

# 3<sup>rd</sup> Grade ELA

## Week 3

### **Focus:**

- Exploring Literary Text
- Word Study
  - Affixes and How They Change Root Words
  - Using Context to Determine the Meaning of Words
  - Identify and Use Antonyms, Synonyms, Homographs, and Homophones

### **Directions:**

- Complete each day's work.
- Read for 30 minutes each day.
- Complete the reading log on the next page after you read each day.

Name: \_\_\_\_\_

Reading Log

Date	Title	Pages	1 question or prediction
3/23/2020	<i>The Three Little Pigs</i>	1-20	I wonder why the third pig didn't help his brothers build better houses?

**Week 3, Day 1**

**Affixes and How They Change Root Words Practice B**

**Read the passage before answering the questions below.**

1 “There is so much here, I do not know what to do,” said Farmer Ted. “All of our crops are so plentiful this year. I wonder what made the harvest so different? Maybe it was the amount of rain we got. It did rain often this spring and summer. What do you think, Farmer Ben?”

2 “Two years ago, we had the misfortune of very little rain during the year,” replied Farmer Ben. “Many of the farmers around here were unable to make any money. They had to go to the bank and borrow more to make it through to the next harvest.”

1. The word plenty means “a lot”. What does plentiful mean?

- A Not enough
- B More than enough
- C Needing more
- D Not having more

2. Fortune means “luck”. What does misfortune mean?

- F Bad luck
- G A little luck
- H No luck
- J Lot of luck

**Read the passage before answering the questions below.**

1 For many children, their achievement in school depends on how well they study. They spend a lot of time to get work completed. They work hard every day in school. Many of these students also spend time studying at home. How well they do in school gets better the more they work at learning.

2 Other students just seem to do well no matter what they do in or out of school. No matter what the teacher throws at them, they are able to handle it. These students are fearless. No amount of work bothers them. They are able to step up to the task and do well.

3. Which word or words in paragraph 1 help the reader understand the meaning of achievement?

- A *children*
- B *home*
- C *school depends*
- D *work completed*

4. The word fear means “a feeling of being scared”. What does the word mean with mis- put at the beginning?

- F Able to be scared
- G Without being scared
- H Full of being scared
- J Causing to be scared

**Using the Context to Determine the Meanings of Words Practice B**

**Read the selection before answering the questions below.**

1 I fear doing my exercises every day. No matter what I try, I do not want to get started. My palms sweat and my knees shake. The roof of my mouth gets dry. My teeth chatter and I start mumbling under my breath. I do not want to tear any part of my body by working too hard.

2 The thought of working and doing the exercises has always tormented me. I have forced myself to do them. When I have finally gotten started, I am no longer bothered by them. The exercises have gone by quickly. They have made me tired, but I could go on to something else.

1. What does the word tear mean in paragraph 1?

- A Follow
- B Move apart
- C Place to go
- D Water from the eye

2. Which word in paragraph 2 helps the reader understand what the word tormented means?

- F *bothered*
- G *forced*
- H *made*
- J *started*

**Read the selection before answering the questions below.**

1 Wolves like to live together. They enjoy each other's company. Wolves establish a family group. There may be between six to twenty or more wolves in a group. Once they start a pack, the wolves stay together a long time. Many things happen and present themselves during the lives of the wolves. In most cases, wolves grow and live with each other for life.

2 The father and mother wolves take care of the young wolves. Wolves are very loyal. The children may stay for years before going out to begin a new family group. Parents work hard to keep their young safe and healthy. All of the members of the pack help take care of each other, especially the young wolves.

3. Which word in paragraph 1 helps the reader understand what establish means?

- A *enjoy*
- B *grow*
- C *like*
- D *start*

4. In paragraph 1, the word present means

- F a gift.
- G right now.
- H to show.
- J to hold.

**Identify and Use Antonyms, Synonyms, Homographs, and Homophones**

Read the passage before answering the questions below.

1 “How can so many people be so foolish?” asked Marla. “I see trash and litter on the side of the road all the way to the next town. If they were more wise and thoughtful, the ground would look a lot better.”

2 “Maybe we could stop and grab some of the trash,” said Malcolm. “I will look for our gloves in the back of the car. Once I find them, you could seize the trash on the right side of the road .I could get out and do the same on the left. We could clean up this road in no time.”

1. In paragraph 1, which word means the opposite of foolish?

- A *better*
- B *next*
- C *many*
- D *wise*

2. Which word from paragraph 2 means about the same as seize?

- F *clean*
- G *look*
- H *grab*
- J *stop*

Read the passage before answering the questions below.

Dear John,

1 Thank you for your help this past week. Without you, we would not have been able to get the dog from the creek. He fell in and was starting to float away. Families lose their pets all the time. We are very happy that you were there to help us search for ours. Each one of us cried a tear of joy.

2 We are especially thankful that you were able to warn us of the dangers along the creek. You took the time to signal where the dangers were on the bank and under the water. No one else would tear themselves away from what they were doing, but you did. We thank you so very much.

Your new friends,  
Paul and Leslie Cook

3. Which word from paragraphs 1 or 2 means almost the same as signal?

- A *come*
- B *pay*
- C *took*
- D *warn*

4. Which word in paragraph 1 helps the reader understand the word tear in paragraph 1?

- F *thank*
- G *search*
- H *cried*
- J *help*

**Characteristics of Poetry and How They Create Imagery****Read the selection before answering the questions below.****The Joke's on You**

There's a day for gags and jokes.  
A day that some just dread.  
The dribble glass, flies in your soup,  
4 And crackers in your bed.

Squirting, disappearing ink,  
All over your white shirt.  
Giggling, laughing, oh so hard,  
8 'Til we're rolling in the dirt.

Be careful not to fall asleep,  
No matter what you do.  
Your laces might get tied together,  
12 With whipped cream in your shoe.

Practical jokes and all these torments,  
Are simply just a tool.  
For making your life miserable,  
16 While we yell April Fool!

1. Which word best describes the feeling that the poet creates in this poem?

- A Anger
- B Surprise
- C Playfulness
- D Worry

2. What is the main message in the poem?

- F People play jokes on each other on April Fool's Day.
- G It is hard to play jokes on people.
- H It is important to laugh at jokes.
- J Jokes can help friends grow closer together.

**Characteristics of Poetry and How They Create Imagery**

Read the selection before answering the question below.

**Goodbye to Mom, Goodbye to Dad**

4                      Goodbye to Mom, Goodbye to Dad,  
                         Please don't worry 'bout me.  
                         I'm going where the green trees are plenty,  
                         And hope there's not too many bees.

8                      I'll swim in the lake and splash in the water,  
                         And make all the key rings I can.  
                         I'll lie in the sun and make my skin red,  
                         But you know it will soon be a tan.

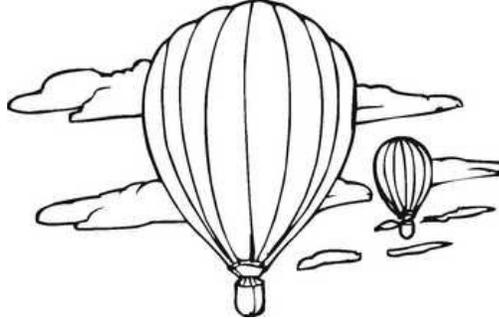
12                     We'll all go on hikes to the top of big hills,  
                         Stand close to the edge and look down.  
                         The tents just below look like small khaki squares,  
                         The kids look like ants on the ground.

16                     At night when it's dark and mosquitoes are biting,  
                         We'll tell tales 'round the camp fire site.  
                         Then off to our cots to sleep in the heat,  
                         In the morning we'll wake at first light.

1. Which words from this poem make a picture of being far away?

- A *I'm going where the green trees are plenty,*
- B *I'll lie in the sun and make my skin red,*
- C *The kids look like ants on the ground.*
- D *In the morning we'll wake at first light.*

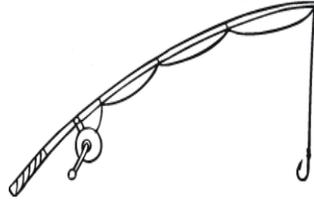
**Week 3, Day 2**

**Characteristics of Poetry and How They Create Imagery****Read the selection before answering the question below.****Up, Up and Away**

- 2      Watching the envelope fill with air,  
Floating on currents without a care.
- 4      Hearing the roar of the burner so loud,  
Playing hide and seek in the clouds.
- 6      The color so bright with a beautiful hue,  
The basket is rocking and soothing to you.
- 8      It's finally filled up, ready to soar,  
Untie the ropes and we've done this before.
- 10     The hot air balloon makes an awesome ascent,  
Brushing the trees on the path where we went.
- 12     We make a soft landing, a gentle sit down,  
The crowd that has gathered looks like the whole town.

2. Which words from the poem "Up, Up, and Away" help make the reader think about how the balloon moves?

- F** *Hearing the roar of the burner so loud,*  
**G** *Playing hide and seek in the clouds.*  
**H** *Untie the ropes and we've done this before.*  
**J** *The crowd that has gathered looks like the whole town.*

**Characteristics of Poetry and How They Create Imagery****Read the selection before answering the question below.****Gone Fishing**

- 2 The moon high on my shoulder, I feel a big boulder as a clink of the metal does sound.  
It's early as dawn and I'm out on the lawn finding bait in the black, mucky ground.
- 4 Slugs, bugs, grubs and night crawlers deep in the ground by the gate.  
Digging the dirt. Shovel in hand. I find it so hard to just wait.
- 6 We need some good bait. Crickets will do. Everything we need to fish.  
I uncover some worms. They are wiggly and gooey. If you squeeze them too hard they go,  
"squish."
- 8 I check all my hooks and my weights and my sinkers. I organize all of my gear.  
I'm really pumped up. I'm way too excited. I've waited for this trip to the lake all the year.
- 10 My rod has been greased. My pole has been checked. I tested the strength of the line.  
We'll drive in the car for over an hour. I just hope that the weather is fine.

3. Read this line from the poem.

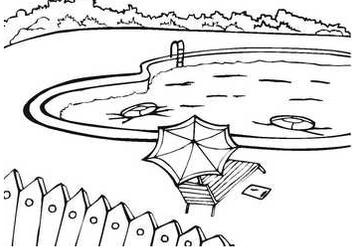
**The moon high on my shoulder,**

What can the reader tell from the picture these words make?

- A Fish are in the lake.
- B The trip starts at night.
- C The rod is ready to go.
- D Worms can be used to catch fish.

**Characteristics of Poetry and How They Create Imagery****Read the selection before answering the question below.**

**The Pool**



Droplets sparkle like jewels on glass,  
Splashing water in the grass.  
Diving under, having fun, a haven from the so hot sun.

4            I have a tube with a gator's head.  
              He fills the others with doom and dread.  
              Soaked fingers that look just like a prune,  
              Staying in 'til we see the moon.

8            Dry your body, dry your head,  
              Time to quit and go to bed

4. Which line from the poem “The Pool” gives the reader a picture of something shiny?

- F** *Droplets sparkle like jewels on glass*
- G** *Staying in 'til we see the moon*
- H** *Dry your body, dry your head*
- J** *Time to quit and go to bed*

**Characteristics of Poetry and How They Create Imagery****Read the selection before answering the questions below.****Who?**

The night is crisp and cold.  
Stars blink and wink in the sky.  
A sudden sound pierces the stillness.  
A question?  
5 A call?  
Who? Who?  
Yellow eyes seeing all.  
Head turns like a merry-go-round.  
The feathers spread wide to catch the icy wind.  
10 The beating of wings matches my heart.  
Then gliding like leaves that fall to the ground.  
A swooping owl to catch its prey.  
Makes a breathtaking picture against the snow so bright.  
And revives my spirit after a quiet and sleepy time.  
15 To rise up and continue its journey.

1. Lines 9 through 12 are included in the poem because they

- A list reasons why the owl is out at night.
- B give examples of what the owl eats.
- C explain why the owl is hungry.
- D tell what the owl looks like in flight.

2. Read this line from the poem.

**Stars blink and wink in the sky.**

Which picture can these words make for the reader?

- F Lights moving around
- G Bright lights
- H Falling lights
- J Lights going on and off

**Characteristics of Poetry and How They Create Imagery****Read the selection before answering the questions below.****A Breakfast Surprise**

2       The morning sun shining on the dew,  
Of a silken web, light shining through.

4       A work of art, an intricate picture,  
A piece of lace it calls to mind.

6       A hungry queen in the center sits,  
Waiting patiently for a bug to come by.

8       A hapless fly on his daily run,  
Swooping, dipping, having not a care.

10      He hits the web and sticks like glue,  
Struggling, struggling, it looks around.

12      Miss Spider moves her eight legs speedy,  
She wants that fly, she wants some food.

14      But Mister Fly is very strong,  
He pulls and pulls on the strands of the web.

16      One leg loose, wings beat the air,  
Suddenly free, he makes his exit.

18      Miss Spider foiled she returns to wait,  
Her breakfast now will be quite late.

3. The poet titled the poem “A Breakfast Surprise” most likely because
- A the poem describes who is coming over for breakfast.
  - B the spider does not know what she will have for breakfast.
  - C the poem describes the place where the web is found.
  - D the spider is not sure where to put her web.
4. Lines 15 through 16 are important to the poem because they show that the fly
- F gets out of the web.
  - G flies toward the web.
  - H looks for food.
  - J tricks the spider into leaving the web.

**Week 3, Day 3**

**Characteristics of Poetry and How They Create Imagery****Read the selection before answering the questions below.****The Breeze**

It is soft and cooling on my face,  
When the heat comes from the sun.  
It picks up leaves and spins them round,  
Like rabbits on the run.  
5 When clouds are dark and menacing,  
It's strong as strong can be.  
It can lift the roof off of a house,  
And uproot an old oak tree.  
It gently lifts a vivid kite,  
10 Way up into the sky.  
It can hold a bird suspended in the air,  
With just a little sigh.  
The wind looks quite invisible,  
And is very hard to see.  
15 But, like those leaves, I'll ride the wind,  
Wherever it takes me.

1. Read line 12 from the poem.

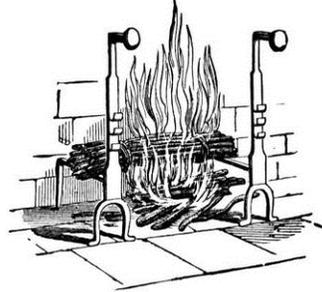
**With just a little sigh.**

The poet includes this line most likely to show that the wind was

- A slow.
- B changing.
- C tired.
- D warm.

2. Which line from the poem gives the reader a picture of the strength of the wind?

- F *When the heat comes from the sun*
- G *And uproot an old oak tree*
- H *And is very hard to see*
- J *But, like those leaves, I'll ride the wind*

**Characteristics of Poetry and How They Create Imagery****Read the selection before answering the question below.****Outages**

Blinding white, blinding bright, cold, cold icy hills,  
Howling winds, knows no end, blizzard's freezing chills,  
Frosty panes, snowed out lanes, drifts as high as towers,  
Chained snow tires, broken wires, now there is no power,  
5           Chop some wood, hope it's dry, try to make a fire,  
Flames leap up and lick the sky, now cold is not so dire.

3. Which words from the poem help the reader make a picture of how high the fire is?

- A *Blinding white,*
- B *Broken wires*
- C *Hope it's dry*
- D *Lick the sky*

Name \_\_\_\_\_

Date \_\_\_\_\_

## Characteristics of Poetry and How They Create Imagery

Read the selection before answering the question below.

### Snow Day

Its quiet now, a silent world, there is no noise at all.

The leafless trees so stark and bare and standing oh, so tall,  
Are reaching up their thin, smooth hands, their fingers to the sky,

As white, soft, cotton swirls and dances while it's floating by.

5 I taste some on my stuck out tongue, it tickles on my nose,  
So cold and white, so shining bright, it chills me to my toes.

Water on the front yard walk makes an icy pool,

What I like best about this cold is that there is no school.

4. Which words from the poem “Snow Day” help the reader know it is winter?

- F *Silent world*
- G *Leafless tree*
- H *Thin, smooth hands*
- J *Fingers to the sky*

**Identify Sensory Language**

Read the selection before answering the questions below.

**Goodbye to Mom, Goodbye to Dad**

Goodbye to Mom, Goodbye to Dad,  
Please don't worry 'bout me.  
I'm going where the green trees are plenty,  
4 And hope there's not too many bees.

I'll swim in the lake and splash in the water,  
And make all the key rings I can.  
I'll lie in the sun and make my skin red,  
8 But you know it will soon be a tan.

We'll all go on hikes to the top of big hills,  
Stand close to the edge and look down.  
The tents just below look like small green squares,  
12 The kids look like ants on the ground.

And when it's dark and mosquitoes are biting,  
We'll tell tales 'round the camp fire site.  
Then off to sleep like whistling tea pots in the heat,  
16 In the morning we'll wake at first light.

1. Which words from this poem make the reader feel far away?

- A *And make all the key rings I can.*
- B *And hope there's not too many bees.*
- C *The tents just below look like small green squares,*
- D *Goodbye to Mom, Goodbye to Dad,*

2. Which words from the poem "Goodbye to Mom, Goodbye to Dad" help make the reader hear the campers at night?

- F *Then off to sleep like whistling tea pots in the heat,*
- G *And when it's dark and mosquitoes are biting,*
- H *I'll lie in the sun and make my skin red,*
- J *I'm going where the green trees are plenty,*

**Identify Sensory Language**

Read the selection before answering the questions below.

**Traffic**

The shining windows look like jewels in the evening sun.  
It would be nice to enjoy the sight but we really have to run.

4 Tail pipes cough up clouds of smoke as black as raven's wings.  
Motors revving so loud you'd think that they could sing.

Changing lanes, turn signals, Look! Someone's going fast.  
Can we just follow behind them? If we don't we will end up last.

8 Starts and stops, flashing lights slowly inching on.  
It looks as if we'll be here until the morning dawns.

How much longer must we sit creeping like a snail?  
If we could turn into a boat, we'd simply hoist our sail.

1. Which words in the poem help the reader see the cars in the road?

- A *Can we just follow behind them? If we don't we will end up last.*
- B *It looks as if we'll be here until the morning dawns.*
- C *The shining windows look like jewels in the evening sun.*
- D *If we could turn into a boat, we'd simply hoist our sail.*

2. Which words from the poem help make the reader hear the traffic?

- F *How much longer must we sit creeping like a snail?*
- G *Starts and stops, flashing lights slowly inching on.*
- H *Changing lanes, turn signals, Look! Someone's going fast.*
- J *Motors revving so loud you'd think that they could sing.*

**Week 3, Day 4**



**Identify Sensory Language****Read the selection before answering the question below.****Up, Up and Away**

Watching the envelope fill with air,  
Floating on currents without a care.

4      Hearing the roar of the burner so loud,  
Playing hide and seek in the clouds.

The color so bright with a beautiful hue,  
The basket is rocking and soothing to you.

8      It's finally filled up, ready to soar,  
Untie the ropes and we've done this before.

It's a great sight, just take my word,  
Rising way up high like a giant bird.

12     We make a soft landing, a gentle sit down,  
The crowd that has gathered looks like the whole town.

1. Which words from the poem "Up, Up, and Away" help make the reader see the hot air balloon move?

- A *Hearing the roar of the burner so loud,*
- B *Rising way up high like a giant bird.*
- C *Untie the ropes and we've done this before.*
- D *The crowd that has gathered looks like the whole town.*

**Identify Sensory Language**

Read the selection before answering the questions below.

**Who?**

The night is crisp and cold.  
Stars blink and wink in the sky.  
A sudden sound pierces the stillness.  
A question?  
5 A call?  
Who? Who?  
Yellow eyes seeing all.  
Head turns like a merry-go-round.  
The feathers spread wide to catch the icy wind.  
10 The beating wings match my heart.  
Then gliding like leaves that fall to the ground.  
A swooping owl to catch its prey.  
Makes a breathtaking picture against the snow so bright.  
And revives my spirit after a quiet and sleepy time.  
15 To rise up and continue its journey.

2. Which words from the poem help the reader hear the sound of the flying owl?

- F *To rise up*
- G *Yellow eyes seeing all.*
- H *Beating wings match my heart.*
- J *After a quiet and sleepy time.*

3. Which words from “Who?” make the reader see how the owl moves?

- A *Gliding like leaves that fall to the ground.*
- B *A sudden sound*
- C *Who? Who?*
- D *Against the snow so bright.*

**Identify Sensory Language****Read the selection before answering the question below.****The Breeze**

It is soft and cooling on my face  
When the heat comes from the sun.  
It picks up leaves and spins them round  
4 Like rabbits on the run.  
When clouds are dark and menacing  
It's strong as strong can be.  
It can lift the roof off of a house  
8 And uproot an old oak tree.  
It gently lifts a vivid kite  
Way up into the sky.  
It can hold a bird suspended in the air  
12 With just a little sigh.  
The wind looks quite invisible  
And is very hard to see.  
But, like those leaves, I'll ride the wind  
16 Wherever it takes me.

4. Which words from the poem help the reader feel the speed of the wind?

- F** *When the heat comes from the*
- G** *With just a little sigh*
- H** *And is very hard to see*
- J** *Like rabbits on the run.*

**Week 3, Day 5**

**Identify Sensory Language**

**Read the selection before answering the question below.**

1 “I have so much to do before I can go to the game,” complained Stacy. “I don’t know if I will be able to get it all done.”

2 “You better get started with your jobs,” said Mom. “If you keep at it, you should finish before it is time for us to go to the game and then to the store right after.”

3 Stacy washed the dishes and dried them. She put them away. Next, she gave the dog a bath. Sweat was pouring off of her face like water off of a roof during a rain storm. She was thinking of mopping the kitchen floor when Dad came into the room.

4 “I got home early from work. Let me take over here for you,” said Dad. “Then you can work on putting away your clothes.”

5 Dad took the mop and cleaned the floor. Stacy was able to put away her clothes just in time to leave for the game.

**1. Which words from the story help the reader feel how hard Stacy is working?**

- A** *Sweat was pouring off of her face like water off of a roof during a rain storm.*
- B** *She was thinking of mopping the kitchen floor when Dad came into the room.*
- C** *“Let me take over here for you,” said Dad.*
- D** *“You better get started with your jobs,” said Mom.*

**Identify Sensory Language****Read the selection before answering the question below.**

1 Amelia trailed the rest of the runners. Her arms were pumping hard. Her legs were moving up and down like she was riding a bicycle. Amelia still came in last. As the other runners clapped and smiled because of how they finished, Amelia hung her head.

2 “I sure wish I could not always end up in last place,” moaned Amelia to her friend, Rose. Rose stood on the track with Amelia.

3 “Come over to my house tomorrow after school,” said Rose. “I’m going to get you running faster.”

4 The next day, Amelia showed up at Rose’s house. It was only three houses down from her own. Rose met her, and they went into Rose’s backyard. She had marked off a starting and finishing line.

5 “If you are able to get a quicker start and lift your knees higher, you will go faster,” said Rose. “Let’s get you to practice with this timer to check how long it takes you to go from start to finish.”

6 After about twenty minutes of hard practice, Amelia beamed at her friend. The timer showed that Amelia was running faster.

2. Which words from the story make the reader see what Amelia is doing to run fast?

- F** *After about twenty minutes of hard practice, Amelia beamed at her friend.*
- G** *She had marked off a starting and finishing line.*
- H** *Her legs were moving up and down like she was riding a bicycle.*
- J** *Rose stood on the track with Amelia.*

**Identify Sensory Language**

**Read the selection before answering the question below.**

1 “I think I will let someone else work on the doghouse,” said Robert. “Maybe they can do a better job.”

2 Robert took one last look at his work. The roof was not straight. Each corner seemed to be crooked. Several pieces of wood were too short. Nails stuck out all over. A couple of boards had large cracks in them. It looked like a storm had just struck.

3 Walter walked through Robert’s backyard gate. He said, “Hi, Robert. I would like to get to the library and check out a book. I have nothing else to do. Do you want to come?”

4 “Sure,” said Robert with a smile on his face.

5 “Maybe we can stop at the store and get some food for Spike, my dog,” added Walter. “He is out of food, and he is really hungry. I’m afraid he might start eating the bushes if I don’t feed him.”

**3.** Which words from the story help the reader understand how the dog house looked after Robert had worked on it?

- A** *“I think I will let someone else work on the doghouse,” said Robert.*
- B** *It looked like a storm had just struck.*
- C** *“Maybe we can stop at the store, and get some food for Spike, my dog,” added Walter.*
- D** *Walter walked through Robert’s backyard gate.*

**Identify Sensory Language**

**Read the selection before answering the question below.**

1 Kareem's day did not go well. He woke up late for work. There was no hot water for his shower. His favorite soap was all gone. Two buttons tore off of the first shirt he picked to wear. The second shirt was too small. After searching deep in his closet, Kareem finally found an old shirt. He put his nose up to it and made a face. It was like putting on old socks, but it was all he had. He couldn't find one of his shoes, and the belt for his pants broke.

2 When Kareem did make it down to breakfast, he was out of cereal and bread. Quickly eating a banana and washing it down with a glass of milk, Kareem rushed into his garage. He discovered the right front tire on his car was out of air. When he tried to open the garage door, it would not move. It was locked. The key was somewhere in Kareem's house, but he could not remember.

3 Holding his head in his hands, Kareem moaned softly. He sat on the steps of his front porch. A moment earlier, he had called one of his friends, Karl. Karl said that he would come to get Kareem and take him to work in his car. They would come back to Kareem's house after work.

4. Which words from the story help the reader know the smell of Kareem's shirt?

**F** *After searching deep in his closet,*

**G** *It would not move*

**H** *On the steps of his front porch*

**J** *Like putting on old socks,*