



Compton USD Learning Packet #4

Third Grade

Name _____

3rd Grade Learning Packet

TABLE OF CONTENTS

Week 5

Day	Lesson	Date Completed
1	Closed Syllables/Related Words Determine a Theme from Literary Text- Topic: Camped in the Backyard	
	Create a Favorite Summer Fruit chart with your family. Start the lesson: Summer Fruit. Complete Data Collection & Analysis section.	
	Social Studies: Read "The Constitution and the Three Branches of Government"	
2	Do the Vocabulary activity. Read "Rescue Dogs Save the Day" and answer the questions.	
	Complete the lesson, Summer Fruit, #8-10	
3	Genre/Text Feature, Vocabulary Strategy: Sentence Clues Writing Traits: Organization, Write to Sources	
	Complete lesson 2.5: Make Bar Graphs	
	Social Studies: Read "The Executive Branch and The President."	
4	Grammar: Pronoun-Verb Agreement, More Pronoun-Verb Agreement Grammar: Pronoun-Verb Agreement, Proofread	
	Complete lesson 2.6: Solve Problems Using Data	
	Social Studies: "Read "The Legislative Branch and The Judicial Branch."	
5	Determine a Theme from Literary Text- Topic: No Helmet Writing Traits: Word Choice	
	Complete lesson 2.2: Use Picture Graphs	
	Social Studies: Answer the questions about "Three Branches of Government."	

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 _____

A syllable that ends in a consonant is called a closed syllable. Most closed syllables have a short-vowel sound. In words with a vowel-consonant-vowel (VCV) spelling pattern, the word is usually divided between the two consonants.

bas / ket

num / ber

hid / den

A. Read each word. Circle the answer that shows the word correctly divided into syllables. The first one has been done for you.

- | | | |
|------------|---|---------------|
| 1. butter | <input checked="" type="radio"/> a. but / ter | b. bu / tter |
| 2. follow | a. foll / ow | b. fol / low |
| 3. problem | a. prob / lem | b. pro / blem |
| 4. rabbit | a. rab / bit | b. ra / bbit |
| 5. lesson | a. less / on | b. les / son |

Related words share a common root or base word. For example, the words *bicycle* and *tricycle* share the common root *cycl*.

B. Read each pair of related words. Choose a word from the word box that is the common root for each pair of words. Write the word on the line. The first one has been done for you.

vita

auto

act

gram

num

- | | | |
|--------------|------------|-------------|
| 1. diagram | hologram | <u>gram</u> |
| 2. autograph | automobile | _____ |
| 3. vitamin | vital | _____ |
| 4. active | react | _____ |
| 5. renumber | numeral | _____ |

Name _____

basket	letter	mammal	chapter	chicken
rabbit	invite	number	follow	butter
lesson	bedtime	fellow	problem	napkin

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

1. plate, placemat, _____
2. lunchtime, daytime, _____
3. squirrel, chipmunk, _____
4. bird, reptile, _____
5. postcard, email, _____

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

6. I had toast with _____ and jam for breakfast.
7. Can the repair shop fix the _____ with the engine of our car?
8. The last _____ in this book is very exciting.
9. I will _____ all my friends to my birthday party.
10. Mom puts vegetables into a big _____ at the market.
11. A good _____ for life is learning to be patient.
12. Our house _____ is 24 Oak Lane.
13. Dad says, "A good _____ uses good manners."
14. A _____ can live for seven or eight years.
15. If the Smiths know the way, we should _____ them to the museum.



Assignment

Determine a Theme from Literary Text- The Mini Six

Topic: Camped in the backyard- The Mini Six

Your Assignment:

Read the story below. What is the lesson or moral of the passage?

Write one sentence to answer this question.

The Big Night Out

By Kiki E.

A couple of weeks ago I had an unexpected day off from work. I didn't want to do the usual which is rent a movie, so I made a plan. Boy were my kids going to be surprised! After heading out to Ralph's for some supplies, I invited our cousin, Vin, over to get in on the action. Once Vin arrived, I ordered pizza from the local Pizza Hut.

When our bellies were full of tasty pizza, my kids and I camped out in my backyard! Not being one to "rough it," I was a little nervous about my adventure. It took me a while, but I set up my tent all by myself and the kids even set up their tent too! As the daylight faded into darkness, I toasted marshmallows on the crackling fire to turn them into S'mores. They're called S'mores because once you have one, you always want SOME MORE! At the end of the evening, I snuggled in my tent like a bear in its cave, hoping for a long hibernation. That's when I saw the shadow of a wild beast passing by my tent. It had pointy ears and a long tail- oh no! Luckily it was just my cat. Unfortunately, my

^

name:

date:

#:

Summer Fruit



Data Collection:

1. What is your favorite type of fruit to eat in the summer?

2. If you could pick from fresh strawberries, watermelon, grapes, blueberries, apples, or peaches, which would you pick?

3. Select ONE fruit that would be your first choice (watermelon, strawberries, grapes, blueberries, apples and peaches) and write your name in that circle.

Displaying the Data:

Your team is in charge of organizing the class party and needs to figure out which fruit to have. You can only have 2 types of fruit at the party.

4. What two types of fruit will you have? Why?

5. Your teacher wants to see why you are picking these two types of fruit. Find a way to organize the data (the information on the board about which type of fruit each student likes best) so that it is easy to see which type of fruit people prefer the most, the least and how many more people like one type of fruit than the other. Draw your data display below.

Analysis Questions:

1. What type of fruit does your class like best?

2. What type of fruit does your class like the least?

3. How many more students like the most popular choice than the least popular choice? Write a number sentence to show this.

4. How many more people would need to vote for the second place fruit to make it the first place choice? Write a math equation to show how you figured that out.

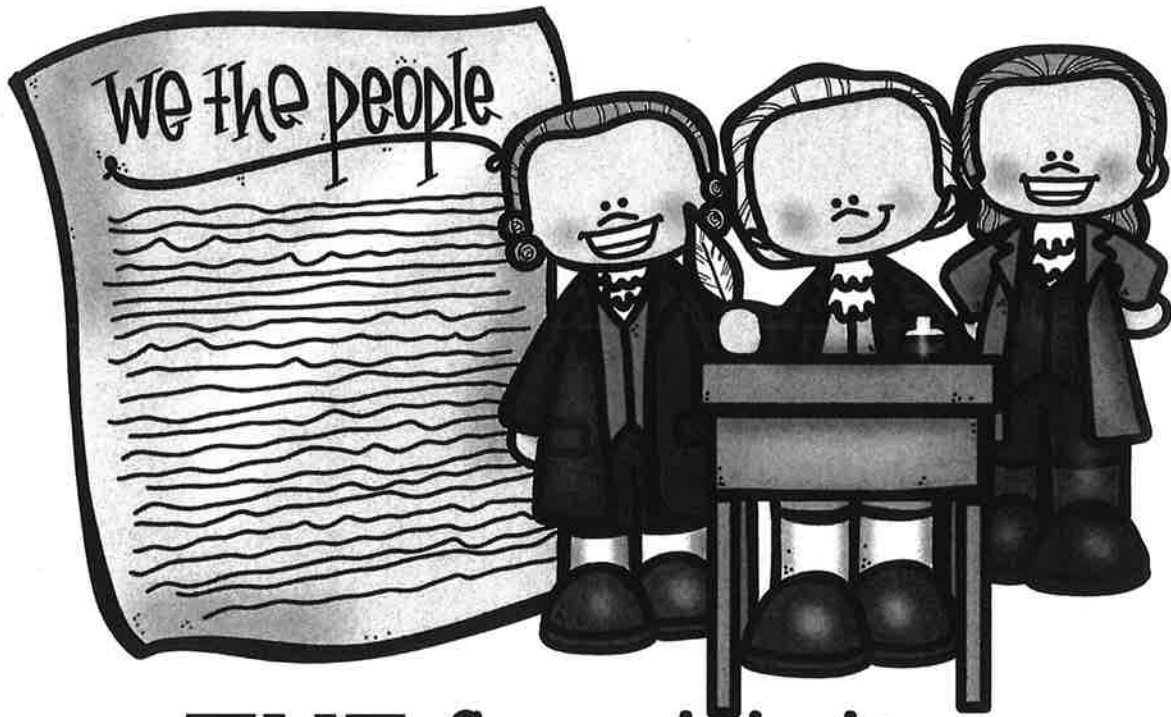
5. Your class will team up with another 3rd grade class for this party. A similar survey is done with the other class about their favorite fruit. Modify (adjust) your data display to now include this class's data. Use a new color to add on to your graph.

- The total for watermelon is now twice what it was.
- The total for strawberries is 2 more than it was.
- The total for peaches is 4 more than it was.
- The total for blueberries is 3 times what it was.
- The total for apples stays the same.
- The total for grapes is 5 more than it was.

6. What two types of fruit will your order for the combined class party? Why?

7. Is it easier to answer questions about the data when it was written on the board or once you organized it? Why?





THE *Constitution*

The Constitution is the structure for the federal government of the United States. It is the highest form of law in the country. The Constitution created the branches of government and gives them the power to run the government. It also protects the citizens of the United States and guarantees the people's basic rights.





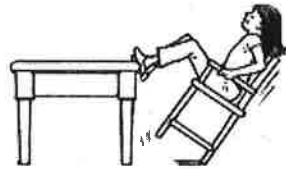

USA

THE *Three* BRANCHES OF GOVERNMENT

There are three branches of government in the United States. They all share the responsibilities of being in charge of the United States. They all have different jobs to do.

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
equipment	The new baseball <u>equipment</u> was a great gift.	
accidental	She felt bad about the <u>accidental</u> stain on her sweater.	
respond	It does not take long for the police to <u>respond</u> to a call for help.	
harmful	Too much sunlight is <u>harmful</u> to the small flowers.	
careless	If you are <u>careless</u> , you might fall over.	
purpose	The <u>purpose</u> of watering the plant is to keep it healthy.	

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Name _____

equipment	accidental	purpose	respond
disasters	prevention	harmful	careless

A. Read each clue. Then write the vocabulary word that best fits the clue.

- 1. causing harm or pain _____
- 2. tools needed for a job _____
- 3. not planned _____
- 4. reason _____
- 5. react _____
- 6. sudden misfortunes _____
- 7. stopping _____
- 8. not paying attention _____

B. Read the sentences below. Then edit them by crossing out the word or words that can be substituted with a vocabulary word. Write that word on the line.

- 9. The winds from the strong storm were destructive and caused many trees to fall. _____
- 10. He was not paying attention and failed to answer all the questions on the test. _____

Unit 5 Week 3

CCSS Shared Read Genre • Expository

Rescue Dogs Save the Day

Rescue dogs are trained to go anywhere they are needed.

Essential Question
How do teams work together?
Read how rescue dogs help in emergencies.

362

Rescue Dogs Are Heroes

Rescue teams are there when we need them. They **respond** quickly to help people in trouble. They are brave heroes. But heroes aren't always people. Heroes can be dogs, too!

Rescue Dogs Are Heroes

Rescue dogs are always ready to go to work. They team up with police, fire and other rescue workers. They are good at finding people who are lost. They rescue families after earthquakes and other **disasters**. They work in all types of weather. And the best news is that rescue dogs can do their jobs with no special **equipment**. All they need is their excellent hearing and a good nose!

Rescue dogs are smart and brave. They listen well to commands and do their jobs even when they are tired, thirsty, or hungry. They are friendly and get along well with their handlers, the people who work with them. They also must be obedient and do what they are told.

Certain breeds of dogs are easier to train to work in dangerous rescue situations than others. The Border Collie is one breed of dog used during disasters and emergencies. Border collies can work for a long time. They do not get tired easily, and that's important. But dogs need more than energy. They also need to follow commands, and that takes a lot of training.

363

1. Claim 1, Target 4: Reasoning and Evidence, Standard: RL3.6

This question has two parts. First, answer Part A. Then, answer Part B.

Part A

Why do border collies make great rescue dogs?

- (A) Border collies make great rescue dogs because they bark loudly.
- (B) Border collies make great rescue dogs because they do not eat a lot.
- (C) Border collies make great rescue dogs because they do not tire easily and can work for long periods.
- (D) Border collies make great rescue dogs because they can see well at night.

Part B

Which sentence from the passage **best** supports your answer in Part A?

- (A) The border collie is one breed of dog used during disasters and emergencies.
- (B) Heros can be dogs, too!
- (C) They can drink a lot of water.
- (D) But dogs need more than energy.

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

Why are rescue dogs considered heroes? Choose **two** answers.

- (A) They are considered heroes because they are in movies.
- (B) They are considered heroes because they can work in all kinds of weather, have excellent senses, and don't need special equipment.
- (C) They are considered heroes because they bark to warn the owner of possible dangers.
- (D) They are considered heroes because they help people in need.

3. Claim 1, Target 6: Text Features, Standard RI3.5

Look at the table on page 364. Then, answer the question below.

What is a bloodhound's special trait?

- (A) lots of energy and stamina
- (B) bravery
- (C) sense of smell
- (D) friendly

4. Claim 1, Target 10, Word Meaning: Standard RF3.3

The suffix -ful means "full of". What does the word **harmful** on page 364, paragraph 1 mean?

- (A) full of anger
- (B) full of communication
- (C) full of unsafe conditions
- (D) full of questions

5. Claim 1, Target 10, Word Meaning: Standard RF3.3

The suffix -less means "without or lacking". What does the word **careless** on page 364, paragraph 2 mean?

- (A) lack of care
- (B) lack of drive
- (C) lack of strength
- (D) lack of questions

6. Claim 1, Target 6 Text Structures and Features, Standard: RL3.7

Look at the chart on page 364. What is the **most likely** reason that the author used this chart in the passage?

- (A) to show the readers that each dogs special quality and name of its breed is a match
- (B) to show the readers that each dog can bark
- (C) to show the readers that each dogs like to smile
- (D) to show the readers that each breed has a special quality that makes it a hero

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

Choose the sentence with the correct capitalization.

- (A) It can take up to two years to completely train a Rescue Dog.
- (B) Rescue Dogs are always ready to go to work.
- (C) Rescue dogs really are heroes!
- (D) Rescue dogs begin their training as Puppies.

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

Choose the sentence that contains a punctuation error.

- (A) The dogs learn to work outdoors in heat cold and bad weather.
- (B) A dog's sense of smell is much stronger than a person's.
- (C) Heroes can be dogs, too.
- (D) When a dog finds someone, it barks to alert its partner.

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

Read the sentence from the passage.

Sometimes rescue teams go to schools to teach children about safety and disaster **prevention**.

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

- (A) relationships
- (B) puzzles
- (C) communication
- (D) precautions

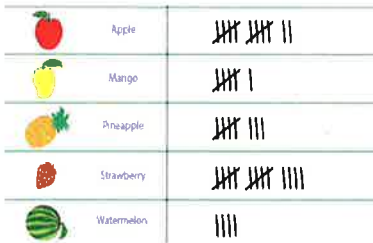
10. Claim 1, Target 2 (TM5): Constructed Response Standard: RL3.2

What steps are involved in making one's dog a rescue dog? Explain using key details from the story to support your answer.

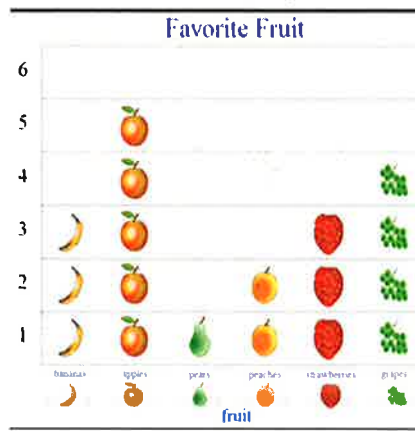
8. What types of things can you see better when the data is organized?

9. Following is a sample of a Tally Chart, a Picture Graph and a Bar Graph. Note they do NOT represent the same data as your class or one another, but are samples for you to consider. Study all three and then explain what the advantages and disadvantages are of each display. Consider what information you can see easily and what takes more work.

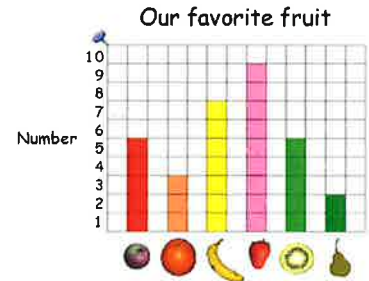
Tally Chart



Picture Graph



Bar Graph



Type of Display	Advantages	Disadvantages
Tally Chart		
Picture Graph		
Bar Graph		

10. Why do we have different data displays?

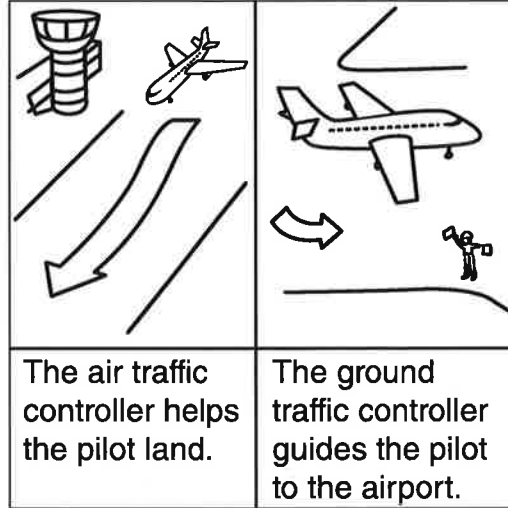


Name _____

Teamwork at the Airport

The pilot of a plane calls the air traffic controller to say that the plane is approaching. Then the air traffic controller looks at the runway and makes sure that there are no planes on it. If the runway is clear, the controller tells the pilot to land.

Once the plane is on the ground, the pilot talks to the ground traffic controller. The ground traffic controller looks for the best route away from the runway and guides the plane to the airport.



Answer the questions about the text.

1. Expository text tells about a topic. What topic does this text tell about?

2. What text feature is included?

3. What does the chart show?

4. What does the ground traffic controller help the pilot do?

Name _____

Sentence clues can help you figure out the meaning of an unfamiliar word. Use the words or sentences before or after an unfamiliar word to help you. Look at the underlined clues in the sentence below to help you figure out the meaning of *predict*.

We try to **predict**, or know, about emergencies before they happen.

The sentence clues above let you know that *predict* means “know about beforehand.”

Read each sentence. Look for sentence clues to help you understand the meaning of each word in bold. Then circle the letter of the correct definition of the word.

- There are many volunteer groups who provide assistance or **relief** to people in need. Another word for **relief** is
 - help
 - maps
- A **tragedy** like a flood or a fire can change the lives of people forever. A **tragedy** is
 - a terrible event
 - a movie
- People who lost their homes and everything they owned after the hurricane were the **victims** most affected by the storm. **Victims** are
 - scientists
 - people suffering
- If you want to go swimming, it is **essential** that you swim where there is a lifeguard. To be **essential** is to be
 - funny
 - necessary
- Knowing that someone can help you in a time of need is a very **encouraging** thought. If something is **encouraging**, it is
 - giving hope
 - terrible

Name _____

A. Read the draft model. Use questions that follow the draft to help you create a strong paragraph.

Draft Model

One of a police officer’s duties is to stop crime. They have radios to tell them where a crime is happening. Police officers arrest criminals so they can’t commit any more crimes.

1. What is the main idea of the draft model? What topic sentence could you add to show this?
2. Do all of the other sentences support the main idea? Should any be deleted?
3. How can you strengthen the connection between the supporting sentences and the main idea?
4. Why are police officers important to a community?

B. Now revise the draft by creating a strong paragraph with a topic sentence and supporting sentences about police officers.

Name _____

The student who wrote the paragraph below used text evidence from two different sources to answer the prompt: *How are wildfires a danger to the environment and the people living in their paths?*

Like hurricanes, wildfires can be very harmful to the natural world, as well as to people. They are fast-moving and hard to keep up with when they start. They spread quickly, and they are very easy to start. It only takes a spark from a campfire, a dropped match, or a single lightning strike to start a blaze. And this blaze can destroy a forest filled with trees, plants, and animals. Wildfires are also very dangerous to people. They easily burn up homes and fields with crops. The firefighters who try to control fires cannot just stop the fire the way Windy Gale stopped the hurricane. The fire can harm them, too. It doesn't take much to start a wildfire, but once one is burning, the fire can be a real threat to wildlife and people.

Reread the passage. Follow the directions below.

1. Circle the sentence the student uses to introduce the topic.
2. Underline important facts and details in the paragraph that support the topic sentence.
3. Draw a box around the concluding statement that sums up the paragraph.
4. Write an example of correct pronoun-verb agreement on the line.

Name _____

Make Bar Graphs

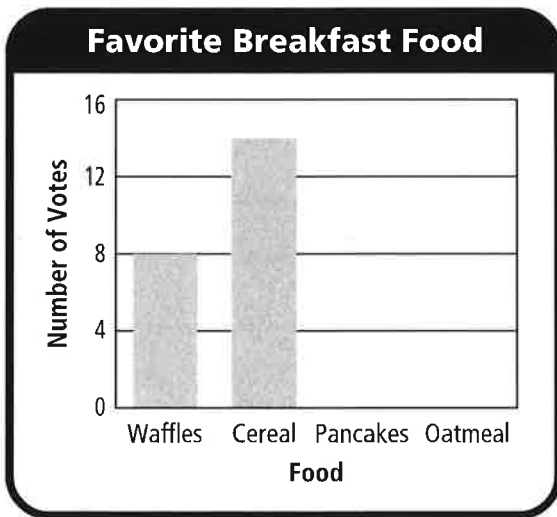


COMMON CORE STANDARD—3.MD.3
Represent and interpret data.

Ben asked some friends to name their favorite breakfast food. He recorded their choices in the frequency table at the right.

Favorite Breakfast Food	
Food	Number of Votes
Waffles	8
Cereal	14
Pancakes	12
Oatmeal	4

- Complete the bar graph by using Ben's data.



Use your bar graph for 2-5.

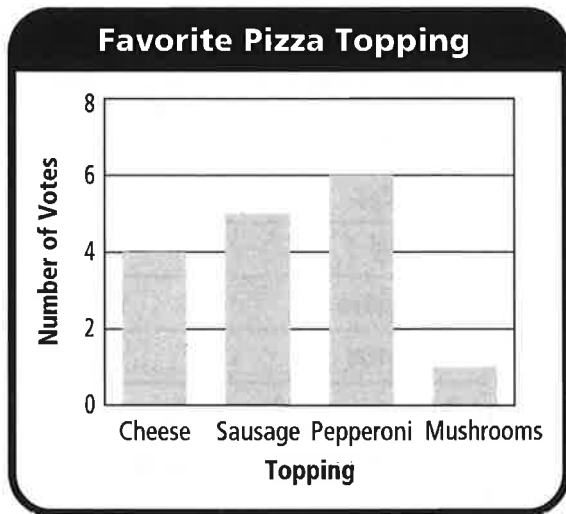
- Which food did the most people choose as their favorite breakfast food?

- How many people chose waffles as their favorite breakfast food?

- How did you know how high to draw the bar for pancakes?

- Suppose 6 people chose oatmeal as their favorite breakfast food. How would you change the bar graph?

Lesson Check (3.MD.3)



1. Gary asked his friends to name their favorite pizza topping. He recorded the results in a bar graph. How many people chose pepperoni?

2. Suppose 3 more friends chose mushrooms. Where would the bar for mushrooms end?

Spiral Review (3.OA.9, 3.NBT.1)

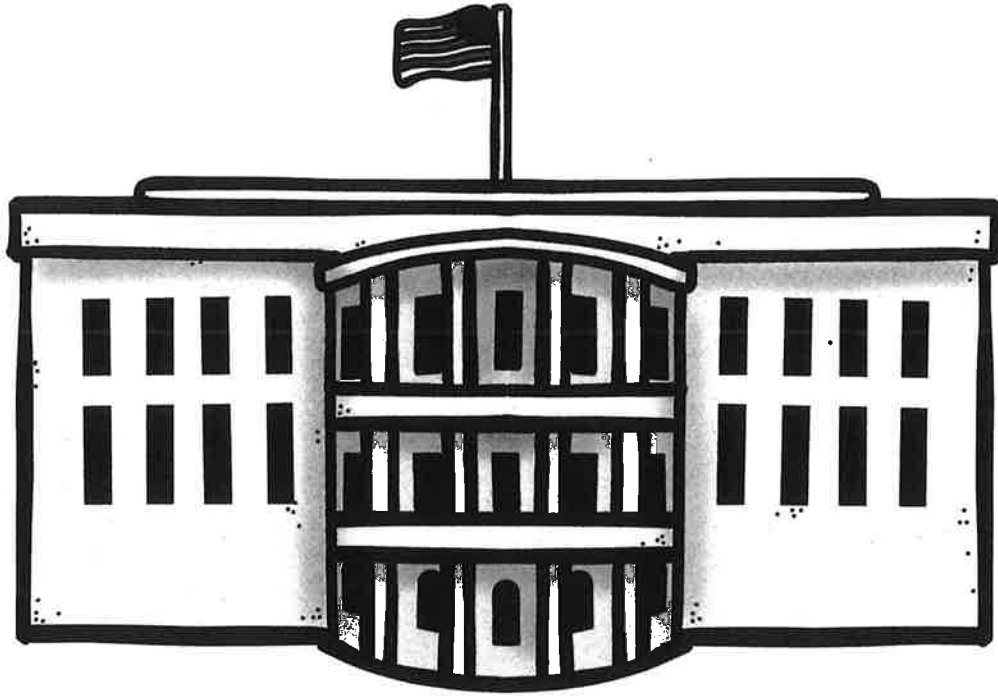
3. Estimate the sum.

$$\begin{array}{r} 458 \\ + 214 \\ \hline \end{array}$$

4. Matt added $14 + 0$. What is this sum?

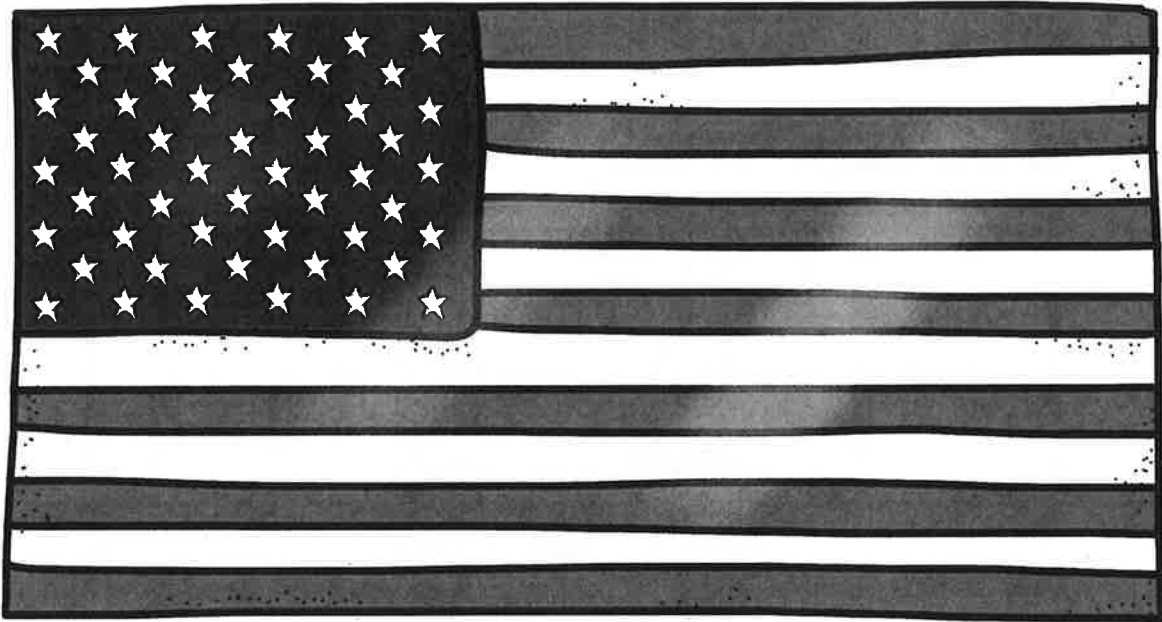
5. There are 682 runners registered for an upcoming race. What is 682 rounded to the nearest hundred?

6. There are 187 new students this year at Maple Elementary. What is 187 rounded to the nearest ten?



THE *Executive* **BRANCH**

The leader of the Executive Branch is the President of the United States. The President holds all the power for this branch of the government and the other members report to the President. Other parts of the Executive branch include the Vice President, the Executive Office of the President, and the Cabinet.



THE *President*

The President of the United States is the leader of the Executive Branch. The President holds all the power for this branch of the government.

Name _____

- A present-tense **verb** must agree with its subject pronoun in simple and compound sentences.
- Add -s or -es to most present-tense action verbs when using singular pronouns *he*, *she*, and *it*.

Circle the subject pronoun in each sentence. Choose the correct verb to complete each sentence. Write the sentence on the line.

1. She (read, reads) a story to us every day.

2. It (make, makes) us laugh to hear funny stories.

3. It (take, takes) us twenty minutes to walk to the library.

4. He (look, looks) for books about monkeys.

5. She (help, helps) him find the books that he wants.

Name _____

- Do not add *-s* or *-es* to a present-tense action verb when using plural pronouns *we*, *you*, and *they*, or singular pronouns *I* and *you*.
- Subject pronouns and their verbs must agree in simple and compound sentences.

**Choose the correct verb in parentheses to complete each sentence.
Write the verb on the line.**

1. We _____ helping Mom with our garden. (like, likes)
2. She _____ lettuce, tomatoes, and cucumbers. (grow, grows)
3. I _____ pull the weeds, and my brother waters. (help, helps)
4. He _____ how to plant seeds, too. (know, knows)
5. Do you _____ a garden at your house? (want, wants)
6. We _____ hard, but it is worth it. (work, works)
7. She _____ salads for our neighbors. (make, makes)
8. They _____ our fresh vegetables. (love, loves)
9. We _____ vegetables at the Farmer's Market, too. (sell, sells)
10. She _____ us keep the money that we make. (let, lets)

Name _____

- A present-tense verb must agree with its subject pronoun in simple and compound sentences.
- Add -s or -es to most present-tense action verbs when using singular pronouns *he*, *she*, and *it*.
- Do not add -s or -es to a present-tense action verb when using plural pronouns *we*, *you*, and *they*, or singular pronouns *I* and *you*.

Choose the correct verb to complete each sentence. Write the verb on the line.

1. I (like, likes) Career Day at school. _____
2. We (hear, hears) speakers, like Mr. Jace, talk about their jobs. _____
3. He (work, works) on jets and airplanes. _____
4. I (think, thinks) that would be a hard job to do. _____
5. They (tell, tells) our class about the importance of reading. _____
6. I (see, sees) a speaker dressed like an astronaut. _____
7. She (explain, explains) what she does on space walks. _____
8. I (hope, hopes) to be a writer when I grow up. _____
9. It (make, makes) people laugh to read funny stories. _____
10. We (wave, waves) to the speakers when they leave. _____

Name _____

- A present-tense verb must agree with its subject pronoun in simple and compound sentences.
- Add -s or -es to most present-tense action verbs when using singular pronouns *he*, *she*, and *it*. Do not add -s or -es to a present-tense action verb when using plural pronouns *we*, *you*, and *they*, or singular pronouns *I* and *you*.

Rewrite the sentences below. Make sure that the pronouns and verbs agree.

1. I sees a huge spider web on my bike!

2. He paint pictures of sailboats on the lake.

3. They hikes the Grand Canyon every August.

4. It rain almost every afternoon in Florida.

5. Do you swims at the Oak Park Water Club?

Name _____

Solve Problems Using Data



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

Use the Favorite Hot Lunch bar graph for 1–3.

- How many more students chose pizza than chose grilled cheese?

Think: Subtract the number of students who chose grilled cheese, 2, from the number of students who chose pizza, 11.

$$11 - 2 = 9 \quad \text{_____ more students}$$

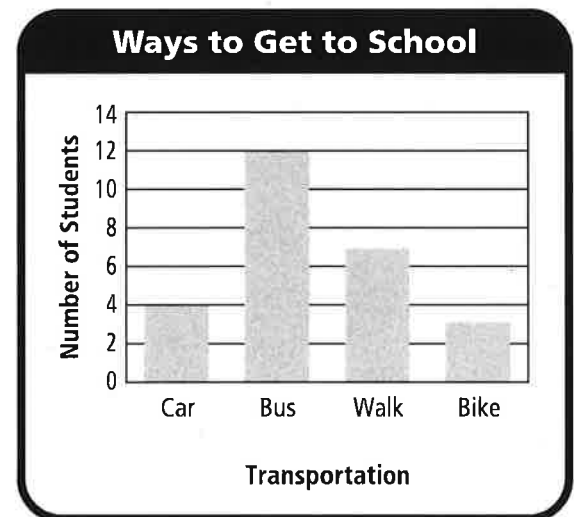
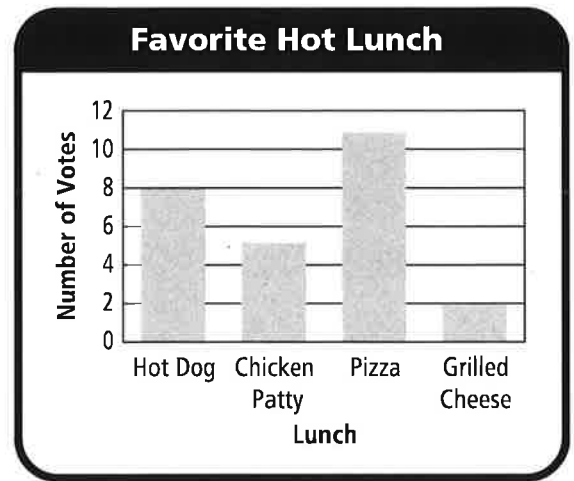
- How many students did not choose chicken patty? _____ students
- How many fewer students chose grilled cheese than chose hot dog?

_____ fewer students

Use the Ways to Get to School bar graph for 4–7.

- How many more students walk than ride in a car to get to school?
- How many students walk and ride a bike combined?

_____ students



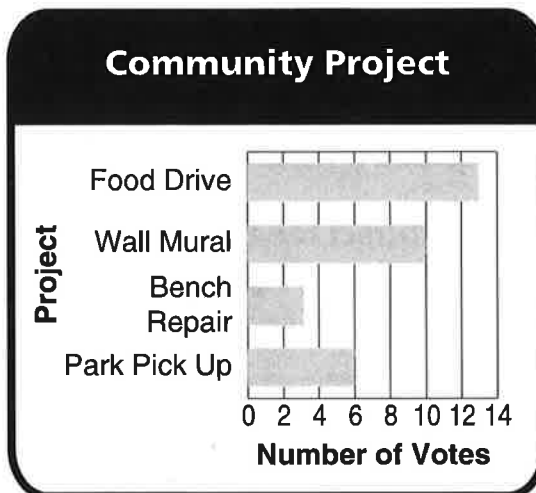
Problem Solving

- Is the number of students who get to school by car and bus greater than or less than the number of students who get to school by walking and biking? **Explain.**
- What if 5 more students respond that they get to school by biking? Would more students walk or ride a bike to school? **Explain.**

Lesson Check (3.MD.3)

1. How many fewer votes were for bench repair than for food drive?

2. How many votes were there in all?



Spiral Review (3.NBT.1, 3.NBT.2)

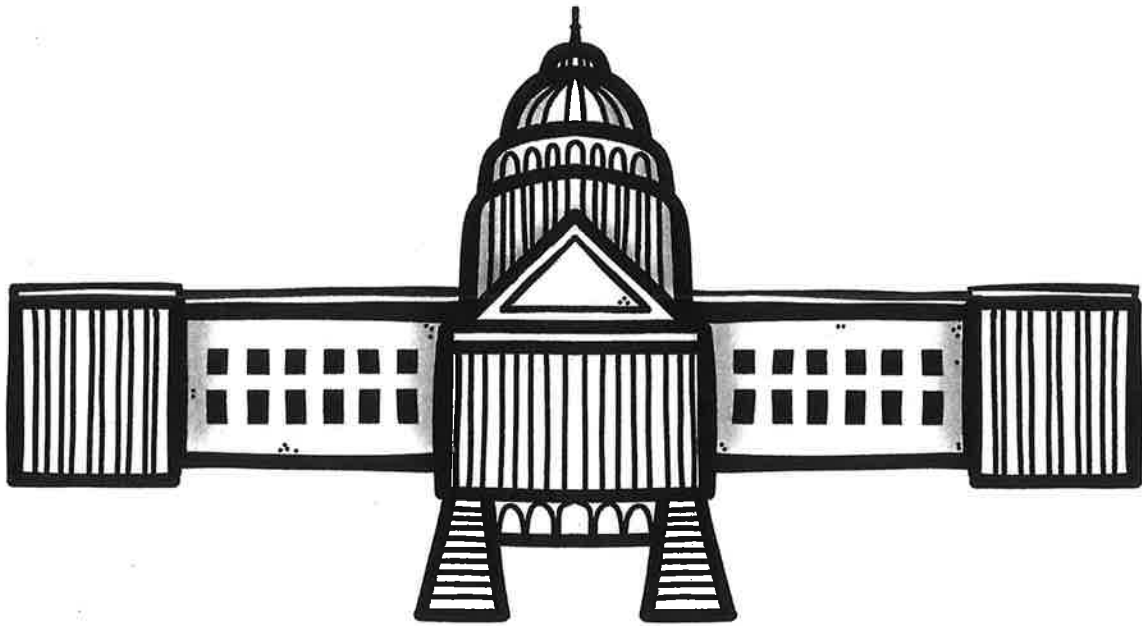
3. Find the difference.

$$\begin{array}{r} 650 \\ - 189 \\ \hline \end{array}$$

5. Sue spent \$18 on a shirt, \$39 on a jacket, and \$12 on a hat. How much did she spend?

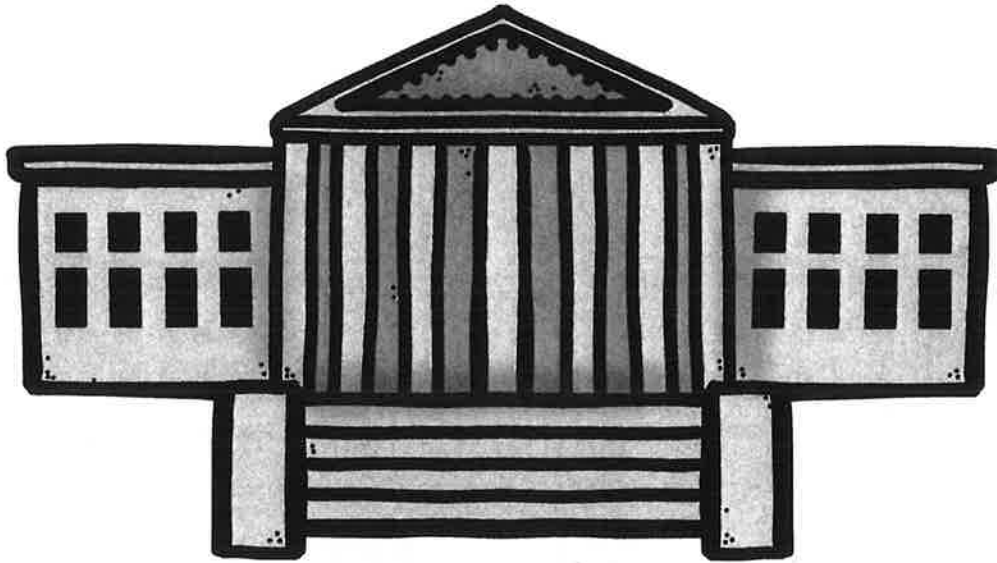
4. Greyson has 75 basketball cards. What is 75 rounded to the nearest ten?

6. There are 219 adults and 174 children at a ballet. How many people are at the ballet?



THE *Legislative* **BRANCH**

The Legislative Branch is the part of the government that writes up and votes on laws, also called legislation. Other powers of the Congress include declaring war, confirming Presidential appointments for groups like the Supreme Court and the Cabinet, and investigating power. Congress is made up of two parts : the House of Representatives and the Senate.



THE *Judicial* **BRANCH**

The Judicial Branch of the government is made up of judges and courts. There is an order of federal courts in the United States. At the lowest level are U.S. District Courts which cover different areas of the country and handle most federal cases. Above the District Courts are the 13 Courts of Appeals. At the top of the Judicial Branch is the Supreme Court.

The Supreme Court has the final say.



Assignment

Determine a Theme from Literary Text

Topic: No Helmet

Your Assignment:

Read the story below. What is the theme of the text? Explain using key details from the text to support your answer.

The Shiny Red Helmet

By Kiki E.

A few months ago Fred got a skateboard for his 9th birthday. It was shiny red with white stripes. It came with a matching helmet. Fred was excited to ride his new board because lots of his brothers' friends like to ride, and Fred liked to spend time with the big kids. So, Fred tried on his new helmet, and he felt ridiculous! It seemed like the helmet was too big, but his mom insisted, "No helmet, no wheels." So, Fred snapped the helmet into place and headed out the door. He didn't feel "cool", but he had a plan. As soon as Fred was out of sight, he yanked off the helmet and left it on the curb to pick up later before he rolled back into his mom's view. Fred was breaking a rule, and he knew it.

The wind whipped through Fred's curly hair, and he felt free. After all, what could really happen? A skateboard is only a few inches off the ground. Well, Fred had no idea what could really happen, so off he flew down the road. A disaster was just waiting for him, and he didn't know it. It seemed to happen all at once. Fred could tell he was losing control, but he didn't know how to stop the board from rolling so quickly. He tried

putting a foot on the ground, but all that did was burn a little of the rubber off the edge of Fred's shoe. So, Fred did what most out-of-control riders would do, and he jumped off. Things were in slow motion for Fred at this point. When the motion stopped, he thought something hurt, so he put his hand on top of his head. It didn't feel like it usually did in the morning when he combed his hair. There was an extra bump on top like an egg in a nest. Oh boy. Fred knew he had a problem. As he walked home, Fred tried to make up a story that would make sense to his mother, but nothing made any sense through his dizziness. Fred knew he had to tell his mother what had happened. Fred knew he was in trouble. "You are grounded," was all he could hear. And, more importantly, Fred knew that there was a trip to Doc Alley in his immediate future. The doctor confirmed what Fred already knew. He had a seriously big goose egg on the top of his head because he broke the most important rule of the road. No helmet, no wheels...

After a week-long wait, Fred was allowed back on his skateboard. That had given Fred plenty of waking hours, 112 long ones to be exact, to think about how he had gotten himself into this situation in the first place. Fred was happy to see that as the week went on, the goose egg disappeared because that didn't look "cool" at all. As the goose egg faded, something became clear to Fred. Number one, moms generally know what they are talking about. All those years of living give them what some call "life experience", and Fred's mom deserved an apology. Number two, looking "cool" is overrated when it comes to safety- that's for sure! So, as Fred readied himself for the open road, he clicked on his helmet and made a promise to his mother. No helmet, no wheels...no matter what!

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.

The theme of the story is...

After reading the story, I learned that...

Your Response:

Name _____

A. Read the draft model. Use questions that follow the draft to help you think about what sensory language you can add.

Draft Model

We went to a wedding this weekend. I did not have a suit to wear. My mom gave me my brother's old suit to wear. It did not fit, but I wore it anyway.

1. Where was the wedding? Whose wedding was it?
2. Why did the narrator not have a suit to wear?
3. What sensory details could you use to describe the brother's old suit?
4. What sensory details could be added to help readers picture the wedding?

B. Now revise the draft by using sensory language to describe the suit and the wedding.

Name _____

Use Picture Graphs


A **picture graph** shows information using small pictures or symbols.

A **key** tells what the symbol stands for.

A symbol can stand for more than 1.

Which state in the picture graph below has 9 national park areas?

The key for the picture graph shows that each  = 6 national park areas.

Count the number of  next to each state.

Oregon has one tree picture and half of a tree picture.



Think:

 = 6 park areas

 = 3 park areas

So, Oregon has 9 national park areas.

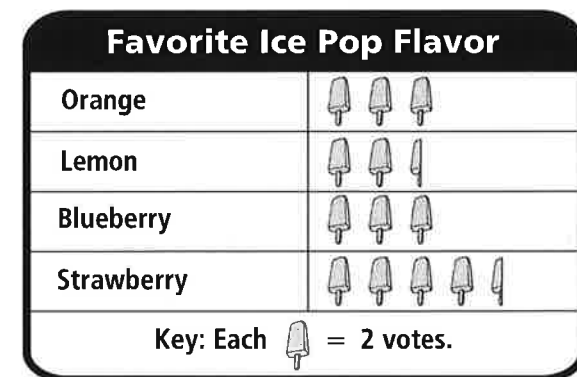
Use the Favorite Ice Pop Flavor picture graph for 1–4.

1. How many people chose orange?

2. How many people chose lemon?

3. How many fewer people chose lemon than chose strawberry?

4. How many people in all were surveyed?





Three Branches of Government

Name _____

Write the correct definition's letter for the vocabulary word. All definitions will be used once.

- | | | |
|---------|--------------------------|---|
| ____1. | Executive Branch | A. The branch that makes the laws |
| ____2. | Legislative Branch | B. The House and the Senate |
| ____3. | Enforce | C. Courts & judges interpreting the law |
| ____4. | Constitution | D. Nine justices appointed for life |
| ____5. | Judicial Branch | E. The branch that enforces the law |
| ____6. | interpret | F. to ensure obedience |
| ____7. | Supreme Court | G. two from each state |
| ____8. | House of Representatives | H. explain the meaning |
| ____9. | Congress | I. based on population |
| ____10. | Senate | J. the foundational law |



Compton USD

Learning Packet # 4

ELD

Grade 3

Name: _____

3rd Grade-ELD Learning Packet

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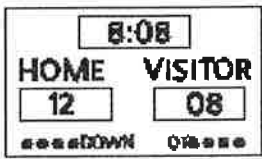
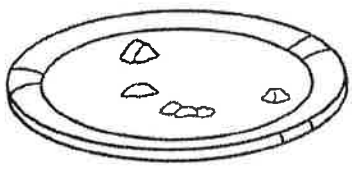
Week 5

Day	Lesson	Date Completed
1	Vocabulary: Follow this steps: <ol style="list-style-type: none"> Sau the word aloud Read the sentence aloud Find a cognate to the word and say it aloud Use the cognate to make a sentence and say it aloud *Use the pictures to help yourselves to find the cognates and to build the sentences.	
	Vocabulary: Synonyms. Read the information in the box. Then complete items 1-4 following the directions given.	
	Short vowels a, i/Word Families: Read the information in the box. Then, complete sections A (questions 1-5) and B (questions 1-5).	
2	Comprehension and Fluency: Read the literary passage: “River Rescue” . Answer questions in section A (1-3). Then complete the table in section B.	
	Comprehension: Character: Reread the passage “River Rescue” . Complete the character graphic organizer.	
3	Writing Traits: Ideas. Read the Draft Model. Use the questions to help you to revise the paragraph. Then, revise the draft by focussing on a central event and adding details.	
	Genre/Visual Elements. Read the excerpt from the book “The Bookworm’s Big Surprise” . Then, answer questions 1-3 about the text.	
4	Differentiated Text: Read the literary passage “Wake Up, Bruno” . Respond to the text by reading and completing the sentence starters.	
5	Write to Sources: Read the paragraph. Then, follow the directions below to mark the text.	

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 _____

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
ached	His back <u>ached</u> from lifting the heavy box.	
concentrate	The music was so loud I could not <u>concentrate</u> on my homework.	
educated	I read books about cooking so I can be an <u>educated</u> chef.	
effort	It takes a lot of <u>effort</u> to get the best grades.	
improved	The home team <u>improved</u> its play and won the game.	
satisfied	I am <u>satisfied</u> after finishing that delicious meal.	

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Name _____

Look at this example of a **synonym** in a sentence. The underlined word means about the same thing as *repair*.

When I broke the vase, I knew I had to find a way to **repair**, or fix, it.

Read these sentences from the passage. Underline the synonym that means about the same thing as each word in bold. Then circle the letter of the best definition for each word in bold.

- Enid **adored** the jungle. The only thing Enid loved more than the jungle was reading.
 - eaten
 - missed
 - thought highly of
- "Help!" said a small, **meek** voice.
 - gentle
 - funny
 - sleepy
- On the other shore, tiny Mabel stood on the **opposite** side of the river.
 - enemy
 - different
 - copy
- If it rains too much, rivers can **swell** and get bigger.
 - breathe
 - grow
 - make smaller

Name _____

The vowels *a* and *i* sometimes stand for short vowel sounds.

- Short *a* is the vowel sound you hear in *cat* and *bag*.
- Short *i* is the vowel sound you hear in *sit* and *fish*.

A. Read the words in each row. Write the word that has a short *a* or a short *i* vowel sound. The first one has been done for you.

- | | | | |
|---------|------|------|------------|
| 1. coat | fan | lake | <u>fan</u> |
| 2. sit | game | make | _____ |
| 3. home | say | hid | _____ |
| 4. bike | big | day | _____ |
| 5. cape | dog | snap | _____ |

A word family is made up of words that have the same spelling pattern. For example, the word part *-an* can be used to build the words *fan*, *man*, *can*, and *ran*.

B. Read each word. Circle the words that belong to the same word family. The first one has been done for you.

- | | | | |
|---------------|------|------------|-------------|
| 1. <u>pin</u> | pan | <u>fin</u> | <u>grin</u> |
| 2. bag | tag | sat | flag |
| 3. fill | wall | will | hill |
| 4. grin | sick | pick | kick |
| 5. big | rain | fig | dig |

Name _____

Read the passage. Use the visualize strategy to help form pictures in your mind.

River Rescue

6 Enid was an elephant. She lived
13 in the jungle with her friends. Her
19 jungle had tall green trees, cool
24 blue streams, and bright flowers.

24 Enid adored the jungle. The only
30 thing Enid loved more than the
36 jungle was reading. She read all the
43 time.

44 Her friends would say, "Enid!
49 You read too much. Come swim."

55 But Enid would say, "I will swim
62 later. I enjoy reading my book."

68 Every night, Enid read her favorite stories to her friends. Then
79 one of them would say, "Hearing stories isn't fun! Let's go play!"

91 One day, after a heavy rain, Enid was reading a story about a
104 beaver and his dam. Then she heard a cry for help.

115 "Help!" said a small, meek voice. It came from the river's edge.

127 Enid said, "I know that voice! It is my friend, Mabel!"

138 Enid ran toward Mabel's voice. She was surprised and shocked
148 by what she saw next. The usually calm, flat, clear water was
160 now dark and swirling. There were large waves. On the other
171 shore, tiny Mabel stood on the opposite side of the river.



Name _____

Harold had also come to help. He said, "Mabel was across the river picking fruit. The river quickly became deep and wide. It was like magic."

"It is not magic," said Enid. "It is a flood. I read about it. If it rains too much, rivers can swell and get bigger."

"Did you also read about how to help when rivers get too big?" asked Harold.

Enid thought of her book about the beaver's dam. "Yes! We can build a dam like beavers do. A dam is like a wall that slows down the water. When it slows down, Mabel can cross back to us safely."

Enid rolled round, gray stones toward the river. She was slowly making a wall in the water. Her friends began helping her, assisting Enid in making the dam. Soon the water slowed down. Mabel was able to cross back safely.

That night, Enid's friends smiled as they listened to her stories.



Name _____

A. Reread the passage and answer the questions.

1. Traits are the ways a character behaves. What is one of Enid's traits? Circle the letter of your answer.

- a. Enid eats only bananas.
- b. Enid is very lazy.
- c. Enid likes sharing stories.

2. A character's actions make a story's events happen. How do Enid's actions help Mable? Circle the letter of your answer.

- a. Enid knows how to build a dam. The dam helps Mabel.
- b. Enid tells her friends to read stories about dams.
- c. Enid tells Mabel to read a story about red shoes.

3. Enid is the story's main character. What does she want?

Enid wants her friends _____

B. Work with a partner. Read the passage aloud. Pay attention to expression. 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 character graphic organizer.

Character	
Wants or Needs	Feelings
Actions	Traits

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Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about how you can focus on a central event.

Draft Model

Polly Pig always played in the mud. It was warm out. The mud felt good to her. She saw another animal in the mud.

1. When exactly was Polly Pig playing in the mud?
2. What details would tell how warm it was then?
3. What details would tell how the mud felt?
4. What kind of animal did Polly Pig see?

B. Now revise the draft by focusing on a central event and adding details that will help readers learn more about what happened to Polly Pig.

Name _____

The Bookworm's Big Surprise

Bookworm's caterpillar friends were going to turn into butterflies. Bookworm said good-bye and sat down with a book. The caterpillars said, "Come with us! You're a caterpillar, too!"

"But I like munching my books!"

"Butterflies can munch on books, too!" the caterpillars said. "You don't have to be a bookworm to like books!"

Answer the questions about the text.

1. What tells you that this text is a fantasy?

2. A fantasy may have an illustration. What might an illustration for this text show you?

3. A fantasy teaches a lesson. What do you think this text's lesson is?



Essential Question

What can stories teach you?

Use Graphic Organizer 150 to take notes while you read.

Wake Up, Bruno

Fantasy

The winter was long and cold. Bruno slept in his cave all winter while Jack slept in his nest at night.

One day, Jack opened his eyes and made a discovery. The snow was gone! Plants were growing and the trees had tiny green leaves.

Jack went to Bruno's cave. "Wake up, Bruno," Jack said. "I have **exciting** news. Winter is over!"

Bruno growled, "Go away. I am sleeping."

Jack said, "Come outside right now! The weather is **perfect**."

Bruno grumbled, "I do not care about the weather. Just let me sleep."

Jack said, "I will let you sleep if you read this story." Jack gave Bruno a book.

Bruno was sleepy, but he made an effort to wake up. He read the story with Jack.

The story was about a man who slept for twenty years. When the man woke up, he was very old. He had long, gray hair, and all his friends were gone.

Bruno thought about the sad man. Bruno did not want to be like that! He thought, "If I keep sleeping, I cannot have fun with Jack!" Bruno got up and said, "Come on, Jack. Let's go enjoy this beautiful day!"



Read the story. Use Graphic Organizer 150 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 Jack gives Bruno the book.


Jack gives Bruno the book because _____.

2. How does Jack get Bruno to read the story?

Jack tells Bruno _____.

3. Describe what Bruno learns from the story.

Bruno learns that _____.

 **Write** Work with a partner. Discuss your notes about "Wake Up, Bruno." Then write your answer to the Essential Question.

What does the story teach Bruno?

Bruno reads about a man who _____

Bruno learns that _____

Name _____

The student who wrote the paragraphs below used text evidence from two different sources to respond to the prompt: *Write a short narrative in which the pig from Wolf! and Jennie from "Jennie and the Wolf" meet and talk about what it is like to have a wolf for a friend.*

One day, a pig left his farm and decided to take a walk through the forest. He came across a young girl picking wildflowers.

"Hello, girl," said the pig cheerfully. The friendly pink pig had floppy ears and a curly tail.

"My name is Jennie," replied the girl. "You should be careful walking through these woods. There are wolves in here."

"Bah, wolves. They don't scare me. One of my good friends is a wolf," said the pig. "He's quite a storyteller, and he loves picnics."

"I'm friends with a kind wolf too," said Jennie. "But some wolves can be scary, especially when they're hungry for eggs."

"Eggs?" asked the pig. "I should pack those for our next picnic!"

"I'm glad to hear your wolf is the storytelling, picnicking type. My wolf friend is nice, too. But most wolves are not that friendly."

"My wolf was not friendly at first," explained the pig. "But he's become a good friend who is interested in the same things I am."

Reread the passage. Follow the directions below.

1. **Draw a box** around words that help you understand a character.
2. **Underline** details that helped you visualize the scene.
3. **Circle** an example of an event in the text.
4. **Write** an example of a complete sentence on the line.
