



Grade 3

My ELD Summer Learning Packet



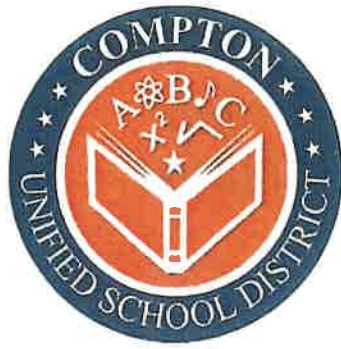
Grade 3 ELD Summer Learning Packet

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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



COMPTON UNIFIED SCHOOL DISTRICT

Support Learning
at Home



MESSAGE FOR PARENTS

Dear Parents and Guardians,

As summer break approaches, we would like to share with you some learning resources that we have available for our Compton USD students. From our Summer Learning Packets to our online programs, CUSD students have multiple opportunities to reinforce learning. We want our scholars to continue learning during vacation time!

Educational research consistently shows that summer learning programs help students better retain the information learned during the previous year and better prepares students for the upcoming grade level. We also know that when kids read over the summer, they are more likely to leap ahead when they return to school. This is often called the "summer leap."

Please visit our Distance Learning Platform (Parent Resources) in the Compton Unified School District website to access some of the resources that we have available for our students!

We hope that you have a restful and healthy summer break and we look forward to seeing everyone in August.

EDUCATIONAL SERVICES

PHONE:
(310) 639-3165

WEBSITE:
www.compton.k12.ca.us

SUMMER LEARNING PACKETS

Our Common-Core aligned **Summer Learning Packets** offer our students the opportunity to review some of the most important concepts learned throughout this academic year. These activities mainly cover the areas of literacy and mathematics. Each packet contains student work that students can complete during the summer break.

In addition, we recommend that students engage in leisure reading for a minimum of 30 minutes daily! Encourage them to take home reading books from their classroom/school library!

Please know that these instructional activities and ideas are suggested and not required. Some children may need a combination of reading independently and having someone read to them. Some children prefer reading on the iPad or computer. If your child is struggling with a math page, please let your child's next year teacher know what concepts were difficult. If your child needs to skip problems, that is fine!

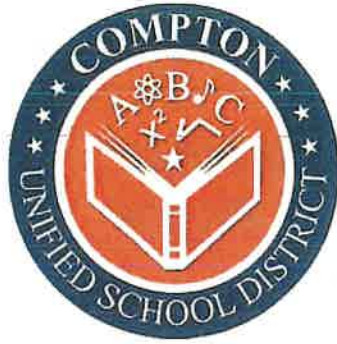
Our intention is to provide academic activities for children who would like to complete them, as well as for parents that find the review beneficial for their child. We hope each child finds the activities engaging.

Other academic summer activities could include journal writing, composing emails to family and friends, writing post cards while on a trip, sending thank-you notes, card games, Sudoku, word searches, crossword puzzles, arts and crafts, gardening, putting on plays/musicals, organizing a child-friendly garage sale, cooking, having a family game/puzzle night, etc.

HAVE A WONDERFUL SUMMER!!!



SUMMER ENRICHMENT



DISTRITO ESCOLAR UNIFICADO DE COMPTON

Support Learning
at Home



MENSAJE PARA LOS PADRES

Queridos padres y tutores,

A medida que se acerca el descanso de verano, nos gustaría compartir con ustedes algunos recursos de aprendizaje que tenemos disponibles para nuestros estudiantes. De nuestros Paquetes de Aprendizaje de Verano a algunos de nuestros programas en línea, los estudiantes de CUSD tienen múltiples oportunidades para reforzar el aprendizaje. Queremos que nuestros estudiantes continúen aprendiendo durante las vacaciones.

La investigación educativa muestra consistentemente que los programas de aprendizaje de verano ayudan a los estudiantes a conservar mejor la información aprendida durante el año escolar anterior y prepara mejor a los estudiantes para el próximo nivel de grado. También sabemos que cuando los niños leen mucho durante el verano, con mayor probabilidad irán por delante cuando vuelvan a la escuela. Esto a menudo se llama el "salto de verano". Visite nuestra Plataforma de Aprendizaje a distancia (Recursos para padres) en el sitio web del Distrito Escolar Unificado de Compton para tener acceso a algunos de los recursos que tenemos disponibles para nuestros estudiantes.

Esperamos que tenga un descanso de verano relajante y saludable y esperamos vera todos en agosto.

SERVICIOS EDUCATIVOS

TELÉFONO:
(310) 639-3165

SITIO WEB:
www.compton.k12.ca.us

PAQUETES DE APRENDIZAJE DE VERANO

Nuestros paquetes de aprendizaje de verano ofrecen a nuestros estudiantes la oportunidad de revisar algunos de los conceptos más importantes aprendidos a lo largo de este año académico. Estas actividades abarcan principalmente las áreas de alfabetización y matemáticas. Cada paquete contiene el trabajo que los estudiantes pueden completar durante las vacaciones de verano.

Además, recomendamos que los estudiantes participen en lectura libre por un mínimo de 30 minutos diarios ¡Anímelos a llevar libros de lectura a casa de la biblioteca de su salón de clases/ biblioteca de la escuela!

Por favor, sepa que estas actividades e ideas son sugeridas y no requeridas. Algunos niños pueden necesitar una combinación de lectura independiente y también que alguien les lea. Algunos niños prefieren leer en el iPad o en la computadora. Si su hijo/a tiene problemas con una página de matemáticas, por favor informe a la maestra del próximo año escolar sobre qué conceptos eran difíciles para su hijo/a. Si su hijo/a necesita saltarse los problemas, no pasa nada.

Nuestra intención es proporcionar actividades académicas para los estudiantes que deseen completarlas, así como para los padres que encuentren este repaso beneficioso para su hijo/a. Esperamos que cada niño/a encuentre actividades que en las que se puedan involucrar.















































































































Otras actividades académicas de verano podrían incluir la redacción o escritura libre, escribir correos electrónicos a familiares y amigos, la redacción de tarjetas postales durante un viaje, enviar notas de agradecimiento, juegos de cartas, Sudoku, búsquedas de palabras, crucigramas, artes y artesanías, jardinería, poner juegos/música, organizar una venta de garaje para niños, cocinar, tener una noche de juegos/rompecabezas familiar, etc. ¡Disfrute con sus hijos/as las muchas oportunidades que ofrece el verano!

¡TENGAN UN AGRADABLE VERANO!



SUMMER ENRICHMENT

Summer Reading Log

NUMBER	TITLE	RATING
		    
		    
		    
		    
		    
		    
		    
		    
		    
		    
		    
		    
		    
		    
		    
		    
		    
		    
		    
		    
		    
		    





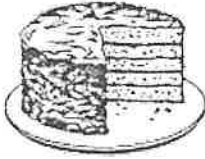

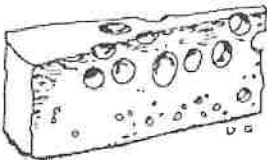
Grade 3

ELD Learning Packet



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
interrupted	My little brother <u>interrupted</u> me while I was reading.	
expect	I <u>expect</u> to do well on my test because I studied.	
graceful	A swan is a <u>graceful</u> animal.	
luscious	My mother’s chocolate cake is always <u>luscious</u> .	
aroma	I love the <u>aroma</u> of our vegetable soup.	
flavorful	This cheese is the best because it is the most <u>flavorful</u> .	

Name _____

A **root word** is the simplest form of a word. It can help you figure out the meaning of an unfamiliar word. Look at the example in this sentence.

There was a large **collection** of art in the palace.

The root word is *collect*. *Collect* means "to gather together."
Collection means "a group of things gathered together."

Read each sentence below. Then read the root word of the word in bold. Circle the letter of the meaning of the word in bold.

1. I am a very **powerful** turtle.

Root Word: power

a. smart

b. important

2. I will reward your **kindness**.

Root Word: kind

a. friendliness, thoughtfulness

b. greed

3. The boy was filled with **appreciation**, but he was curious.

Root Word: appreciate

a. greediness

b. feeling of being thankful

Name _____

The vowel sound /ü/ can be spelled *oo* as in *moon*, *ew* as in *chew*, *u_e* as in *rude*, *ue* as in *due*, and *ou* as in *soup*.

The vowel sound /û/ can be spelled *oo* as in *book* and *ou* as in *could*.

A. Read the words in each row. Circle the word that has the same vowel sound as the word in bold. The first one has been done for you.

- | | | |
|-----------------|-------|-------|
| 1. gloom | spoon | nook |
| 2. shook | loop | look |
| 3. flew | grew | good |
| 4. soup | cook | group |
| 5. could | would | glue |

Related words share a common root or base word. The words *act*, *active*, *action*, *react*, and *actor* are related words. They share the common root word *act*.

B. Read the words in each row. Place an X over the word that is not related. The first one has been done for you.

- | | | |
|-------------|----------|-------------------|
| 1. starfish | starry | strong |
| 2. writer | wrap | writing |
| 3. bicycle | backpack | backdoor |
| 4. parking | pouring | ballpark |

Name _____

Read the passage. Use the ask and answer questions strategy to find details and answer questions.

The Turtle and the Box of Riches

6 Long ago there was a young
7 boy who was a fisherman's
11 helper. One day, he saw a
17 group of children teasing a
22 small turtle.

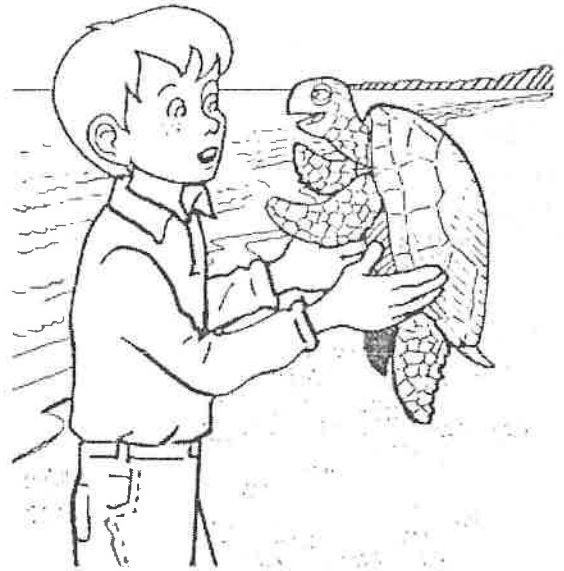
24 "Leave that turtle alone!"
28 he shouted at the children,
33 who ran away. Then, to his
39 surprise, the turtle said,
43 "Thank you."

45 "You can talk?" the boy
50 asked the turtle.

53 "Yes," the turtle said. "I am a very powerful turtle. Your act
65 was an inspiration. I will reward your kindness. Go to sleep.
76 When you wake up, you will be in a grand place." Then he
89 swam away.

91 That night the boy went to bed in disbelief. Yet the next
103 morning he woke up in a large palace.

111 The turtle was there. "Welcome to our home under the
121 sea." Fish swam outside the palace's gold walls. Many turtles
131 lived there.



Name _____

The underwater palace was wonderful. But as night came, the boy asked to return home.

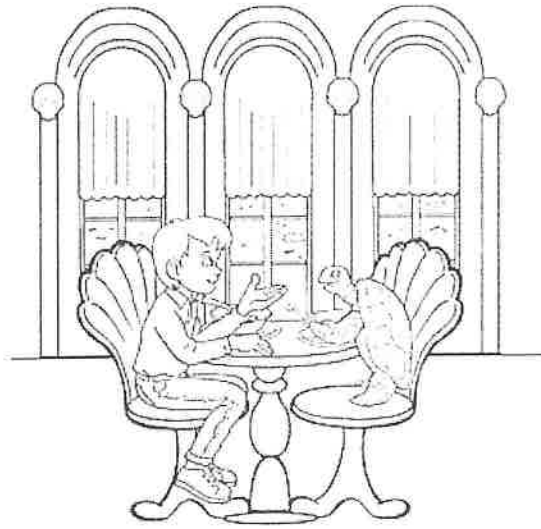
"Thank you so much," he said. "I have much admiration for your home, but I must go back. I work on a fishing boat each day."

"Very well," the turtle said. "Before you go, take this box."

The turtle handed the boy a box with two drawers and a key.

The turtle said, "When you are home, use this key to open either one of the drawers. But do not ever open the other drawer."

The boy promised and fell asleep. When he woke up, he was back in his bed. The box sat on the dresser next to him. He took the key and opened the top drawer. It was filled with gold and jewels! The boy was rich. He would never have to work again.



The box had one key and two drawers.

The boy was filled with appreciation, but he was curious. He wondered what was in the second drawer. Would there be more riches? He opened the second drawer, but it was empty. Quickly he opened the first drawer again. The gold and jewels had turned to dust. No longer rich, he was just a fisherman's helper again.

Name _____

A. Reread the passage and answer the questions.

1. Reread the first two paragraphs of the passage. What do you think is the narrator's point of view about the fisherman's helper? Circle the letter of the best answer.

- a. The narrator thinks he is a bad person.
- b. The narrator thinks he is good person.
- c. The narrator is not sure about him yet.

2. Reread paragraph 4. What does the narrator think about what the fisherman's helper did? Circle the letter of the best answer.

- a. The narrator thinks it is a good thing that should be rewarded.
- b. The narrator thinks it is a bad thing that should be punished.
- c. The narrator thinks it is a common thing that everyone does.

3. What is the narrator's point of view in the last paragraph?

- a. The narrator thinks the fisherman's helper is now a bad person.
- b. The narrator thinks the fisherman's helper gives in to curiosity.
- c. The narrator thinks the fisherman's helper should be rewarded.

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		-		=	

Read the directions. Pair students to answer the questions using basic and content vocabulary. Then have them share their answers with the group.

Name _____

Read the selection. Complete the point of view graphic organizer.

Details

↓

Point of View

Name _____

Kyoto Frog and Osaka Frog

Two frogs lived in Japan. One lived in a city called Kyoto. The other lived in a city called Osaka. Each frog set out to see the other's town. Kyoto Frog went to Osaka and Osaka Frog went to Kyoto. They met each other halfway between Osaka and Kyoto. Both were very tired. They did not know if they could go on. Then Osaka Frog had an idea.

"If we help each other stand up tall, we can see the towns we want to visit. Then we will know if we want to keep walking," Osaka Frog said. So each frog faced the town he wanted to see. Then the frogs helped each other stand up on their back legs. But when they did this, their underbellies faced the town they wanted to go to and their eyes faced back home.

"Kyoto looks just like Osaka!" said Osaka Frog.

"And Osaka looks just like Kyoto!" said Kyoto Frog.

Each decided to go home rather than travel to a town that looked exactly like home. So each went home. They never found out that Kyoto and Osaka were very different.

Answer the questions about the text.

1. Where are the frogs going in this folktale?

2. What problem do the frogs have?

3. How do the frogs try to solve the problem?

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about using your voice to show feelings.

Draft Model

On Saturday mornings, I play soccer with my friend Lauren. We go to the fields at the high school. Lauren plays soccer on a neighborhood team. I do not play soccer for any team.

1. How do you feel about playing soccer?
2. How did you choose the high school for a place to play soccer?
3. What do you like about being able to play soccer with your friend Lauren?
4. Is there anything you wish were different about the time you spend with your friend?

B. Now revise the draft by adding your voice to show how you feel about participating in this activity.

Name _____

The student who wrote the paragraph below used text evidence from two different sources to answer the question: *Do you think the stone soup was a healthful lunch?*


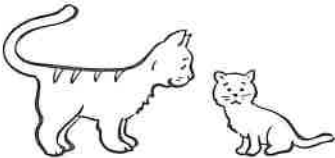




I think the stone soup was a healthful lunch. The Chang brothers included healthful ingredients, like fish, mushrooms and onions, and eggs. These are the kinds of healthful foods I read about in "Healthful Food Choices." The author says that healthful foods give you energy to work and play. In "The Real Story of Stone Soup" I read that the nephews were happy after their lunch of stone soup. They also worked harder. That is proof that they ate a healthful meal.

Reread the passage. Follow the directions below.

1. Draw a box around a sentence that states an opinion.
 2. Underline a supporting detail that supports the opinion.
 3. Circle words that give details about how the characters feel.
 4. Write two of the linking verbs the writer uses on the line.
-

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
audience	The <u>audience</u> listened carefully to the singer.	
realized	I never <u>realized</u> how small my cat is.	
embarrassed	She felt <u>embarrassed</u> after breaking the vase.	
talents	One of his many <u>talents</u> is drawing.	
apologized	I <u>apologized</u> for being late to class.	
attention	When crossing the street, pay <u>attention</u> to the signals.	

Review vocabulary and identify cognates. Use gestures to demonstrate meaning. Pair students to write one or two sentences, or draw pictures, to illustrate the meaning.

Grade :

Name _____

A **prefix** is a word part that can be added to the beginning of a base word. Adding a prefix forms a new word with a new meaning. Two common prefixes are **un-** and **non-**.

un- means "not" or "the opposite of"
un + kind = unkind

non- means "not" or "without"
non + verbal = nonverbal

Use a word from the box below to complete each sentence.

unhappy

unsure

nonsense

1. At first we thought the map was _____ and did not mean anything. Then we saw that it was upside-down.
2. I forgot one line in the school play, and felt _____ of myself. I did not know if I would remember all of my lines.
3. If you ever feel _____, someone can tell you a joke. Then you will have a big smile on your face!

Name _____

A plural noun names more than one person, place, or thing. Follow these rules to form plurals:

- Add *-s* to most singular nouns.
- Add *-es* to singular nouns that end in *-s*, *-ss*, *-sh*, *-ch*, or *-x*.

A. Read each word in bold. Circle the correct plural form of each word. The first one has been done for you.

- | | | |
|---------|-------|--------|
| 1. fox | foxs | foxes |
| 2. year | years | yeares |
| 3. ash | ashs | ashes |
| 4. twin | twins | twines |
| 5. inch | inchs | inches |

Every syllable in a word has one vowel sound. When two vowels appear together in a word, they usually work as a team to form one vowel sound. A vowel team appears in the same syllable of a word.

B. Read each pair of words. Underline the word that has a vowel team syllable. Circle the vowel team. The first one has been done for you.

- | | | | |
|--------------------|----------|------------|-----------|
| 1. <u>reaching</u> | letter | 4. member | briefcase |
| 2. spender | seedling | 5. shoebox | darkness |
| 3. raindrop | backpack | | |

Name _____

Read the passage. Use the ask and answer questions strategy to tell about the most important details of the passage.

Painting From Memory

13 I lived in Damyang, South Korea, until last year. To me, it is
 26 impossible to find a place more lovely. It is known for its bamboo
 40 forests. I used to paint pictures of the forests. Now I live in New
 44 York with my mother.

44 Before we moved she said,
 49 "Bae, you will like New York."

55 I was unsure. I said, "I will
 62 miss home."

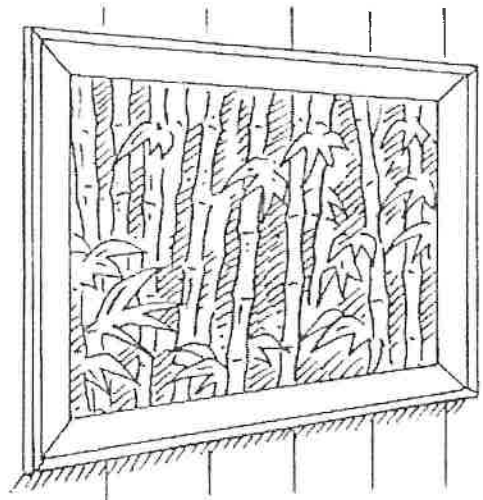
64 "Nonsense," she said. "You
 68 will like it. You should bring
 74 your paintings with you. They
 79 will help you feel at home."

85 New York was not easy at
 91 first. I had no friends. I spoke
 98 imperfect English. My paintings
 102 helped me feel better though.

107 Last month, an old woman moved into the apartment next to
 118 us. She was kind but felt unhappy. Her name was Varvara.

129 Varvara had just moved from Vyborg, Russia. Her daughter
 138 lived in New York. Still, she was sad to leave her home in Russia.
 152 Varvara told us so much about Vyborg. I could picture her home
 164 in my head.

167 Varvara said, "I am so homesick and it is unbearable."
 177 I understood how Varvara was feeling.



I used to paint pictures of the forests.

Name _____

The next day, when I came home from school, there was an ambulance outside. I asked my mother about it. She said, "Varvara has become ill because she misses her home so much. I hope she can get used to living here."

I had to help Varvara. My paintings of home helped me to remember my home and the people I missed. Varvara didn't have any paintings of her home. Unless...

The next week, Varvara came back. I cracked open our front door to peek out and see her. She gasped when she saw what I had left by her door: a painting of her home in Vyborg. She smiled and looked happy.

I knew that a painting of her home in Russia made Varvara feel better, just as my paintings of Danyang made me feel better.



New York was not easy at first. My paintings helped me feel better though.

Name _____

A. Reread the passage and answer the questions.

1. What is Bae’s point of view in the third paragraph?

2. What is Bae’s point of view in the fifth paragraph?

3. Why does Bae help Varvara?

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 _____

Read the selection. Complete the point of view graphic organizer.

Details

↓

Point of View

Name _____

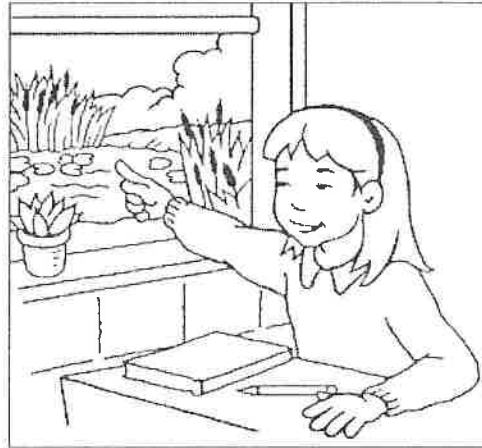
Class by the Pond

Fumiko's class was learning about the life cycle of frogs. They were about to have a quiz. Everyone in the class was worried, except Fumiko. Fumiko knew a lot about frogs. She often went to the school pond to watch them.

"Can the class go to the pond tomorrow?" Fumiko asked her teacher.

"What's at the pond?" asked Ms. McNally.

"The frog eggs are hatching," said Fumiko. We can learn if we see the tadpoles up close."



Answer the questions about the text.

1. Realistic fiction takes place in a realistic setting. What is the setting of the text?

2. What tells you that a character is talking?

3. Why does Fumiko want to have class outside?

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about how dialogue can help develop characters.

Draft Model

My little brother Henry was upset. He was studying for a math test but was having trouble with subtraction. He asked if I could help him.

1. How did you know that your brother was upset? Did he say something?
2. What was your brother feeling when he explained his problem?
3. How would you reply when your brother asked you for a favor? What would you say?
4. How could dialogue better help someone understand what is going on in the story?

B. Now revise the draft by adding dialogue to show the characters' thoughts, feelings, and actions in the story.

Name _____

The student who wrote the paragraph below used text evidence from two different sources to answer the question: *In your opinion, what kind of person is Clementine?*



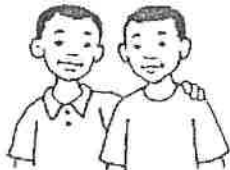
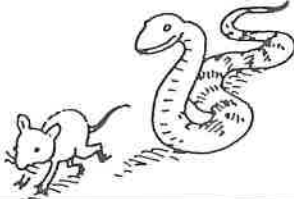
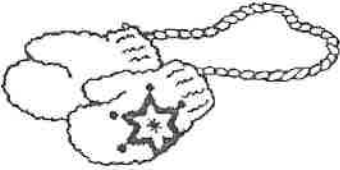

I think Clementine is a good person, but she is kind of silly and sometimes she can be selfish. When Clementine doesn't have a talent for the talent show, she proves she is good at helping others perform in the show. She wants other people to do well. She also has a big imagination. This can sometimes make it hard for her to pay attention to what is happening, but it can also help her solve problems creatively. After reading both Clementine stories, I can see she's good at caring for others, like her little brother and her cat. But I can also see that she can be selfish. For example, she thinks of silly, selfish reasons not to add a new baby to her family. Even though Clementine can be silly and selfish, I believe she is a good friend and a caring person.

Reread the passage. Follow the directions below.

1. Draw a box around the topic sentence that states an opinion.
2. Underline linking words that connect the student's opinion with a reason.
3. Circle two details that describe the character Clementine in the two stories.
4. Write the contraction with *not* the writer uses on the line.

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
excellent	My aunt is an <u>excellent</u> cook.	
protection	A bicycle helmet provides <u>protection</u> for your head.	
related	People think we are <u>related</u> because we look alike.	
alert	The mouse was <u>alert</u> to the danger and ran away from the snake.	
prefer	Some people like gloves, but I <u>prefer</u> mittens.	
competition	He came in second place in the spelling <u>competition</u> .	

Name _____

Sentence clues are words or phrases in a sentence that help you figure out the meaning of an unfamiliar word. Look at the following example:

It is easiest for wolves to **survive**, or continue to live, when they are in the wild.

The underlined sentence clue tells you that **survive** means “continue to live.”

Read each passage below. Underline the sentence clues that help you figure out the meaning of each word in bold. On the line, write the meaning of the word in bold.

1. **Adaptations**, or special ways their bodies are made, help bears in many ways.

2. Claws and strong muscles help them to catch food and raise their **offspring**, or babies.

3. Bears can stand on their **hind**, or back, legs.

4. They also have a layer of **blubber**, or fat.

5. It helps them blend in with the dirt and rocks in their **environment**, or where they live.

Name _____

The vowel sound /ô/ can be spelled in several different ways:

aw as in *straw*

au as in *haul*

alt as in *salt*

alk as in *walk*

all as in *ball*

ough as in *bought*

A. Read each pair of words. Circle the word that has the vowel sound /ô/. The first one has been done for you.

1. (raw) cow
2. bowl hall
3. talk look
4. howl caused
5. brought both

Many English words have Greek and Latin roots. These roots give clues to the word's meaning. The Greek root *graph* means "write." The Latin root *aud* means "hear or listen."

B. Read each sentence. Circle the word that has a Greek or Latin root. The first one has been done for you.

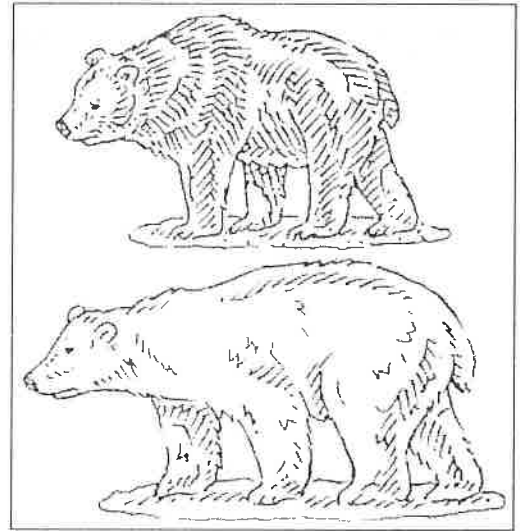
1. There was a great concert in the (auditorium).
2. The baseball star signed his autograph.
3. The audience cheered at the end of the show.
4. This graphic novel has amazing pictures.

Name _____

Read the passage. Use the reread strategy to be sure you understand what you read.

Adaptations: Grizzly and Polar Bears

Adaptations, or special ways
 4 their bodies are made, help
 9 bears in many ways. Thick fur,
 15 claws, and strong muscles are
 20 used for survival. Fur can keep
 26 bears warm. Claws and strong
 31 muscles help them to catch food
 37 and raise their offspring, or
 42 babies. We will learn more about
 48 two kinds of bears, grizzly bears
 54 and polar bears.



A grizzly bear (top) and a polar bear (bottom).

57 Similarities

58 In many ways, grizzly bears and polar bears are the same.
 69 They are both very large. They can weigh more than 1,500
 80 pounds. Both have claws that do not retract. This means bears
 91 cannot pull their claws in. Bears can stand on their hind, or back,
 104 legs. They look a lot like people when they do this! And, all
 117 bears have round ears.

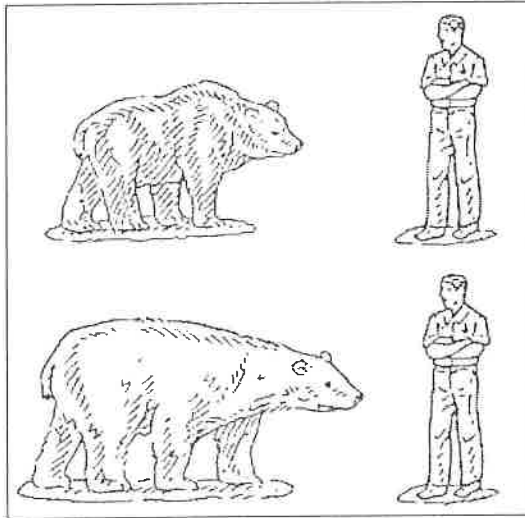
Name _____

Differences

Polar bears live far north inside the Arctic Circle. They have adapted to the cold weather and icy land there. Polar bears have white fur that blends in with the ice and snow. They can sneak up on prey without being seen. They also have a layer of blubber, or fat. It is over four inches thick. This helps keep them warm, even in water that is barely above freezing. They also have fur on the bottoms of their paws. This keeps their feet warm on the ice and snow.

Grizzly bears live in North America. It is not as cold here. They have brown fur. It helps them blend in with the dirt and rocks in their environment, or where they live. Unlike polar bears, who only eat meat, grizzly bears will eat anything. Their claws are longer than a polar bear's. Grizzly bears use their claws to catch fish. They use them to dig in the ground for food, such as bugs and roots. Grizzlies also have a large hump of muscle over their shoulders. It helps them run quickly. They can chase down prey.

Bears have adapted to where they live. Their special features make each type of bear unique.



A grizzly and a polar bear in relation to a person.

Name _____

A. Reread the passage and answer the questions.

1. In the second paragraph, what are three ways the bears are alike?

2. In the third and fourth paragraphs, what are three ways the bears are different?

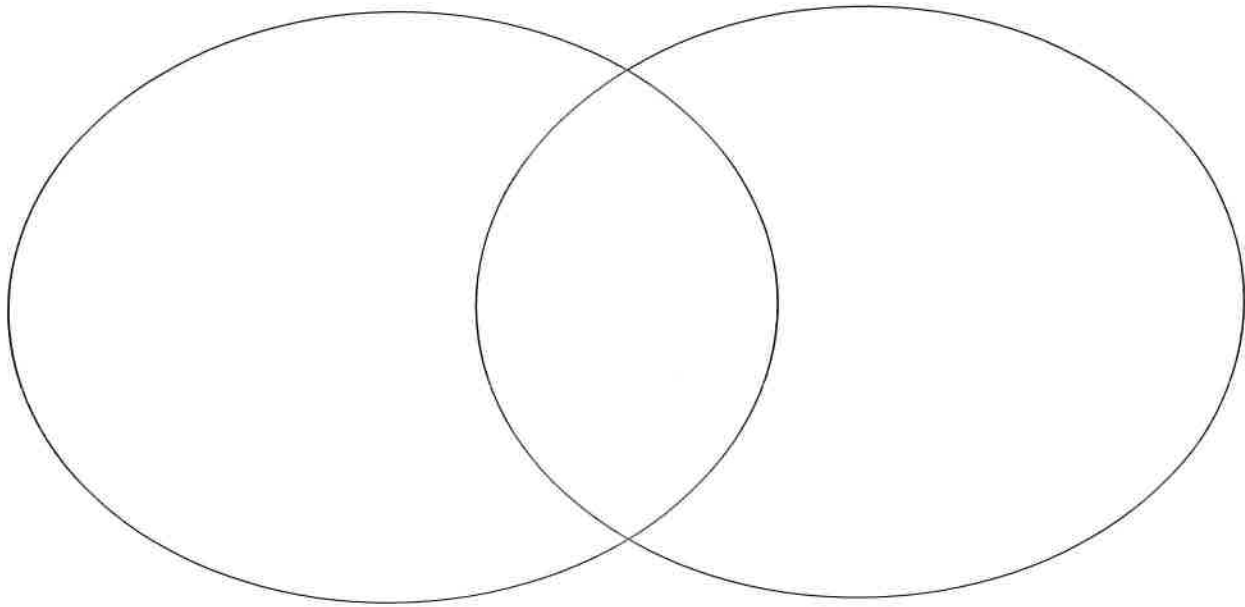
3. Authors use signal words to compare and contrast. In the second paragraph, what are two signal words the author uses to show how the two bears are alike?

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

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

Name _____

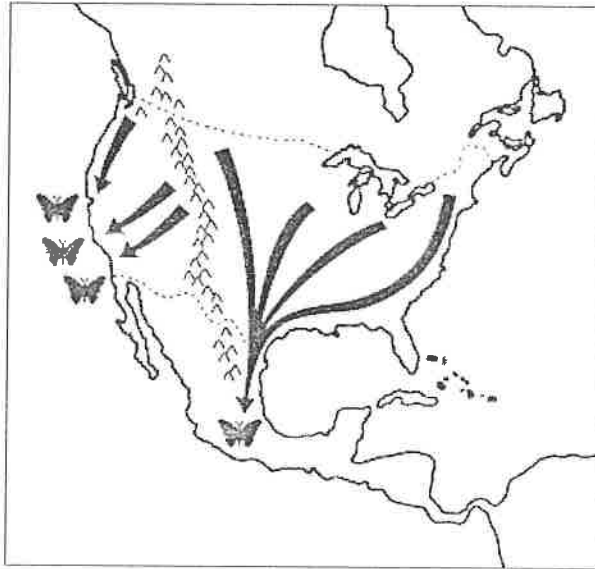
Read the selection. Complete the compare and contrast graphic organizer.



Name _____

How Monarch Butterflies Migrate

Monarch butterflies live all over the United States. When it gets cold in the fall they fly south. Some fly all the way from Canada to Mexico. Monarchs migrate to adapt to changing temperatures. In the fall, temperatures in the north get cooler and there are fewer flowers on plants. Monarchs cannot survive very cold winter weather and need flowering plants for food.



Monarch butterflies west of the Rocky Mountains fly south to California. Those east of the Rocky Mountains fly south to Mexico.

Answer the questions about the text.

1. Expository text tells about a topic. What topic is this text about?

2. What text feature shows you where monarch butterflies fly to?

3. What text feature tells you more about the map?

4. Why do monarchs migrate?

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about how you can grab the reader’s attention with a strong opening.

Draft Model

A flying squirrel is a special type of squirrel. Flying squirrels move from tree to tree through the air. One squirrel’s flight was 100 yards long.

1. How could you replace the first sentence with an interesting question that grabs the reader’s attention?
2. How do flying squirrels move through the air?
3. What else is 100 yards long?

B. Now revise the draft by adding interesting questions and fascinating facts to make the reader want to read more.

Name _____

The student who wrote the paragraph below used text evidence from two different sources to answer the question: *How does an animal's environment affect the way it lives?*

How does an animal's environment affect the way it lives? In many ways. The land in an animal's environment controls where it can build a home or burrow. For example, a desert tortoise digs a burrow in the sandy ground of the desert where it lives. The temperature of an animal's environment can affect when an animal comes out of its shelter or stays hidden. If the sun is too hot, a desert animal may stay in its den. Temperature may affect an animal's color. Desert iguanas will turn a lighter color when the sun is out. This helps them stay cool. The amount of water in an animal's environment can also affect how it lives. Some animals have to walk a long way to get to water.

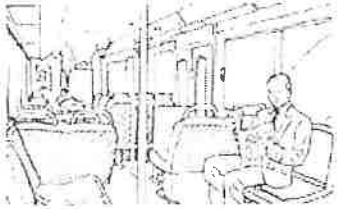

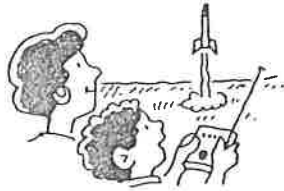
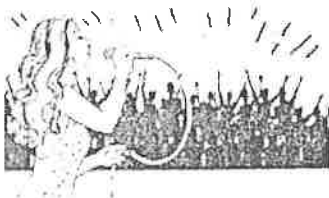
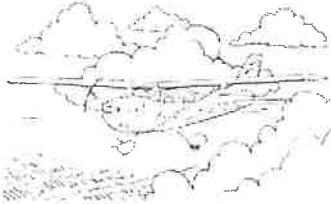
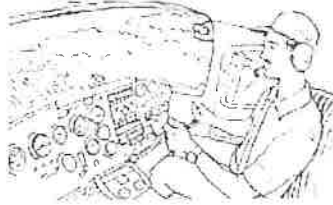
In "Little Half Chick," water, fire, and wind are characters. The wind carries the chick to the top of a high tower to keep it safe. Both texts show that an animal's environment will affect the way it lives.

Reread the passage. Follow the directions below.

1. **Draw a box** around the strong opening the student used to grab the reader's attention.
2. **Underline** an example of a relevant detail that helps support the topic.
3. **Circle** linking words that connect sentences or ideas.
4. **Write** the main verb and helping verb in the last sentence on the line.

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
passenger	He was the only <u>passenger</u> on the bus.	
impossible	It was <u>impossible</u> to lift the heavy box.	
launched	We <u>launched</u> the rocket from the field.	
popular	She is a very <u>popular</u> singer.	
direction	The airplane was going in the right <u>direction</u> .	
controlled	The pilot <u>controlled</u> the airplane.	

Review vocabulary and identify cognates. Use gestures to demonstrate meaning. Pair students to write one or two sentences, or draw pictures, to illustrate the meaning.

Name _____

Multiple-meaning words have more than one meaning. When you come across a multiple-meaning word, find other words in the passage or sentence to help you figure out the correct meaning of the word. Look at this example:

Humans have always wanted to **fly**.

Fly can mean “a winged insect” or “to move through the air.” In the sentence above, **fly** refers to something humans have tried to do. This tells you that the meaning of **fly** is “to move through the air.”

Read each passage below. Use other words in the passage to help you figure out the correct meaning of each multiple-meaning word in bold. Then circle the letter of the correct meaning of the word in bold.

1. The first big **step** for human flight was the kite. Some kites were used for fun. Others were used to test the weather.
 - a. to lift the foot and set it down again
 - b. one of a series of actions

2. The first hot air balloon was a silk bag. It was filled with smoke. This made the balloon lighter than the air. Because of this, the bag **rose** into the sky.
 - a. lifted up
 - b. a flower

3. Some people made gliders better. George Cayley added a **tail**. It made the glider more stable and easier to fly.
 - a. the part at the end of a plane
 - b. to follow or observe

Name _____

Homophones are words that sound alike but are spelled differently and have different meanings.

I blew the horn.My coat is blue.

A. Read each sentence. Circle the correct homophone to complete the sentence. The first one has been done for you.

1. I want to (see, sea) that movie.
2. Her (too, two) friends will come with us.
3. Did you find (your, you're) baseball glove?
4. The captain raised the (sale, sail) on the boat.
5. I (rode, road) my bike to the soccer field.

When a vowel is followed by the letter *r*, the *r* changes the vowel's sound. The vowel and the letter *r* usually appear in the same syllable.

person = per / sonreport = re / port

B. Read each pair of words. Circle the word that has an *r*-controlled vowel syllable. The first one has been done for you.

- | | | | |
|----------------------|----------|-------------|---------|
| 1. (<u>garlic</u>) | floating | 4. stormy | windy |
| 2. turtle | frog | 5. sleeping | parking |
| 3. green | purple | | |

Name _____

Read the passage. Use the reread strategy to be sure you understand what you read.

History of Human Flight

Wanting to Fly Like Birds

5 Humans have always wanted to fly. They even tried to copy
16 birds by putting wings on their arms. But there was a problem.
28 The wings did not work because birds and humans do not have
40 the same kind of muscles.

45 The first big step for human flight was
53 the kite. Some kites were used for fun.
61 Others were used to test the weather.
68 But kites could not carry people. For
75 that, people made balloons and gliders.



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81 Hot Air Balloons

84 The first hot air balloon was a silk bag.
93 It was filled with smoke. This made the
101 balloon lighter than the air. Because of this,
109 the bag rose into the sky. People could ride in this kind of balloon.

In this photo from 1905, a hot air balloon flies over a lake in Oregon.

123 Gliders

124 The next big step in human flight was the glider. A glider does
137 not float. It falls to earth. It falls slowly, so it can stay in the air a
154 long time. People can fly gliders where they want to go.

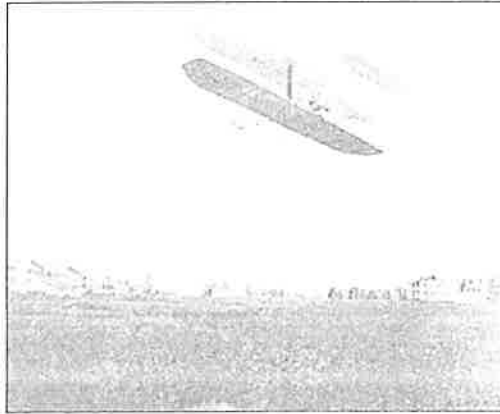
165 Some people made gliders better. George Cayley added a tail.
175 It made the glider more stable and easier to fly. Otto Lilienthal
187 made a glider that could go far. Sam Langley added an engine.

Name _____

Really Flying

A glider would allow people to fly, but it would not let them go far. Octave Chanute wrote a book about human flight. Two brothers, Wilbur and Orville Wright, read the book.

The Wright brothers were great thinkers. First, they did tests with balloons and kites to learn about wind. Then they worked on an engine. After five years of study, they used all their knowledge to make their "Flyer." On December 17, 1903, the Wright brothers tested their flying machine. It worked! Orville Wright flew 120 feet in twelve seconds. Humans had learned to fly at last!



The Wright brothers' first "Flyer."

Name _____

A. Reread the passage and answer the questions.

1. Reread paragraph 1. Why did wooden wings not work?

2. Reread paragraph 2. Why did people make balloons and gliders?

3. Reread paragraph 5. What was the effect of adding a tail to the glider?





4. Reread the section "Really Flying." What was the effect of the Wright brothers' work?

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

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

Name _____

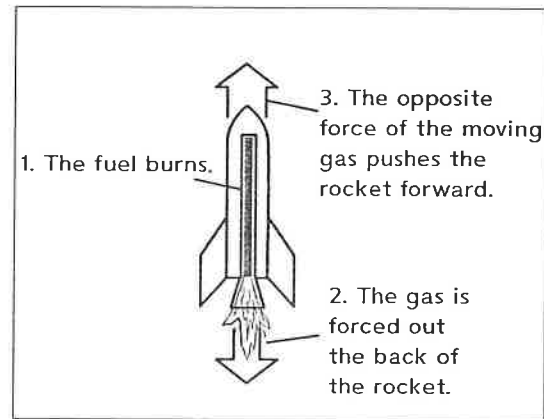
Read the selection. Complete the cause and effect graphic organizer.

Cause	Effect
First	
Next	
Then	
Finally	

Name _____

How Rockets Move

A rocket has fuel in it. For the rocket to move, the fuel must burn. When the fuel burns, it makes gas. This gas goes out the back of the rocket. The gas moves very fast. Its speed gives it force. But the force of the gas follows a law of nature. The law is this: Every action has an opposite reaction. This means that the force of the gas must have a reaction. When the gas moves backward, the reaction force moves the rocket forward.



Answer the questions about the text.

1. Expository text tells facts about a topic. What is the topic of this text?

2. Name the text feature.

3. When a rocket moves, what has to happen first?

4. What law does the gas in a rocket follow?

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about how you can use a strong conclusion.

Draft Model

I like helicopters. They can fly in any direction. They can go fast or slow and land almost anywhere. They can be used to rescue people, to help fight forest fires, or to prevent crimes.

1. What is the main idea? Are helicopters the writer's favorite flying machine?
2. What directions can a helicopter fly in?
3. What kinds of birds are helicopters like?
4. What conclusion could be added to restate the main idea?

B. Now revise the draft by adding a strong conclusion that retells the main idea.

Name _____

The student who wrote the paragraphs below used text evidence from two different sources to answer the question: *What do a flying horse and a hot air balloon have in common? How are they different?*

A flying horse and a hot air balloon have some things in common, but they also have many differences. They are alike because they move people through the air. However, a hot air balloon carries people in a basket below it, and a flying horse carries a rider on its back. A flying horse and a hot air balloon can both soar high in the sky. They can give their riders a great view of the land below. That, and other reasons, makes hot air balloons and flying horses alike.

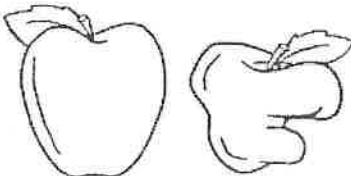



Hot air balloons and flying horses have many differences, too. One of them is a living thing, and the other is a vehicle made by people. Hot air balloons are filled with fire-heated air, but flying horses like Pegasus move because of the oats they eat. But the biggest difference is probably that flying horses are not real. They are only part of myths and fairy tales. Hot air balloons are real. They take off and land all over the world every day. So, while flying horses and hot air balloons are alike in a few ways, in most ways they are very different.

Reread the passage. Follow the directions below.

1. **Draw a box** around the sentence that introduces the topic.
2. **Underline** an example of a detail that helps support the topic.
3. **Circle** a strong conclusion that sums up a paragraph.
4. **Write** one complex sentence from the model on the line.

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
weird	That apple has such a <u>weird</u> shape!	
courageous	Everyone thought the rescue dog was <u>courageous</u> .	
extremely	After the rainstorm, I was <u>extremely</u> soaked.	
adventurous	We were feeling <u>adventurous</u> , so we went for a hike.	

Review vocabulary and identify cognates. Use gestures to demonstrate meaning. Pair students to write one or two sentences, or draw pictures, to illustrate the meaning.

Name _____

Remember that a **metaphor** is a way to compare two things that are very different.

The girl's hair was yellow straw.

Read each passage. Circle the answer that names the two things that are being compared in the metaphor.

1. The runners were a rumbling herd,
except for a few—
 - a. runners and a few
 - b. runners and a herd

2. Motorboats speeding over gray water,
these runners would inspire anyone's daughter
 - a. gray water and daughter
 - b. motorboats and runners

3. I went home that day and laced up my shoes
and although my feet started out as one big bruise
 - a. feet and a bruise
 - b. shoes and a bruise

Name _____

The letter *c* usually has a **soft *c*** sound when it is followed by the vowels *e* or *i*: *cents*, *city*.

The letter *g* usually has a **soft *g*** sound when it is followed by the vowels *e* or *i*: *large*, *giant*.

A. Read each word. Circle the letters that make the soft *c* or soft *g* sound in each word. The first one has been done for you.

- | | |
|-----------|-----------|
| 1. nice | 4. page |
| 2. gem | 5. place |
| 3. circle | 6. gentle |

Words that compare two people, places, or things usually end in *-er*.

Words that compare three or more people, places, or things usually end in *-est*.

B. Read each sentence. Circle the word that compares two people, places, or things. Underline the word that compares three or more people, places, or things. The first one has been done for you.

- An apple is bigger than a grape.
- I have the smallest bed of the three beds in our house.
- Our dog is five years older than our kitten.
- A giraffe has the longest neck of all the animals in the zoo.
- January is usually a colder month than December.

Name _____

Read the poem. Check your understanding by asking yourself what message the author wants to share.

Why I Run

6 The first marathon I ever saw
12 was years ago with my grandma.
18 We stood out on the Boston streets
24 and marveled at the number of feet
and marveled at the number of feet.

33 The runners were a rumbling herd,
39 except for a few—like the swiftest birds
45 who shot out alone to run their races
51 with determination carved into their faces
57 with determination carved into their faces.

67 Motorboats speeding over gray water,
73 these runners would inspire anyone's daughter.
79 That was the day I made the decision—
85 the bounce in my steps clarified my vision
91 the bounce in my steps clarified my vision.

102 I went home that day and laced up my shoes
108 and although my feet started out as one big bruise
114 I've run in every Boston Marathon since
120 and now I'm so strong I don't even wince
126 and now I'm so strong I don't *ever* wince.



Name _____

A. Reread the poem and answer the questions.

1. What story does the poem tell?

2. What do you think is the theme, or lesson, of this poem?

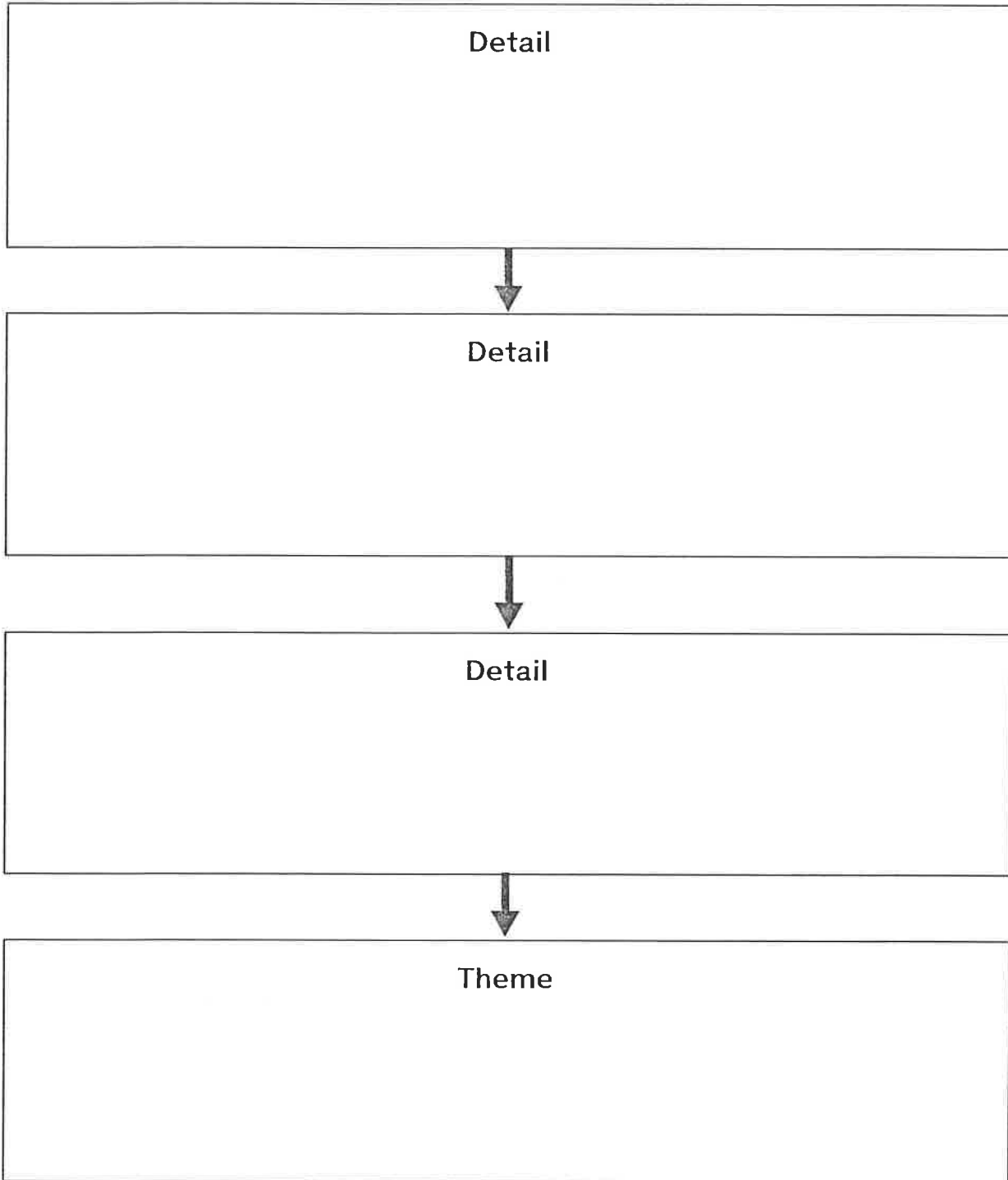
3. What lines in the poem helped you identify the theme?

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		-		=	

Name _____

Read the selection. Complete the theme graphic organizer.



Name _____

If I Could Just Get Out of Bed

If I get out of bed, I could
 read a book about the moon
 and one about a rocket ship
 and one that tells me how to make
 a ship that flies me into space
 to be the first kid on the moon
 if I get out of bed.



Answer the questions about the poem.

1. The lines in a free verse poem do not rhyme. Does this poem rhyme?

2. Where is the speaker?

3. What does the speaker imagine doing?

Name _____

Repetition means that words or phrases in a poem are repeated.
A **rhyme** is two or more words that end with the same sound, such as *roaring* and *pouring*.

Read the lines of the narrative poem below. Then answer the questions.

Why I Run

*Motorboats speeding over gray water,
these runners would inspire anyone's daughter.*

*That was the day I made the decision—
the bounce in my steps clarified my vision
the bounce in my steps clarified my vision.*

*I went home that day and laced up my shoes
and although my feet started out as one big bruise
I've run in every Boston Marathon since
and now I'm so strong I don't even wince
and now I'm so strong I don't ever wince.*

1. Find two words that rhyme. Draw a box around the words.
2. Circle an example of repetition in the poem.
3. How do repetition and rhyme affect your reading of the poem?

Name _____

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

Draft Model

Aunt Barb works really hard
She speaks three languages
Aunt Barb helps me fly
And never lets me fall

1. What strong words would tell how Aunt Barb works?
2. What languages does Aunt Barb speak?
3. What strong verbs or details would show how Aunt Barb helps the speaker fly?

B. Now revise the draft by adding strong words to make the poem clearer and more descriptive.

Name _____

The student who wrote the poem below was inspired by three other poems when she responded to the prompt: *Write a free verse poem about a family member or pet. Use figurative language and repetition.*

Lucky Lola

Lucky Lola loves to play ball.

She's a bird bandit. A squirrel hunter.

A brown spotted bundle of energy, ready for action.

She prowls and pounces. She growls and grunts.

Woof! Woof! Woof! Mailman's here!

Grrrrr! Grrrrr! Grrrrr! There went the school bus.

Wag! Wag! Wag! The family is home now.

Better get the ball. It's playtime!

Reread the passage. Follow the directions below.

1. **Draw a box** around an example of figurative language.
2. **Underline** an example of a strong word or phrase that helps readers visualize something from the poem.
3. **Circle** an example of repetition to emphasize an important idea.
4. **Write** an irregular verb from the poem on the line.



Essential Question

What choices are good for us?

Use Graphic Organizer 146 to take notes while you read.

Folktale

One day, Grandpa said, “I have an announcement to make. I planted gigantic turnips in our backyard!”

Papa said, “I wanted strawberries.” I looked at Grandpa with admiration. Grandpa always had wonderful ideas.

Grandpa showed us where he planted the turnips. He pointed at one of the turnip plants. We watched the leaves of the turnip plant grow bigger and bigger. Soon the turnip’s leaves were as tall as I was!

Grandpa smiled, then looked at us and said, “Let’s pick it!” He grabbed the big leaves and pulled, but the gigantic turnip did not move. Grandpa called to Papa, “Help me pull up the giant turnip.” Papa grabbed Grandpa, and together they pulled hard. They were not successful.

Grandma came to help, and then Mama, and then I came. The cat and the dog joined us, too. We formed a long line of people and animals. We all

began pulling together. The turnip still did not come up!

Then a **charming** little mouse **approached**. “Let me help,” he offered. We all laughed at the tiny mouse. How could such a small animal help? But when the mouse pulled with us, the turnip finally came up! Everyone looked at the gigantic turnip with amazement.

Grandpa said, “Thanks to all our **contributions**, we have a flavorful turnip to eat!” Then Grandpa cooked the turnip and everyone had a healthful meal. Now we wonder what Grandpa will grow next!



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. Discuss how Papa and the narrator feel about Grandpa's garden.

2. Explain why the family laughs at the mouse.

3. Discuss why growing the gigantic turnip is a good choice.

 **Write Work** with a partner. Discuss your notes about "The Gigantic Turnip." Then write your answer to the Essential Question.

What good choices does Grandpa make?

Turkey Trot Trouble

Realistic Fiction

My friend Carla and I were at my house one day. Carla looked worried and moaned loudly, “Oh, Daniel, I told our teacher that you and I will be in the Thanksgiving talent show at school.”

I looked at her and said, “That’s impossible!” I did not want to be in the talent show. Carla looked embarrassed.

I was a little upset with Carla, but she looked so sad. I said, “Okay, what are we going to do in the show?”

Carla sounded nervous. “I told the teacher we would do a dance called the Turkey Trot.”

I relaxed a little. I do not have many talents, but I love to dance! “Can you show the dance to me?” I asked.

“That is the problem,” Carla said. “There is no Turkey Trot dance!”

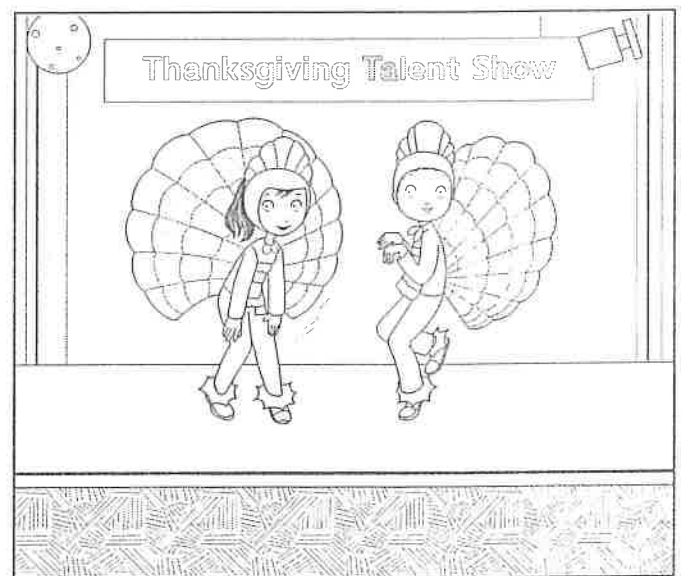
“Do not worry,” I said with confidence. “You invented the name, and I can invent the dance!”

Carla and I practiced the dance every day after school. Carla was not

a great dancer, so she made a lot of mistakes. I helped her learn and slowly she got better.

The night of the talent show, Carla was feeling very nervous. I said to her, “Just pay attention to me and do what I do.”

We stepped onto the stage and started the dance. When we finished, the crowd stood up and clapped and cheered. They loved it! I smiled at Carla and said, “I’m glad I helped you with your Turkey Trot 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. Describe how Daniel feels when Carla tells him about the talent show.

2. Explain why Carla needs help.

3. Discuss how Daniel is able to help Carla.

Write Work with a partner. Discuss your notes about "Turkey Trot Trouble." Then write your answer to the Essential Question.

How does Daniel use what he knows to help Carla?



Essential Question

How do animals adapt to challenges in their habitat?

Use Graphic Organizer 66 to take notes while you read.

Expository Text

The ringtail and the raccoon are **members** of the same group of animals. These small mammals move around at night and look for food. The ringtail and the raccoon have similar features. Both animals have long striped tails. But their sizes are different. The ringtail has a long, thin body and is about the size of a cat. The raccoon is bigger and rounder than the ringtail.

Raccoons live in more places than ringtails. Raccoons live throughout the United States. Ringtails live mostly in the southwestern part of the country.

Sometimes larger animals try to catch raccoons and ringtails. Both ringtails and raccoons have sharp teeth

and claws to use for protection. But they usually flee from **danger**.

Ringtails and raccoons once lived in wild places with few people. As humans have built more cities and roads, the animals have lost some of their wild habitats. So both animals have **adapted**, or changed, to live in the new environment. Ringtails sometimes go into buildings for shelter. Many raccoons live in towns and cities. Raccoons love to search through people's trash to find food. Sometimes raccoons come inside houses to find a tasty meal! By learning to live close to humans these animals continue to survive.



Ringtails (left) and raccoons (right) have striped tails.

Respond to the Text

Name _____

Read the text. Use Graphic Organizer 66 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. Discuss why the habitats of ringtails and raccoons have changed.

2. Discuss why raccoons and ringtails have sharp teeth and claws.

3. Describe how raccoons and ringtails have adapted to changes in their habitat.

Write Work with a partner. Discuss your notes about “Ringtails and Raccoons.” Then write your answer to the Essential Question.

How do ringtails and raccoons adapt to challenges in their habitat?



Essential Question

How are people able to fly?

Use Graphic Organizer 143 to take notes while you read.

Expository Text

In 1918, Bessie Coleman was a young African American woman with a big dream. She wanted to become a pilot, a person who flies airplanes. At that time, there were only a few woman pilots, and none of them were African American.

Bessie approached all the flying schools in the United States. She asked all of them to teach her to fly. The flying schools refused to teach Bessie to fly. The schools did not want her because she was a woman and because she was African American. Bessie's wonderful dream seemed impossible.

Bessie did some **research** and found out about a flying school in France. There, the teachers did not care if Bessie was a man or a woman. They did not care what color Bessie's skin was. Bessie learned to speak French, and saved money to pay for the trip.

At the school in France, Bessie learned the secrets of trick flying. She learned how to roll her flying **machine** in the air and how to make it spin. She learned how to jump out of the



Bessie Coleman was born in 1892. She was the first African American female pilot.

airplane with a parachute. Bessie was an excellent student, and in just seven months, Bessie became an **official pilot!**

In 1921, Bessie went home to the United States. She started flying in exciting air shows. She did the tricks that she learned at flying school. As a result, the audiences loved Bessie. Bessie Coleman became a very popular pilot!

Read the text. Use Graphic Organizer 143 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. Discuss why Bessie went to flying school in France instead of in the United States.

2. Describe the flying tricks Bessie learned in flying school.

3. Explain why Bessie was a success in air shows in the United States.

Write Work with a partner. Discuss your notes about "Bessie Coleman." Then write your answer to the Essential Question.

How was Bessie Coleman able to fly?

Realistic Fiction

"I am so excited about this trip!" said my sister Nina. Our family was in the car and we were driving to a rock-climbing wall at the gym. Nina turned to me and said, "Are you excited, too?"

I was extremely nervous, not excited. Nina is adventurous, so she thought climbing was fun. I did not know how to climb, and I was afraid of falling.

Then I saw how high the wall was, and I'm sure I turned pale with fear!

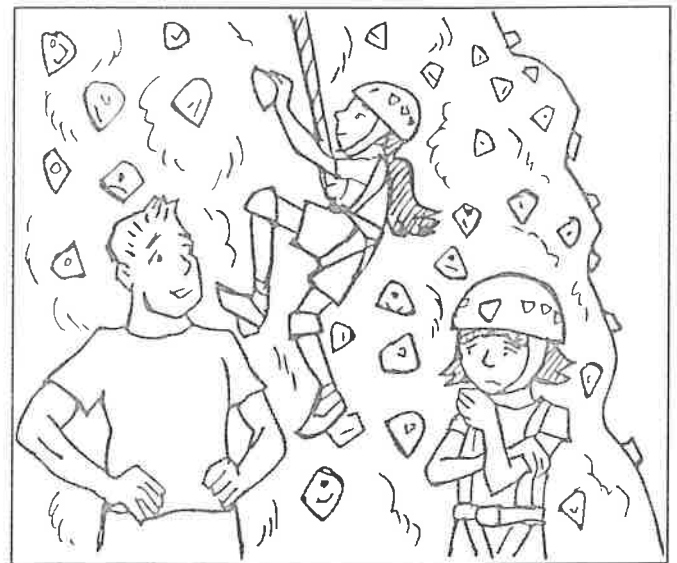
The climbing teacher gave all of us helmets and pads to wear for protection. He explained how the ropes keep us safe if we slip.

Nina was the first to climb. She carefully moved her hands and feet from rock to rock, all the way to the top of the wall. When she came back down, I said with respect, "That was incredible! How did you do it?"

Nina said, "I was a little nervous, but I relaxed by breathing slowly.

I also paid attention to everything the teacher said. He was able to **guide** me and tell me what to do."

Nina was an inspiration to me. When it was my turn to climb the wall, I decided to be courageous. I breathed slowly and listened carefully. The teacher told me how to move my hands and feet, and soon I was at the top of the wall! I looked down at Nina, and we both smiled.



Respond to the Text


Name _____

Read the text. Use Graphic Organizer 126 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.

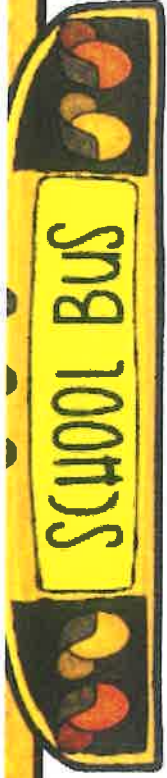
1. Explain why Lilly feels nervous.

2. Discuss why Lilly feels respect for Nina .

3. Discuss how Nina helps Lilly.

 **Write** Work with a partner. Discuss your notes about “Lilly and the Wall.” Then write your answer to the Essential Question.

How does Nina inspire Lilly?



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Grade 3

My ELD Summer Learning Packet Answer Key



Grade 3 ELD Summer Learning Packet

ANSWER KEY

Subject	Lesson
<p>English Language Development (ELD)</p>	<p>Week 1</p> <p>Vocabulary: Open Response</p> <p>Vocabulary Strategy: Root Words</p> <p>Vocabulary Strategy: Root Words</p> <p>Name _____</p> <p>A root word is the simplest form of a word. It can help you figure out the meaning of an unfamiliar word. Look at the example in this sentence.</p> <p>There was a large collection of art in the palace.</p> <p>The root word is <i>collect</i>. <i>Collect</i> means "to gather together." <i>Collection</i> means "a group of things gathered together."</p> <p>Read each sentence below. Then read the root word of the word in bold. Circle the letter of the meaning of the word in bold.</p> <p>1. I am a very powerful turtle. Root Word: power a. smart b. important</p> <p>2. I will reward your kindness. Root Word: kind a. friendliness, thoughtfulness b. greed</p> <p>3. The boy was filled with appreciation, but he was curious. Root Word: appreciate a. greediness b. feeling of being thankful</p> <p>Variant Vowels long and short /ü/. Roots in Related Words</p> <p>Variant Vowels /ü/ and /û//Roots in Related Words</p> <p>Name _____</p> <p>The vowel sound /û/ can be spelled oo as in <i>moon</i>, ew as in <i>chew</i>, u_e as in <i>rude</i>, ue as in <i>due</i>, and ou as in <i>soup</i>.</p> <p>The vowel sound /ü/ can be spelled oo as in <i>book</i> and ou as in <i>could</i>.</p> <p>A. Read the words in each row. Circle the word that has the same vowel sound as the word in bold. The first one has been done for you.</p> <p>1. gloom <u>spoon</u> nook 2. shook loop <u>look</u> 3. flew <u>grew</u> good 4. soup cook <u>group</u> 5. could <u>would</u> glue</p> <p>Related words share a common root or base word. The words <i>act</i>, <i>active</i>, <i>action</i>, <i>react</i>, and <i>actor</i> are related words. They share the common root word <i>act</i>.</p> <p>B. Read the words in each row. Place an X over the word that is not related. The first one has been done for you.</p> <p>1. starfish starry stardg 2. writer wrap writing 3. bicycle backpack backdoor 4. parking pouring ballpark</p>

Comprehension and Fluency: Read "The Turtle and the Box of Riches".

Comprehension: Point of View and Fluency

Comprehension: Point of View and Fluency

Name _____

A. Reread the passage and answer the questions.

1. Reread the first two paragraphs of the passage. What do you think is the narrator's point of view about the fisherman's helper? Circle the letter of the best answer.

- a. The narrator thinks he is a bad person.
- b. The narrator thinks he is good person.
- c. The narrator is not sure about him yet.

2. Reread paragraph 4. What does the narrator think about what the fisherman's helper did? Circle the letter of the best answer.

- a. The narrator thinks it is a good thing that should be rewarded.
- b. The narrator thinks it is a bad thing that should be punished.
- c. The narrator thinks it is a common thing that everyone does.

3. What is the narrator's point of view in the last paragraph?

- a. The narrator thinks the fisherman's helper is now a bad person.
- b. The narrator thinks the fisherman's helper gives in to curiosity.
- c. The narrator thinks the fisherman's helper should be rewarded.

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		-		=	

Comprehension: Point of View Graphic Organizer: Open response

Genre/Literary Element

Genre/Literary Element

Name _____

Kyoto Frog and Osaka Frog

Two frogs lived in Japan. One lived in a city called Kyoto. The other lived in a city called Osaka. Each frog set out to see the other's town. Kyoto Frog went to Osaka and Osaka Frog went to Kyoto. They met each other halfway between Osaka and Kyoto. Both were very tired. They did not know if they could go on. Then Osaka Frog had an idea.

"If we help each other stand up tall, we can see the towns we want to visit. Then we will know if we want to keep walking," Osaka Frog said. So each frog faced the town he wanted to see. Then the frogs helped each other stand up on their back legs. But when they did this, their underbellies faced the town they wanted to go to and their eyes faced back home.

"Kyoto looks just like Osaka!" said Osaka Frog.

"And Osaka looks just like Kyoto!" said Kyoto Frog.

Each decided to go home rather than travel to a town that looked exactly like home. So each went home. They never found out that Kyoto and Osaka were very different.

Answer the questions about the text.

1. Where are the frogs going in this folktale?

One is going to Osaka; the other is going to Kyoto.

2. What problem do the frogs have?

They are tired; they don't know if they should keep going.

3. How do the frogs try to solve the problem?

They stand up to look at the cities.

Writing Traits: Voice

Writing Traits: Voice

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about using your voice to show feelings.

Draft Model

On Saturday mornings, I play soccer with my friend Lauren. We go to the fields at the high school. Lauren plays soccer on a neighborhood team. I do not play soccer for any team.

1. How do you feel about playing soccer?
2. How did you choose the high school for a place to play soccer?
3. What do you like about being able to play soccer with your friend Lauren?
4. Is there anything you wish were different about the time you spend with your friend?

B. Now revise the draft by adding your voice to show how you feel about participating in this activity.

Answers will vary depending on language ability: Beginning/Emerging: students may draw and label relevant words (soccer, friend, neighborhood, team) or write in their native language. Intermediate/Expanding: May write short simple sentences using the present tense and high frequency vocabulary.

Write to Sources

Write to Sources

Name _____

The student who wrote the paragraph below used text evidence from two different sources to answer the question: *Do you think the stone soup was a healthful lunch?*

I think the stone soup was a healthful lunch. The Chang brothers included healthful ingredients, like fish, mushrooms and onions, and eggs. These are the kinds of healthful foods I read about in "Healthful Food Choices." The author says that healthful foods give you energy to work and play. In "The Real Story of Stone Soup" I read that the nephews were happy after their lunch of stone soup. They also worked harder. That is proof that they ate a healthful meal.

Reread the passage. Follow the directions below.

1. Draw a box around a sentence that states an opinion.
2. Underline a supporting detail that supports the opinion.
3. Circle words that give details about how the characters feel.
4. Write two of the linking verbs the writer uses on the line.

Possible answers: was, were, is

Week 2

Vocabulary: Open Response

Vocabulary Strategy: Prefixes

Vocabulary Strategy: Prefixes

Name _____

A **prefix** is a word part that can be added to the beginning of a base word. Adding a prefix forms a new word with a new meaning. Two common prefixes are **un-** and **non-**.

un- means "not" or "the opposite of"
un + kind = unkind

non- means "not" or "without"
non + verbal = nonverbal

Use a word from the box below to complete each sentence.

unhappy unsure nonsense

- At first we thought the map was nonsense and did not mean anything. Then we saw that it was upside-down.
- I forgot one line in the school play, and felt unsure of myself. I did not know if I would remember all of my lines.
- If you ever feel unhappy, someone can tell you a joke. Then you will have a big smile on your face!

Plural Words/Vowel Team Syllables

Plural Words/Vowel Team Syllables

Name _____

A plural noun names more than one person, place, or thing. Follow these rules to form plurals:

- Add **-s** to most singular nouns.
- Add **-es** to singular nouns that end in **-s**, **-ss**, **-sh**, **-ch**, or **-x**.

A. Read each word in bold. Circle the correct plural form of each word. The first one has been done for you.

- fox** foxs foxes
- year** years yeares
- ash** ashs ashes
- twin** twins twines
- inch** inchs inches

Every syllable in a word has one vowel sound. When two vowels appear together in a word, they usually work as a team to form one vowel sound. A vowel team appears in the same syllable of a word.

B. Read each pair of words. Underline the word that has a vowel team syllable. Circle the vowel team. The first one has been done for you.

- reaching letter 4. member briefcase
- spender seedling 5. shoebox darkness
- raindrop backpack

Comprehension:and Fluency: Read "TPainting From Memory".

Comprehension: Point of View and Fluency

Comprehension: Point of View and Fluency

Name _____

A. Reread the passage and answer the questions.

Possible responses provided.

1. What is Bae's point of view in the third paragraph?

He will miss home when he moves to New York.

2. What is Bae's point of view in the fifth paragraph?

He is happier because his paintings make him feel better.

3. Why does Bae help Varvara?

He remembers what it felt like to be as sad as she is.

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		-		=	

Comprehension: Point of View Graphic Organizerr--Open Response

Genre/Visual Elements

Genre/Visual Elements

Name _____

Class by the Pond

Fumiko's class was learning about the life cycle of frogs. They were about to have a quiz. Everyone in the class was worried, except Fumiko. Fumiko knew a lot about frogs. She often went to the school pond to watch them.

"Can the class go to the pond tomorrow?" Fumiko asked her teacher.

"What's at the pond?" asked Ms. McNally.

"The frog eggs are hatching," said Fumiko. We can learn if we see the tadpoles up close."



Answer the questions about the text.

1. Realistic fiction takes place in a realistic setting. What is the setting of the text?

a school

2. What tells you that a character is talking?

dialogue indicated by quotation marks

3. Why does Fumiko want to have class outside?

Possible response: She thinks it will help the class learn about frogs.

Writing Traits: Ideas

Writing Traits: Ideas

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about how dialogue can help develop characters.

Draft Model

My little brother Henry was upset. He was studying for a math test but was having trouble with subtraction. He asked if I could help him.

1. How did you know that your brother was upset? Did he say something?
2. What was your brother feeling when he explained his problem?
3. How would you reply when your brother asked you for a favor? What would you say?
4. How could dialogue better help someone understand what is going on in the story?

B. Now revise the draft by adding dialogue to show the characters' thoughts, feelings, and actions in the story.

Answers will vary depending on language ability: Beginning/Emerging students may draw and label relevant words (*upset, test, subtraction*) or write in their native language. Intermediate/Expanding: May write short simple sentences using the present tense and high frequency vocabulary.

Write to Sources

Write to Sources

Name _____

The student who wrote the paragraph below used text evidence from two different sources to answer the question: *In your opinion, what kind of person is Clementine?*

I think Clementine is a good person, but she is kind of silly and sometimes she can be selfish. When Clementine doesn't have a talent for the talent show, she proves she is good at helping others perform in the show. She wants other people to do well. She also has a big imagination. This can sometimes make it hard for her to pay attention to what is happening, but it can also help her solve problems creatively. After reading both Clementine stories, I can see she's good at caring for others, like her little brother and her cat. But I can also see that she can be selfish. For example, she thinks of silly, selfish reasons not to add a new baby to her family. Even though Clementine can be silly and selfish, I believe she is a good friend and a caring person.

Reread the passage. Follow the directions below.

1. Draw a box around the topic sentence that states an opinion.
2. Underline linking words that connect the student's opinion with a reason.
3. Circle two details that describe the character Clementine in the two stories.
4. Write the contraction with *not* the writer uses on the line.

Answer: doesn't _____

Week 3

Vocabulary: Open Response

Vocabulary Strategy: Sentence Clues

Vocabulary Strategy: Sentence Clues

Name _____

Sentence clues are words or phrases in a sentence that help you figure out the meaning of an unfamiliar word. Look at the following example:

It is easiest for wolves to **survive**, or continue to live, when they are in the wild.

The underlined sentence clue tells you that **survive** means "continue to live."

Read each passage below. Underline the sentence clues that help you figure out the meaning of each word in bold. On the line, write the meaning of the word in bold. Possible responses provided.

1. Adaptations, or special ways their bodies are made, help bears in many ways.
special ways a body is made
2. Claws and strong muscles help them to catch food and raise their offspring, or babies.
babies
3. Bears can stand on their hind, or back, legs.
back
4. They also have a layer of blubber, or fat.
fat
5. It helps them blend in with the dirt and rocks in their environment, or where they live.
place where something lives

Variant Vowel /ɒ//Grek and Latin Roots

Variant Vowel /ɒ//Grek and Latin Roots

Name _____

The vowel sound /ɒ/ can be spelled in several different ways:

aw as in *straw* au as in *haul* alt as in *salt*
alk as in *walk* all as in *ball* ough as in *bought*

A. Read each pair of words. Circle the word that has the vowel sound /ɒ/. The first one has been done for you.

1. (faw) cow
2. bowl (hall)
3. (talk) look
4. howl (caused)
5. (brought) both

Many English words have Greek and Latin roots. These roots give clues to the word's meaning. The Greek root *graph* means "write." The Latin root *aud* means "hear or listen."

B. Read each sentence. Circle the word that has a Greek or Latin root. The first one has been done for you.

1. There was a great concert in the (auditorium).
2. The baseball star signed his (autograph).
3. The (audience) cheered at the end of the show.
4. This (graphic) novel has amazing pictures.

Comprehension and Fluency: Read "Adaptations: Grizzly and Polar Bears"

Comprehension: Compare and Contrast and Fluency

Comprehension: Compare and Contrast and Fluency

Name _____

A. Reread the passage and answer the questions.

Possible responses provided.

1. In the second paragraph, what are three ways the bears are alike?

The bears are both very large. They have the same kind of claws. They can stand on their back legs.

2. In the third and fourth paragraphs, what are three ways the bears are different?

The bears have different colored fur. They eat different things. Grizzly bears have longer claws.

3. Authors use signal words to compare and contrast. In the second paragraph, what are two signal words the author uses to show how the two bears are alike?

Two signal words are same and both.

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

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

Comprehension: Compare and Contrast Graphic Organizer-Open Response

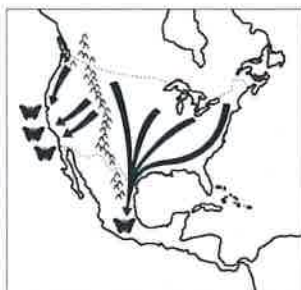
Genre/Text Feature

Genre/Text Feature

Name _____

How Monarch Butterflies Migrate

Monarch butterflies live all over the United States. When it gets cold in the fall they fly south. Some fly all the way from Canada to Mexico. Monarchs migrate to adapt to changing temperatures. In the fall, temperatures in the north get cooler and there are fewer flowers on plants. Monarchs cannot survive very cold winter weather and need flowering plants for food.



Monarch butterflies west of the Rocky Mountains fly south to California. Those east of the Rocky Mountains fly south to Mexico.

Answer the questions about the text.

1. Expository text tells about a topic. What topic is this text about?

It tells how monarch butterflies migrate.

2. What text feature shows you where monarch butterflies fly to?

map

3. What text feature tells you more about the map?

caption

4. Why do monarchs migrate?

They cannot survive in cold weather and need flowering plants.

Writing Traits: Organization

Writing Traits: Organization

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about how you can grab the reader's attention with a strong opening.

Draft Model

A flying squirrel is a special type of squirrel. Flying squirrels move from tree to tree through the air. One squirrel's flight was 100 yards long.

1. How could you replace the first sentence with an interesting question that grabs the reader's attention?
2. How do flying squirrels move through the air?
3. What else is 100 yards long?

B. Now revise the draft by adding interesting questions and fascinating facts to make the reader want to read more.

Answers will vary depending on language ability: Beginning/Emerging students may draw and label relevant words (squirrel, tree, yards, long) or write in their native language. Intermediate/Expanding: May write short simple sentences using the present tense and high frequency vocabulary.

Write to Sources

Write to Sources

Name _____

The student who wrote the paragraph below used text evidence from two different sources to answer the question: *How does an animal's environment affect the way it lives?*

How does an animal's environment affect the way it lives? In many ways. The land in an animal's environment controls where it can build a home or burrow. For example, a desert tortoise digs a burrow in the sandy ground of the desert where it lives. The temperature of an animal's environment can affect when an animal comes out of its shelter or stays hidden. If the sun is too hot, a desert animal may stay in its den. Temperature may affect an animal's color. Desert iguanas will turn a lighter color when the sun is out. This helps them stay cool. The amount of water in an animal's environment can also affect how it lives. Some animals have to walk a long way to get to water.

In "Little Half Chick," water, fire, and wind are characters. The wind carries the chick to the top of a high tower to keep it safe. Both texts show that an animal's environment will affect the way it lives.

Reread the passage. Follow the directions below.

1. Draw a box around the strong opening the student used to grab the reader's attention.
2. Underline an example of a relevant detail that helps support the topic.
3. Circle linking words that connect sentences or ideas.
4. Write the main verb and helping verb in the last sentence on the line.

Answer: will affect

Week 4

Vocabulary: Open Response

Vocabulary Strategy: Multiple Meaning Words

Vocabulary Strategy: Multiple-Meaning Words

Name _____

Multiple-meaning words have more than one meaning. When you come across a multiple-meaning word, find other words in the passage or sentence to help you figure out the correct meaning of the word. Look at this example:

Humans have always wanted to fly.

Fly can mean "a winged insect" or "to move through the air." In the sentence above, **fly** refers to something humans have tried to do. This tells you that the meaning of **fly** is "to move through the air."

Read each passage below. Use other words in the passage to help you figure out the correct meaning of each multiple-meaning word in bold. Then circle the letter of the correct meaning of the word in bold.

- The first big step for human flight was the kite. Some kites were used for fun. Others were used to test the weather.
a. to lift the foot and set it down again **b.** one of a series of actions
- The first hot air balloon was a silk bag. It was filled with smoke. This made the balloon lighter than the air. Because of this, the bag rose into the sky.
a. lifted up b. a flower
- Some people made gliders better. George Cayley added a tail. It made the glider more stable and easier to fly.
a. the part at the end of a plane b. to follow or observe

Homophones/r-Controlled Vowel Syllables

Homophones/r-Controlled Vowel Syllables

Name _____

Homophones are words that sound alike but are spelled differently and have different meanings.

I **blew** the horn. My coat is **blue**.

A. Read each sentence. Circle the correct homophone to complete the sentence. The first one has been done for you.

- I want to (**see**) sea) that movie.
- Her (too, two) friends will come with us.
- Did you find (your, you're) baseball glove?
- The captain raised the (sale, sail) on the boat.
- I (rode, road) my bike to the soccer field.

When a vowel is followed by the letter *r*, the *r* changes the vowel's sound. The vowel and the letter *r* usually appear in the same syllable.

person = per / son report = re / port

B. Read each pair of words. Circle the word that has an *r*-controlled vowel syllable. The first one has been done for you.

- garlic** floating 4. **stormy** windy
- turtle** frog 5. sleeping **parking**
- green **purple**

Comprehension and Fluency: Read "History of Human Flight"

Comprehension: Cause and Effect and Fluency

Comprehension: Cause and Effect and Fluency

Name _____

A. Reread the passage and answer the questions.

Possible responses provided.

1. Reread paragraph 1. Why did wooden wings not work?

They did not work because birds and humans do not have the same kind of muscles.

2. Reread paragraph 2. Why did people make balloons and gliders?

People made balloons and gliders to carry people.

3. Reread paragraph 5. What was the effect of adding a tail to the glider?

The tail made the glider more stable and easier to fly.

4. Reread the section "Really Flying." What was the effect of the Wright brothers' work?

Humans could finally fly.

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

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

Comprehension: Cause and Effect Graphic Organizer--Open Response

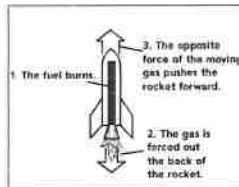
Genre/Text Feature

Genre/Text Feature

Name _____

How Rockets Move

A rocket has fuel in it. For the rocket to move, the fuel must burn. When the fuel burns, it makes gas. This gas goes out the back of the rocket. The gas moves very fast. Its speed gives it force. But the force of the gas follows a law of nature. The law is this: Every action has an opposite reaction. This means that the force of the gas must have a reaction. When the gas moves backward, the reaction force moves the rocket forward.



Answer the questions about the text.

1. Expository text tells facts about a topic. What is the topic of this text?

It tells facts about how rockets move.

2. Name the text feature.

sidebar/diagram

3. When a rocket moves, what has to happen first?

The fuel burns.

4. What law does the gas in a rocket follow?

Every action has an opposite reaction.

Writing Traits: Organization

Writing Traits: Organization

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about how you can use a strong conclusion.

Draft Model

I like helicopters. They can fly in any direction. They can go fast or slow and land almost anywhere. They can be used to rescue people, to help fight forest fires, or to prevent crimes.

1. What is the main idea? Are helicopters the writer's favorite flying machine?
2. What directions can a helicopter fly in?
3. What kinds of birds are helicopters like?
4. What conclusion could be added to restate the main idea?

B. Now revise the draft by adding a strong conclusion that retells the main idea.

Answers will vary depending on language ability: Beginning/Emerging students may draw and label relevant words (*helicopters, fly, rescue*) or write in their native language. Intermediate/Expanding: May write short simple sentences using the present tense and high frequency vocabulary.

Write to Sources

Write to Sources

Name _____

The student who wrote the paragraphs below used text evidence from two different sources to answer the question: *What do a flying horse and a hot air balloon have in common? How are they different?*

A flying horse and a hot air balloon have some things in common, but they also have many differences. They are alike because they move people through the air. However, a hot air balloon carries people in a basket below it, and a flying horse carries a rider on its back. A flying horse and a hot air balloon can both soar high in the sky. They can give their riders a great view of the land below. That, and other reasons, makes hot air balloons and flying horses alike.

Hot air balloons and flying horses have many differences, too. One of them is a living thing, and the other is a vehicle made by people. Hot air balloons are filled with fire-heated air, but flying horses like Pegasus move because of the oats they eat. But the biggest difference is probably that flying horses are not real. They are only part of myths and fairy tales. Hot air balloons are real. They take off and land all over the world every day. So, while flying horses and hot air balloons are alike in a few ways, in most ways they are very different.

Reread the passage. Follow the directions below.

1. Draw a box around the sentence that introduces the topic.
2. Underline an example of a detail that helps support the topic.
3. Circle a strong conclusion that sums up a paragraph.
4. Write one complex sentence from the model on the line.

Possible answer: They are alike because they move people through the air.

Week 5

Vocabulary: Open Response

Vocabulary Strategy: Metaphor

Vocabulary Strategy: Metaphor

Name _____

Remember that a **metaphor** is a way to compare two things that are very different.

The girl's hair was yellow straw.

Read each passage. Circle the answer that names the two things that are being compared in the metaphor.

- The runners were a rumbling herd, except for a few—
 - runners and a few
 - runners and a herd
- Motorboats speeding over gray water, these runners would inspire anyone's daughter.
 - gray water and daughter
 - motorboats and runners
- I went home that day and laced up my shoes and although my feet started out as one big bruise.
 - feet and a bruise
 - shoes and a bruise

Soft c and g/Words with -err and -est

Soft c and g/Words with -er and -est

Name _____

The letter **c** usually has a **soft c** sound when it is followed by the vowels **e** or **i**: *cents, city*.

The letter **g** usually has a **soft g** sound when it is followed by the vowels **e** or **i**: *large, giant*.

A. Read each word. Circle the letters that make the soft c or soft g sound in each word. The first one has been done for you.

- | | |
|-----------|-----------|
| 1. nice | 4. page |
| 2. gem | 5. place |
| 3. circle | 6. gentle |

Words that compare two people, places, or things usually end in **-er**.

Words that compare three or more people, places, or things usually end in **-est**.

B. Read each sentence. Circle the word that compares two people, places, or things. Underline the word that compares three or more people, places, or things. The first one has been done for you.

- An apple is bigger than a grape.
- I have the smallest bed of the three beds in our house.
- Our dog is five years older than our kitten.
- A giraffe has the longest neck of all the animals in the zoo.
- January is usually a colder month than December.

Comprehension and Fluency: Read "Why I Run"

Comprehension: Theme and Fluency

Comprehension: Theme and Fluency

Name _____

A. Reread the poem and answer the questions.

Possible responses provided.

1. What story does the poem tell?

It tells why a girl started running.

2. What do you think is the theme, or lesson, of this poem?

People can be inspired to try new things.

3. What lines in the poem helped you identify the theme?

The lines "these runners would inspire anyone's daughter" and "I went home and laced up my shoes" give me clues about the theme.

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		-		=	

Comprehension: Theme Graphic Organizer--Open Response

Genre/Literary Element

Genre/Literary Element

Name _____

If I Could Just Get Out of Bed

If I get out of bed, I could
read a book about the moon
and one about a rocket ship
and one that tells me how to make
a ship that flies me into space
to be the first kid on the moon
if I get out of bed.



Answer the questions about the poem.

1. The lines in a free verse poem do not rhyme. Does this poem rhyme?

no

2. Where is the speaker?

in bed

3. What does the speaker imagine doing?

going to the moon

Literary Elements: Repetition and Rhyme

Literary Elements: Repetition and Rhyme

Name _____

Repetition means that words or phrases in a poem are repeated.
A **rhyme** is two or more words that end with the same sound, such as *roaring* and *pouring*.

Read the lines of the narrative poem below. Then answer the questions. Possible responses provided.

Why I Run

Motorboats speeding over gray water,
these runners would inspire anyone's daughter.
That was the day I made the decision—
the bounce in my steps clarified my vision
the bounce in my steps clarified my vision.

I went home that day and laced up my shoes
and although my feet started out as one big bruise
I've run in every Boston Marathon since
and now I'm so strong I don't even wince
and now I'm so strong I don't ever wince.

1. Find two words that rhyme. Draw a box around the words.
2. Circle an example of repetition in the poem.
3. How do repetition and rhyme affect your reading of the poem?
The rhyming turns the poem into a kind of song, which makes the poem easier to read. The repetition helps me see important lines in the poem.

Writing Traits: Word Choice

Writing Traits: Word Choice

Name _____

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

Draft Model

Aunt Barb works really hard
She speaks three languages
Aunt Barb helps me fly
And never lets me fall

1. What strong words would tell how Aunt Barb works?
 2. What languages does Aunt Barb speak?
 3. What strong verbs or details would show how Aunt Barb helps the speaker fly?
- B. Now revise the draft by adding strong words to make the poem clearer and more descriptive.

Answers will vary depending on language ability: Beginning/Emerging students may draw and label relevant words (works, speaks, helps, fall) or write in their native language. Intermediate/Expanding students may write short sentences using the present tense and high-frequency vocabulary.

Write to Sources

Write to Sources

Name _____

The student who wrote the poem below was inspired by three other poems when she responded to the prompt: *Write a free verse poem about a family member or pet. Use figurative language and repetition.*

Lucky Lola

Lucky Lola loves to play ball.

She's a bird bandit. A squirrel hunter.

A brown spotted bundle of energy, ready for action.

She prows and pounces. She growls and grunts.

Woof! Woof! Woof! Mailman's here!

Grrrrr! Grrrrr! Grrrrr! There went the school bus.

Wag! Wag! Wag! The family is home now.

Better get the ball. It's playtime!

Reread the passage. Follow the directions below.

1. Draw a box around an example of figurative language.
2. Underline an example of a strong word or phrase that helps readers visualize something from the poem.
3. Circle an example of repetition to emphasize an important idea.
4. Write an irregular verb from the poem on the line.

Possible answers: went, get

Week 6

Read "The Gigantic Turnip". Complete the activities.

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. Discuss how Papa and the narrator feel about Grandpa's garden.

Papa wanted strawberries in the garden. The narrator admires Grandpa for planting gigantic turnips.

2. Explain why the family laughs at the mouse.

They do not think a tiny mouse can help them.

3. Discuss why growing the gigantic turnip is a good choice.

Grandpa can use the turnip to make a healthful meal for everyone.

Write Work with a partner. Discuss your notes about "The Gigantic Turnip." Then write your answer to the Essential Question.

What good choices does Grandpa make?

Grandpa chooses to grow gigantic turnips. The mouse helps the family pick the turnip. Then Grandpa uses the turnip to cook a healthful meal.

Read "Landslides". Complete the activities.

Respond to the Text

Name _____

Read the text. Use Graphic Organizer 12 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. What can cause a landslide?

Rain turns soil into mud. The mud can become too heavy and slide down a hill.

2. Explain how a landslide can change a mountain.

A side of a mountain can slide off in a landslide, changing the mountain's shape.

3. Explain how a landslide can change a stream.

Dirt and rocks can slide into a stream, changing it into a lake.

Write Work with a partner. Discuss your notes about "Landslides." Then write your answer to the Essential Question.

How does the Earth change?

Explain how landslides can change the Earth.

Landslides can change the shape of hills and mountains. They can change

streams into lakes.

Read "Turkey Trot Trouble". Complete the activities.

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. Describe how Daniel feels when Carla tells him about the talent show.

Daniel is upset. He does not want to be in the talent show.

2. Explain why Carla needs help.

Carla told the teacher they would dance the Turkey Trot, but there is no Turkey Trot.

3. Discuss how Daniel is able to help Carla.

Daniel invents the Turkey Trot dance. He helps Carla practice the dance and dances

with Carla at the talent show.

Write Work with a partner. Discuss your notes about "Turkey Trot Trouble." Then write your answer to the Essential Question.

How does Daniel use what he knows to help Carla?

Carla wants to dance the Turkey Trot at the talent show, but there is no Turkey

Trot. Daniel knows how to dance, so he invents the Turkey Trot dance. He helps

Carla practice and dances with Carla at the talent show.

Read "Ringtails and Raccoons". Then, Complete the activities

Respond to the Text

Name _____

Read the text. Use Graphic Organizer 66 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. Discuss why the habitats of ringtails and raccoons have changed.

Humans have built more cities and roads in areas that were once wild.

2. Discuss why raccoons and ringtails have sharp teeth and claws.

Raccoons and ringtails have sharp teeth and claws to protect themselves from larger animals.

3. Describe how raccoons and ringtails have adapted to changes in their habitat.

Raccoons live in cities and search through trash for food. Sometimes they go into houses to find food. Ringtails sometimes go into buildings for shelter.

Write Work with a partner. Discuss your notes about "Ringtails and Raccoons." Then write your answer to the Essential Question.

How do ringtails and raccoons adapt to challenges in their habitat?

People change animals' habitats when they build cities and roads. So animals

have to find new ways to live. Ringtails find shelter by going into buildings.

Raccoons find food in people's trash. Sometimes raccoons even go into people's

houses to get food.

Read "Bessie Coleman". Then, Complete the activities.

Respond to the Text

Name _____

Read the text. Use Graphic Organizer 143 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. Discuss why Bessie went to flying school in France instead of in the United States.

The schools in the United States would not teach Bessie to fly because she was a

woman and an African American.

2. Describe the flying tricks Bessie learned in flying school.

Bessie learned how to roll and how to spin. She learned how to jump out of an

airplane with a parachute.

3. Explain why Bessie was a success in air shows in the United States.

Bessie did the tricks she learned at flying school. Audiences loved her.

Write Work with a partner. Discuss your notes about "Bessie Coleman." Then write your answer to the Essential Question.

How was Bessie Coleman able to fly?

Bessie Coleman went to France to a flying school. She learned to do tricks

in her airplane. Then, she went back to the United States and began flying

in air shows.

Read "Lilly and the Wall". Then, Complete the activities.

Respond to the Text

Name _____

Read the text. Use Graphic Organizer 126 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 Lilly feels nervous.

Lilly does not know how to climb and she is afraid of falling.

2. Discuss why Lilly feels respect for Nina.

Nina climbs to the top of the wall.

3. Discuss how Nina helps Lilly.

Nina tells Lilly to breathe slowly and listen to the teacher.

Write Work with a partner. Discuss your notes about "Lilly and the Wall." Then write your answer to the Essential Question.

How does Nina inspire Lilly?

At first, Lilly is nervous about climbing. Nina shows Lilly how to be courageous
when she climbs. She tells Lilly to breathe slowly and pay attention to the
teacher. Lilly is inspired by Nina. Lilly climbs to the top of the wall.
