few minutes longer.
- (C) mr Morse picked up a plastic laundry basket.
- (D) Marco stared at all the old stuff.



When all the parts were ready, there was only one thing **remaining** to do. Marco, Kim, and Victor took everything to the park. Kim helped dig the hole for the post, but she was still unsure. Next, Marco helped Victor ease the backboard and basket carefully into the hole.

"It looks better than I thought it would!" said Kim.

"Here's the real test!" grinned Marco. He tossed her the basketball. Kim bounced the ball, aimed, and shot a perfect basket. She was **jubilant**.

"Wow, I was wrong," she said.

"This recycled basketball hoop is really great. Now we can play whenever we want!"

"Yes, and I can beat you whenever I want," grinned Marco.

"Oh, no you can't!" laughed Kim. The two friends played basketball until dinner time.



Make Connections

What problem do Kim and Marco have? How do they reuse something to solve it?

ESSENTIAL QUESTION

Discuss how you reused something to solve a problem. How did it work? **TEXT TO SELF**



8. Claim 2, Target 9: Edit Clarify (conventions), Standard: L3.2

Choose the sentence that contains a punctuation error.

- (A) She was jubilant.
- (B) I wish we could play at home, too, instead of at school.
- (C) It looks useless, old, and cracked.
- (D) Marco and Kim walked past the citys recycling center.

9. Claim 1, Target 3: Word Meaning, Standard: L3.4

Read the sentence from the passage.

She was jubilant. (par. 3, p. 351)

Which word or phrase best states the meaning of jubilant as it is used in the passage?

- (A) joyous
- (B) bored
- (C) angry
- (D) moody

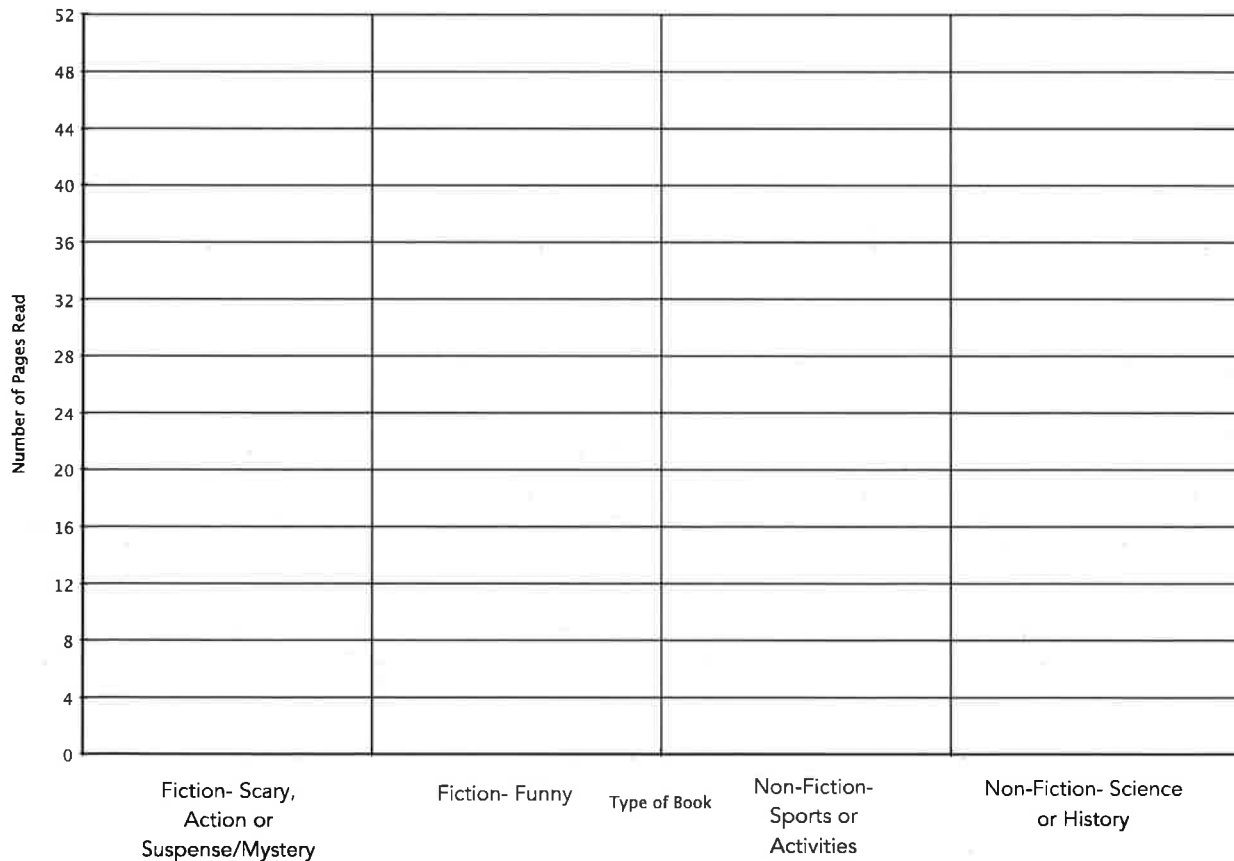
Graph Analysis Questions- Round 2

4. Which type of book was the most read? _____

5. How many more pages did students read of "Non-fiction sports or activities" than "Non-fiction science or history"? Write an equation to show the math used to determine this.

6. How many more pages of "Fiction- funny" would need to be read for this type of book to have MORE pages read than "Fiction- scary, action or suspense/mystery"? Write an equation to show the math used to determine this.

Task 2: Create a Bar Graph to represent the data, counting by fours.



Graph Analysis Questions- Round 3

7. Which type of book was the most read? _____

8. How many more pages did students read of "Non-fiction sports or activities" than "Non-fiction science or history"? Write an equation to show the math used to determine this.

9. How many more pages of "Fiction- funny" would need to be read for this type of book to have MORE pages read than "Fiction- scary, action or suspense/mystery"? Write an equation to show the math used to determine this.

10. What is the same about the three graphs?

11. What is different about the three graphs?

12. Explain to a classmate who was absent this past week how to use the graph counting by 4's to figure out how many pages of "non-fiction science or history" were read.



Name _____

Homographs are words that are spelled the same but have different meanings. Use context clues to help figure out the meaning of a homograph.

For example, the word *can* means *to be able to*. It also means *a type of container for holding things*. Look at the sentence below.

Crushed plants and an old watering can lay on the ground.

In this case, the underlined context clues help you to understand that *can* means “a type of container for holding things.”

Read each sentence below. Underline the context clues that help you understand the meaning of each homograph in bold. Then circle the letter of the correct definition of the homograph.

1. Jesse was from the country and could not **bear** to see the garden as it was.
 - a. carry
 - b. manage to accept
 - c. a big, heavy animal with thick fur and a short tail

2. Soon though, the playground was filled with garbage so we had to **desert** it.
 - a. treat after a meal
 - b. a dry area with sand and little water
 - c. to leave a place, making it appear empty

3. As the day went on, Hank’s friends walked by and **saw** what they were doing.
 - a. a tool for cutting wood
 - b. disliked
 - c. took in with the eyes

Name _____

Read the homographs below. First write two meanings of each word. Then write a sentence for each of its meanings.

1. bear: _____

2. desert: _____

3. tear: _____

4. saw: _____

5. row: _____

Name _____

- Add the endings *-s*, *-ed*, and *-ing* to verbs to show when action happens: *helps, helped, helping*.
- For most words ending in a vowel and a consonant, double the final consonant before adding *-ed* and *-ing*: *drop, dropped, dropping*.
- For most words that end with *e*, drop the final *e* before adding *-ed* and *-ing*: *bake, baked, baking*.

A. Read each sentence. Circle the word with the correct *-s*, *-ed*, or *-ing* spelling. The first one has been done for you.

1. We (named) nameed) our new puppy Boots.
2. He is (hopeing, hoping) to win first place.
3. Someone (dropped, droped) the vase and broke it.
4. My little sister (racees, races) around on her tricycle.

A suffix is a word part that can be added to the end of a base word.

-ful means “full of”

hopeful = full of hope

-less means “without”

careless = without care

-able means “can be done”

usable = can be used

B. Add the suffixes to the following base words. Write the word on the line. The first one has been done for you.

1. tear + ful = tearful 3. wash + able = _____

2. help + less = _____ 4. cheer + ful = _____

Name _____

A. Write the correct -s, -ed, and -ing forms for each verb.

Verb	+ s	+ ed	+ ing
1. dance	_____	_____	_____
2. hope	_____	_____	_____
3. wrap	_____	_____	_____
4. drop	_____	_____	_____
5. trade	_____	_____	_____

B. Read the words in the word box and circle the suffix. Then sort the words under the correct heading below.

tasteless	usable	successful
sleepless	peaceful	agreeable
likable	useless	wonderful

-ful	-less	-able
1. _____	4. _____	7. _____
2. _____	5. _____	8. _____
3. _____	6. _____	9. _____

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13. Explain to a classmate who was absent this past week how to use the graph counting by 4's to figure out how many pages of "Fiction-funny" were read in the graph counting by 4's.

14. Explain how you decided to represent the 22 pages read of "Fiction-Funny" on the graph scaled by fours.

15. What does one "bar" (box) mean in each of the three graphs? How does the meaning or value of this box change?

16. When is it useful to scale a graph?

17. How do you know what scale to make each graph (if you are not told)?

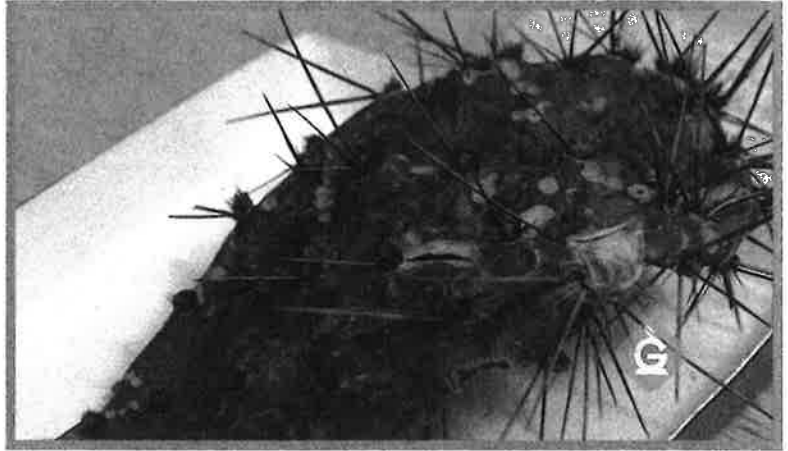


Plant Structure: Plants also have structures that help them survive.

Plants have different parts, like roots, stems, leaves, flowers, and fruit. These structures help them survive.

Some plants have really long roots that help the plant gather water from deep below the surface of the Earth.

Other plants have flowers that are the perfect shape for insects to visit and help with pollination.



Plants that live in really dry areas, like a desert, have special leaves. The spines on a cactus help protect it from animals that might try to eat the cactus in order to get the water stored inside.

Animal and Plant Structures: Each structure has a specific function.

Each plant and animal structure has a special purpose. When you think of elephants, you probably envision their long trunks and floppy ears. Both of those structures have a specific function that helps elephants survive. An elephant's trunk is a special structure that helps gather food. The big floppy ears help elephants hear noises that are far away.



Plant structures also have specific functions. Corn has special roots that help support the plant and keep it from falling over when fruit is growing on it.

Pine trees have leaves that look like needles instead of big and flat leaves like an oak tree. This helps them conserve water.



Assignment

Making an Inference from Informational Text- The Mini Six

Topic: Endeavour Space Shuttle- The Mini Six

Your Assignment:

Read the research report below. What inference can be made about Endeavour? Which sentence best supports your answer? Be sure to answer both questions in the box below.

The Endeavour's Amazing Journeys

The space shuttle Endeavour accomplished many amazing things during its time with NASA. NASA stands for the National Aeronautics and Space Administration. It is a government agency that is responsible for things like space travel and exploration.

The Endeavour was built in 1992 to replace Challenger which blew up while taking off. It traveled 123 million miles in space over a 20 year period. While the Endeavour was active it took the crew that built the first part of the International Space Station for the United States up into space. The Endeavour also took the first African American, Mae Jemison, into space.

When NASA ended its space shuttle program, the Endeavour was retired, which means that it no longer goes up into space. It was moved to the California Science Center in Los Angeles, California in 2012. It took a 3-day journey through the streets of Los Angeles in

order to make it to its final destination. Streets were closed, trees were trimmed, and the police escorted it from the airport. The trip from the airport to the science center was only 12 miles, but it cost \$10 million dollars to do it.

The Endeavour is now a permanent exhibit at the California Science Center because the science center had to build a building around the shuttle to enclose it. Many people visit the Endeavour to see it up close. It helps people remember the past and imagine for the future.

Stem Starters:

You may want to consider starting your response using one of these stems. You do not have to do so, but they are here to help you if you need them.

I infer that the author thinks...

The author thinks that...

I can tell that the author thinks...

Your Response:

Name _____

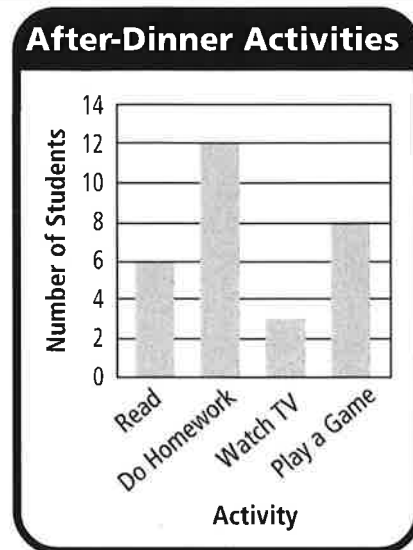
Use Bar Graphs



COMMON CORE STANDARD—3.MD.3
Represent and interpret data.

Use the After-Dinner Activities bar graph for 1–6.

The third-grade students at Case Elementary School were asked what they spent the most time doing last week after dinner. The results are shown in the bar graph at the right.



- How many students spent the most time watching TV after dinner?

3 students

- How many students in all answered the survey?

- How many students in all played a game or read?

- How many fewer students read than did homework?

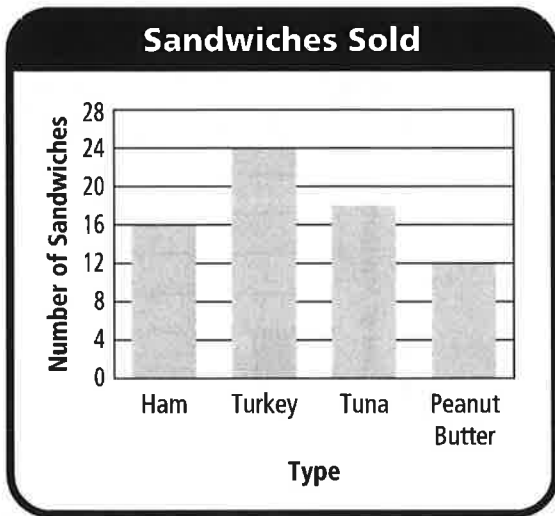
- How many more students read than watched TV?

Problem Solving



- Suppose 3 students changed their answers to reading instead of doing homework. Where would the bar for reading end?

Lesson Check (3.MD.3)



1. The bar graph shows the number of sandwiches sold at Lisa's sandwich cart yesterday. How many tuna sandwiches were sold?
-

Spiral Review (3.NBT.1)

2. What is 582 rounded to the nearest ten?
-
3. Savannah read 178 minutes last week. What is 178 rounded to the nearest hundred?
-

4. Estimate the difference.

$$\begin{array}{r} 371 \\ - 99 \\ \hline \end{array}$$

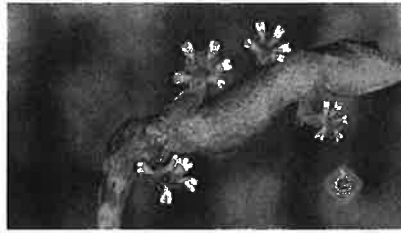
5. Estimate the difference.

$$\begin{array}{r} 625 \\ - 248 \\ \hline \end{array}$$

EXAMPLES OF THE STRUCTURES & FUNCTIONS OF LIVING THINGS



Whip spiders capture prey with unique legs. The special claw-like grabbers are a specialized structure used for gathering food.



Geckos have the ability to stick to almost any surface. Scientists were inspired by the gecko to create a super sticky tape that is really strong but doesn't leave residue when it is taken off surfaces.



The "sea coconut" is the largest and heaviest seed in the world. These extra large seeds hold nutrients for the growing plant, and they also float so they can travel far across the ocean.

ANIMAL AND PLANT STRUCTURES VOCABULARY

Structure Anything made up of a number of parts held together in a particular way.

Internal Structures Structures found on the inside of living things, such as the heart, lungs or brain.

External Structures Structures found on the outside of living things like skin, eyes and claws.

Whip Spider Also called a tailless whip scorpion, they are harmless to humans. They have eight legs but only six are used for walking. They are found in tropical regions worldwide and like to come out at night. They eat mostly insects and have many interesting internal and external structures discussed in the video.

Exoskeleton A type of skeleton found on the outside of a living thing that covers its body for protection. Common examples include ants, beetles and crabs. While an exoskeleton provides protection, it also needs to be shed for an animal to grow larger.

Endoskeleton "Endo" means internal or within so an endoskeleton is a skeleton that is on the inside of a living thing. Humans and all mammals have endoskeletons. Bugs and beetles for example have exoskeletons.

ANIMAL AND PLANT STRUCTURES DISCUSSION QUESTIONS

What are some of the functions of Bob the Monitor Lizard's claws?

Bob's claws are used for digging, climbing and catching prey.

What structure gives the Monitor Lizard an enhanced sense of smell?

Bob the Monitor Lizard has a forked tongue, which enhances his sense of smell and helps him find prey. This is the same type of tongue a snake has. It is very sensitive to particles of matter in the air.

What are some of the structures and functions of the whip spider?

The whip spider has big arm-like jaws at the front of its body to help it catch prey. It also has a pair of very long thin legs covered in hairs that it uses to sense things in its environment.

What is an exoskeleton?

Exoskeletons are hard structures found on the outside of the body of some animals. Common examples include ants, beetles and crabs.

What is the function of the coloring on a butterfly wing?

Some butterfly wings are colored to look exactly like a leaf, which camouflages it and protects it from predators.



Compton USD

Learning Packet # 3

ELD

Third Grade

Name: _____

3rd Grade-ELD Learning Packet

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Week 4

Day	Lesson	Date Completed
1	Vocabulary: Use the word from the box to answer each question. Then, use the word in a sentence.	
	Comprehension and Fluency: Read the literary passage: "Joseph Bruchac". Answer questions A (1-3) & B.	
	Comprehension: Sequence: Read the selection and complete the Graphic Organizer.	
2	Vocabulary: Compound Words. Underline the compound word. Then write its definition.	
	Final e/Inflectional Endings: Complete sections A (questions 1-5) and B (Questions 1-6).	
	Read the literary passage. Answer questions 1-3.	
3	Writing Traits: Organization. Read the Draft Model. Use the questions to help you to draft the paragraph. Then, rewrite the paragraph adding words that show time and order.	
	Read the passage and follow the directions.	
4	Read the literary passage. Respond to the text by reading and completing the sentence starters.	
5	Present Tense Verbs: Read the information in the box. Then, Answer sections A (questions 1-4) AND b (QUESTIONS 1-4)	

Recommended Online Usage	
<input type="checkbox"/> I-Ready Reading - 45 minutes per week	<input type="checkbox"/> I-Ready Math - 45 minutes per week
<input type="checkbox"/> Imagine Learning for English Learners - 90 minutes per week	<input type="checkbox"/> Dreambox - 90 minutes per week

Name _____

admires	community	practicing	scared
classmate	contribute	pronounce	tumbled

Use a word from the box to answer each question. Then use the word in a sentence.

1. What is another word for *afraid*? _____

2. What word can describe a friend who sits next to you at school?

3. What is another word for *give*? _____

4. What helps people get better at doing something? _____

5. What word means *say the sound of*? _____

6. What word describes a place where people live and work together?

7. What word means *thinks well of*? _____

8. What happened to the fruit when it fell out and rolled to the ground?

Name _____

Read the passage. Use the ask and answer questions strategy to be sure you understand what you read.

Joseph Bruchac

Growing Up Near Mountains

4 Joseph Bruchac grew up in the mountains of New York. He
15 lived with his grandmother and grandfather. Young Joseph loved
24 to go with his grandfather everywhere he went. His grandfather
34 showed him how to walk softly through the woods and how to
46 fish in the lakes and rivers.

52 As a child, Joseph spent time working in his grandparents'
62 store. When he made mistakes, his grandfather would never shout
72 or yell at him. Instead, he would talk to Joseph about what had
85 happened. That way Joseph could know how to do better the next
97 time. During the winter, farmers would come to the store. They
108 would sit around the stove and tell Joseph stories.

117 While growing up, Joseph loved to read and write. Joseph's
127 grandmother kept bookshelves in the house full of books. There
137 was always plenty to read. He liked to read storybooks about
148 animals. He also liked reading poetry. He even wrote some
158 poems of his own! One time, he wrote a poem for his teacher.
171 She was very proud.

Name _____

A. Reread the passage and answer the questions.

1. What happened during the winter at Joseph’s grandparents’ store?

2. What happened next after Joseph read stories to his sons?

3. Reread the fifth paragraph. What did Joseph do after he began to write stories?

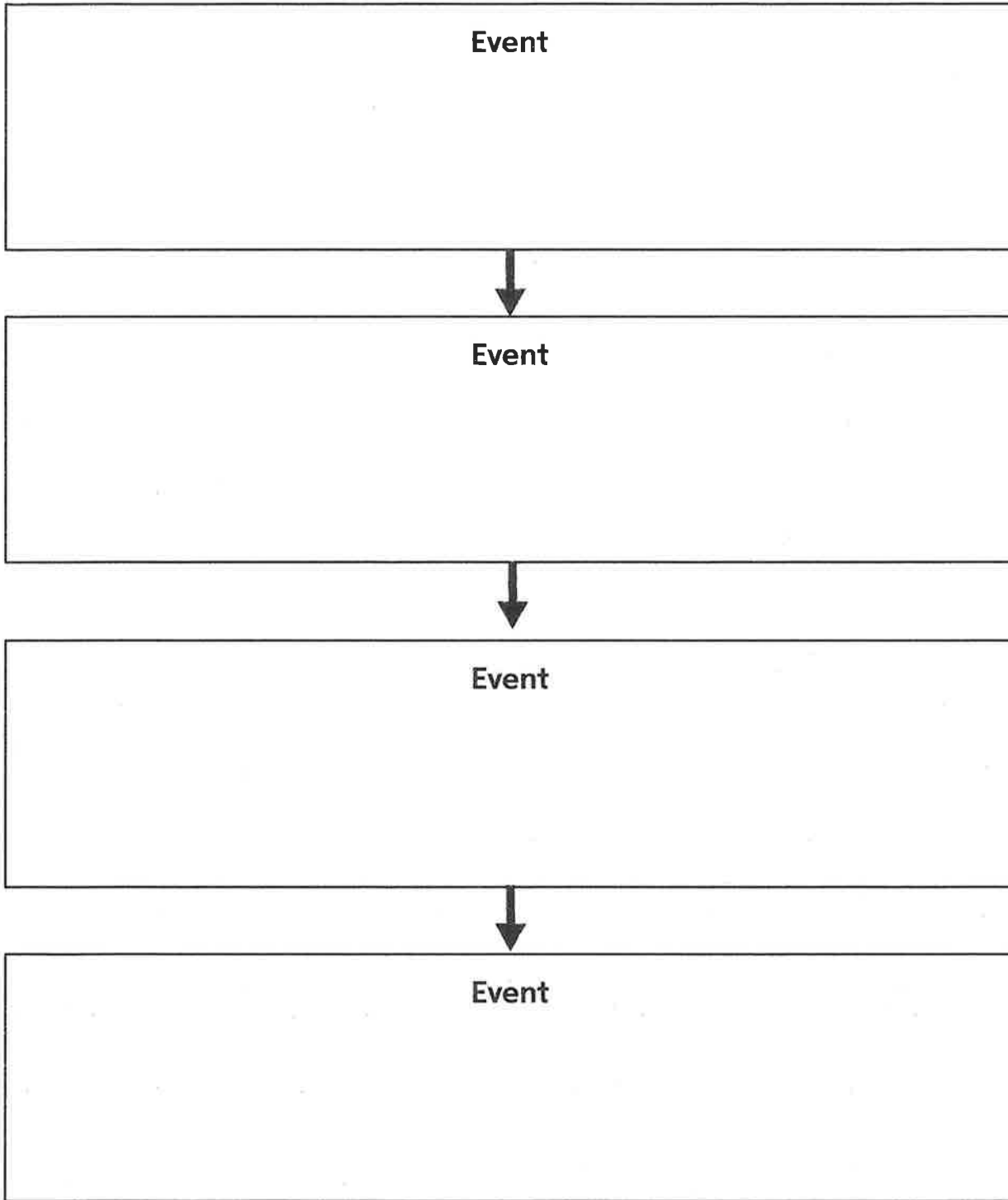
B. Work with a partner. Read the passage aloud. Pay attention to rate. Stop after one minute. Fill out the chart.

	Words Read	-	Number of Errors	=	Words Correct Score
First Read		-		=	
Second Read		-		=	

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Name _____

Read the selection. Complete the sequence graphic organizer.



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Name _____

Underline the compound word in each sentence. Then write its definition. Use a dictionary to help you.

1. His grandfather showed him how to walk softly through the woods.

2. He liked to read storybooks about animals.

3. There were plenty of bookshelves in the house full of books.

4. But he still lives in the hometown where he grew up.

Name _____

A. Read each sentence. Underline the word that has a long vowel sound and a final *e*.

1. Each summer they camp at the lake.
2. The plane should land at noon today.
3. The boy read about the life of his hero.
4. Our teacher pointed to each continent on the globe.
5. The woman plans to skate on the pond this winter.

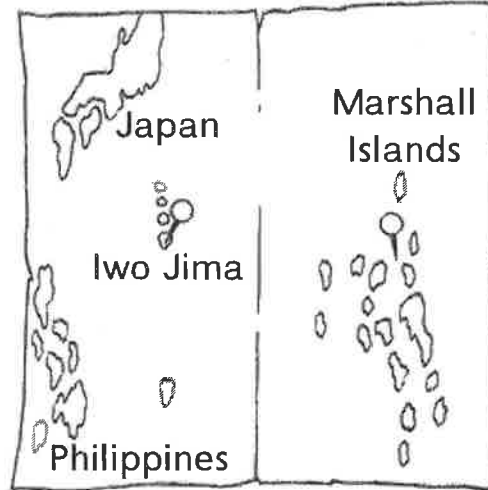
B. Circle the word with the correct *-ed* or *-ing* spelling to complete each sentence. Then write it on the line.

1. I am _____ my money to spend on vacation.
saveing saving
2. He _____ the broccoli and liked it.
tasted tasteed
3. We are _____ plans to visit our grandparents.
making makeing
4. The teacher _____ the spelling tests last night.
gradeed graded
5. I have been _____ ever since I heard the good news.
smilling smiling
6. The artist _____ the clay into a small bowl.
shaped shapped

Name _____

Keith Little

During World War II, I was a soldier and fought battles in the Marshall Islands and on Iwo Jima in the Pacific Ocean. I was one of the Navajo code talkers. The code talkers used the language of the Navajo people to send messages to the troops. The enemy didn't know this language and couldn't read our code. Our work helped the United States win many battles. After the war, I taught people about Navajo language and culture.



Map of the Philippine Sea

Answer the questions about the text.

1. How do you know this text is an autobiography?

2. What text features does the text include?

3. What information does the map give you?

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about how you can add language to show the time and order of events.

Draft Model

I went camping with my dad. I helped my dad put up our tent. We built a fire. We roasted hot dogs and marshmallows. We put out the fire and went to sleep in our tent.

1. When did the writer go camping?
2. What did the writer do first?
3. What word or words that show order would tell when the writer roasted marshmallows?
4. What words would help signal what the writer did last?

B. Now revise the draft by adding words that show time and order to help readers learn more about how the camping trip unfolded.

Name _____

The student who wrote the paragraph below used text evidence from two different sources to respond to the prompt: *How can people follow their own dreams and at the same time celebrate their traditional cultures? Use text evidence from two sources to support your answer.*

People can follow their dreams while celebrating their traditional culture by figuring out how to combine the two things. For example, Gary Soto was a dreamer who loved to read. He also loved his Mexican culture, and his family enjoyed Mexican mariachi music. Later, as an adult, Gary shared his Mexican culture with others through his writing.

The Polonia Ensemble of Chicago is another example. They love to dance, and they love their Polish culture. They follow their dream of sharing their culture through their costumes, music, and dancing. They march in parades and dance at festivals. They show that by combining their traditional culture with their personal dreams, they can enjoy both.

Reread the passage. Follow the directions below.

1. **Draw a box** around the topic sentence that explains the main idea.
 2. **Circle** text that helps you understand the sequence of events.
 3. **Underline** the sentence that sums up the informational text.
 4. **Write** the complete subject of this sentence: The Polonia Ensemble of Chicago is another example.
-



Essential Question

How do teams work together?

Use Graphic Organizer 146 to take notes while you read.

Rescuing Wild Animals

Expository Text

Rescue teams help people in trouble. Sometimes wild animals need help, too. That is when animal rescue teams go to work.

Sometimes wild animals are hurt in disasters, like fires or tornadoes. When people see a wild animal in trouble, they call an animal control officer.

The officer sends rescue workers to find the animal and catch it. The animal may not **trust** humans and may be afraid. The animal might try to bite. But the rescue workers are brave and very smart! They know how to move carefully. They make sure the animal does not bite or run away. The rescue workers use special equipment to catch the animal and hold it.

Next, the rescue workers decide the best way to help the animal. They always think carefully about what to do. Sometimes the animal only needs to be moved to a safe place.

Other times, the animal is badly hurt. In **emergencies** like this, the rescue workers take the animal to an

animal hospital. There, special doctors called veterinarians take care of the animal. Then the rescue workers take the healthy animal back to its home. Animal rescue teams are full of heroes!



U.S. Fish & Wildlife Service

An animal rescue team helps wild animals in trouble.

Respond to the Text

Name _____

Read the text. Use Graphic Organizer 146 to record your ideas and notes. Have a collaborative conversation with your partner. Use the sentences below to start the conversation. Cite text evidence and record your ideas on the graphic organizer. Present your ideas to the class.

1. Explain why people call an animal control officer.

An animal control officer _____
_____.

2. Discuss why the rescue workers take animals to an animal hospital.

The rescue workers _____
_____.

3. Explain how veterinarians help animals.

Veterinarians _____ and
_____.

 **Write Work with a partner. Discuss your notes about "Rescuing Wild Animals." Then write your answer to the Essential Question.**

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How do animal control officers, rescue workers, and veterinarians work together?

The animal control officer _____
_____.

If the animal is hurt, _____
_____.

Then, veterinarians _____.

Name _____

Present-tense verbs tell about actions that are happening now.

Remember: A present-tense verb must agree with its subject. Do not add *-s* or *-es* to a present-tense verb when the subject is plural or *I* or *you*.

I like apples. My mother likes apples.
He washes the apples.

A. Write the correct form of the present-tense verb.

1. She _____ today. (dance)
2. Do you _____ apples? (like)
3. A fish _____ in the pond. (swim)
4. She _____ the game. (watch)



B. Correct each sentence by writing the correct form of the underlined verb.

1. She splash the water. _____
2. He fix the chair. _____
3. She catch the ball. _____
4. I mixes some paint. _____

