

Week 3

Mrs Beckmann 3B

ELA

Read *The Storyteller's Candle* - pages 167 - 183.
Complete Reading Packet pages 160 - 167.
Complete Grammar worksheets 7.1.1 - 7.1.5.
Complete Writing worksheets.

Math

Complete Textbook pages 5 - 28.

Science

Complete Textbook pages 205 - 216.
Some of the activity pages will not be able done be done because you are not in school and lack the supplies at home. Please know that we understand this situation and do the best work that you can, but skip the work that cannot be done.

Social Studies

Magazine 5 - *Protecting Resources* - Read pages 1-11.



Name _____

Critical Vocabulary

Read each sentence. Decide which sentence best fits the meaning of the word in bold print. Circle the letter next to that sentence.

1. flickered

- a. She replaced the light bulb after it began blinking off and on.
- b. She replaced the light bulb because it was too bright for the room.

2. concluded

- a. The concert ended with everyone singing together.
- b. The concert included talented musicians from all over the world.

3. preparations

- a. Alana left the party before me because she had homework to do.
- b. Alana finished getting ready for the party just before the guests arrived.

4. slender

- a. The tree's thin branches break easily in the wind.
- b. The tree's thick trunk and branches are easy to climb.

5. chimed

- a. We all spoke up in support of the new playground plans.
- b. We took turns voting on the new playground plans.

6. gallant

- a. My neighbor helped save the kittens from a burning building.
- b. My neighbor made us laugh with her stories about clown college.

Name _____

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Literary Elements

Literary elements are the pieces that make up a story.

- **Characters** are the people and animals in a story.
- The **setting** is where and when the story takes place.
- **Events** are the things that happen in a story.

➤ Answer the questions about pages 168–169 of *The Storyteller's Candle*.

1. How does the author reveal the setting?

2. Who are the main characters?

3. What problem do they have?

➤ Answer the following questions about page 179 of *The Storyteller's Candle*.

4. Which character has made a big difference in the lives of Hildamar and Santiago's family and neighbors?



Name _____

5. How has Pura Belpré influenced what happens in the story?

6. How are children and their neighbors' feelings different now than they were at the beginning of the story?

Name _____

Compound Words

A **compound word** is a word made up of two smaller words. Look at the two smaller words to help you understand the meaning of the compound word.

► Put together a word from the left column and a word from the right column to make a compound word that completes each sentence.

under	plane
water	storm
rain	grown
over	fall
sleep	ground
air	over

1. Our canoe nearly went down a huge, roaring _____.
2. I brought an umbrella just in case there is a _____ today.
3. During Kenan's _____ party, we stayed awake to watch a funny movie.
4. If you want to go to Europe, you need to take a boat or an _____.
5. Many animals burrow _____ to stay safe and warm.
6. The grass is so _____ that we can't find our kickball.

Name _____

Text and Graphic Features

Text features are kinds of type that are used for emphasis, such as color, bold text, or italic text.

Graphic features such as illustrations help explain ideas in the text. Illustrations show a scene from a story.

▶ Answer the questions about pages 176–177 of *The Storyteller's Candle*.

1. What story details does the illustration help you understand?

2. What details does the illustration include that are not in the text?

3. What moment in the story does the illustration show?

Name _____

Words with /ōō/ and /ōō/

Read each sentence. Choose a word from the word bank that contains the vowel sound shown below the blank that makes sense in the sentence. Write it in the blank.

/ōō/ Sound	/ōō/ Sound
crooked handbook goodbye fishhook	cartoon spewing classroom avenue

- There are 20 students in our _____ .
/ōō/ sound
- Be careful because the _____ is sharp.
/ōō/ sound
- Nikko rode his bike along the _____ to school.
/ōō/ sound
- The Explorer's Club has a _____ that lists all the club rules.
/ōō/ sound
- The big factory was _____ smoke into the sky.
/ōō/ sound
- I love to watch funny _____ shows.
/ōō/ sound
- Someone needs to fix that _____ fence so that it is straight.
/ōō/ sound
- Mia waved _____ to her friend.
/ōō/ sound

Name _____

Figurative Language

Figurative language helps readers imagine the author's ideas or creates a special effect. **Imagery** is language that describes how something looks, sounds, feels, smells, or tastes. **Similes** compare two different things using the word *like* or *as*.

➤ Answer the questions about pages 172–173 of *The Storyteller's Candle*.

1. What are the two similes in paragraph 17?

2. Which word signals that these are similes?

3. Which sensory word helps support the image that the storyteller's eyes are like *luceros*, or stars?

4. What sense can you use to imagine how something sparkled?

Spelling Irregular Plurals

Nouns are often made plural by adding *-s* or *-es*.

Irregular plural nouns are nouns that have special plural forms.

Some nouns do not change between the singular and plural forms.

desk, desks (add *-s* to make *desk* plural)

mix, mixes (add *-es* to make *mix* plural)

child, children (*children* is the plural form of *child*)

deer, deer (*deer* does not change from singular to plural)

➤ Determine the plural form of the singular nouns below.

1. hat _____
2. box _____
3. dish _____
4. fish _____
5. goose _____
6. shelf _____
7. foot _____
8. man _____
9. baby _____
10. tooth _____

➤ Revisit a piece of your writing. Edit the draft to make sure that you are spelling irregular plural nouns correctly.

Spelling Irregular Verbs

Adding *-d*, *-ed*, *-ied* to a verb can describe an action that happened in the past.

Irregular verbs do not use the *-d*, *-ed*, or *-ied* ending to show past action.

Irregular verbs have a different spelling to show past action, and they have another spelling when used with *has*, *have*, or *had*.

go, went, has gone get, got, has gotten

come, came, has come

☑ Choose the proper form of the verb in parentheses.

1. I had never (saw, seen) a black and white movie. _____
2. Dad (came, come) home late from work last night. _____
3. We had already (ate, eaten). _____
4. We (saw, seen) the sun set. _____
5. My, how you've (grew, grown)! _____
6. I have already (choosed, chosen) my dress for the party. _____
7. He (hanged, hung) up his coat in the closet. _____
8. She (shook, shaked) the milkshake to mix the flavors. _____
9. The boy (swimmed, swam) in the deep part of the lake. _____
10. The teacher (bued, bought) snacks for the class today. _____

☑ Revisit a piece of your writing. Edit the draft to make sure that you are spelling irregular verbs correctly.

Name _____

Spelling High-Frequency Words

Some words appear more often than others. These words are high-frequency words.

Some commonly used words are compound words.

Some commonly used words are spelled differently than they sound.

➤ Choose the proper form of the high-frequency word in parentheses.

1. Her uniform looks (diferent, different). _____
2. I want (everything, everthing) on my pizza. _____
3. I learn (something, somthing) from every book I read. _____
4. She will (definitely, definatly) be there. _____
5. That test was (impossible, imposable) _____

➤ Revisit a piece of your writing. Edit the draft to make sure that you are spelling high-frequency words correctly.

Review Spelling

Irregular plural nouns are nouns that do not use *-s* or *-es* in the plural form.

Some nouns do not change between the singular and plural forms.

Irregular verbs don't use *-d*, *-ed*, or *-ied* to show past action, and they have another spelling when used with *has*, *have*, or *had*.

Some commonly used words are spelled differently than they sound, and are frequently misspelled.

➤ Write the plural form of the word.

1. goose _____

2. fox _____

3. mouse _____

4. sheep _____

5. tooth _____

➤ Determine the correct past form of the irregular verbs in the sentences below.

6. Jonas (go, went) on vacation last week. _____

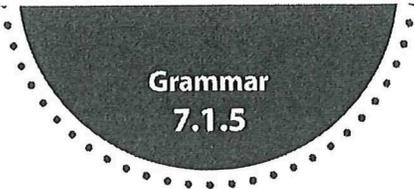
7. Marsha thinks she (get, got) something in the mail today. _____

8. The bird (eat, ate) all of the bird seed. _____

9. The airplane (flew, flown) over the ocean. _____

10. Sally (chose, chosen) the cherry lollipop. _____

➤ Revisit a piece of your writing. Edit the draft to make sure that you are spelling irregular plural nouns and irregular verbs correctly.



Connect to Writing: Using Correct Spelling

➤ Read the selection and choose the best answer to each question.

Jason wrote the following paragraph about a trip he took with Sarah to visit her grandmother. Read his paragraph and look for revisions he should make. Then answer the questions that follow.

(1) Sarah and I went on a walk to visit her grandmother. (2) On the way, we seen a group of fifteen goose. (3) They look like they had just ate. (4) They usally come up to you looking for food, but this time they didn't. (5) We bringed a carrot cake for Sarah's grandmother. (6) We were hoping we wouldn't run into any foxs on the way.

1. Which statement does not contain an error?
 - A. Sarah and I went on a walk to visit her grandmother.
 - B. On the way, we seen a group of fifteen goose.
 - C. They look like they had just ate.
 - D. We bringed a carrot cake for Sarah's grandmother.

2. Which statement below is a properly edited version of statement 2?
 - A. On the way, we saw a group of fifteen goose.
 - B. On the way, we saw a group of fifteen geese.
 - C. On the way, we seen a group of fifteen geeses.
 - D. On the way, we seen a group of fifteen geese.

➤ Where do you like to take a walk? Write two or three sentences about it.

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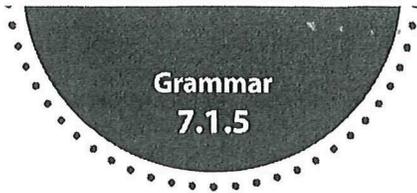
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