English and Language Arts

3rd Grade / Week 5

Week 5 At A Glance		
Day 1	☐ Read for 20 minutes ☐ Review Vocabulary ☐ Page 181 (Review vocabulary words, context sentences, and illustrations for further understanding) ☐ Page 181 continued	LAFS.3.RI.2.4 LAFS.3.L.3.4.a
Day 2	☐ Read for 20 minutes ☐ Read "History of Human Flight" on pages 183 and 184 ☐ Fill out the cause and effect graphic organizer	LAFS.3.RI.1.3
Day 3	☐ Read for 20 minutes ☐ Reread "History of Human Flight" on pages 183 and 184 ☐ Page 185 (Questions 1-4 only)	LAFS.3.RI.1.3
Day 4	☐ Read for 20 minutes ☐ Page 187	LAFS.3.L.3.4.a
Day 5	☐ Read for 20 minutes ☐ Page 186 ☐ Page 188	LAFS.3.RI.2.5 LAFS.3.RF.3.3.d

Name _____

Teacher _____

Dear Parent/Guardian,

During Week 5, your child will practice a variety of skills, including vocabulary, cause and effect, multiple-meaning words, explore expository text, text features, and homophones.

We also suggest that students have an experience with reading each day. Reading at home will make a HUGE difference in your child's school success! Make reading part of your everyday routine. Choose books that match your child's interests. Reading for 20 minutes a day will continue to grow your young reader's vocabulary and comprehension.

Links for additional resources to support students at home are listed below for letters and numbers review, sight word practice, colors, shapes, and more:

https://classroommagazines.scholastic.com/support/learnathome.html

https://www.education.com/

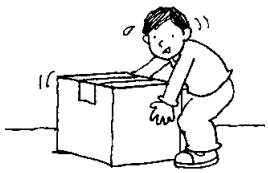
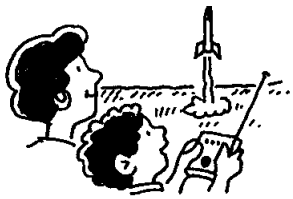
http://www.sheppardsoftware.com/

https://www.funbrain.com/

Unit 4 Lesson 3- Vocabulary

- direction Something's direction is the line or course it moves along.
- flight Flight is the act of flying.
- impossible When something is impossible, it can't be done.
- launched When something is launched, it is put into motion.
- motion Something that is in motion is moving.
- passenger A passenger is a person who travels in a vehicle.
- popular When something is popular, it is liked by many people.

Name _____

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

Beginning/Intermediate 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 _____

passenger	launched	direction	flight
impossible	popular	controlled	motion

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

1. What word might describe a famous actor? _____

_____

2. What do you call a person who rides the bus? _____

_____

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

_____

4. What word describes something that cannot be done? _____

_____

5. What did the pilot do when he flew the plane? _____

_____

6. What is another word for *the line something moves along*? _____

_____

7. What is another word for *put something into motion*? _____

_____

8. Which word describes the movement of a bird through the air? _____

_____

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

Humans have always wanted to fly. But it took a long time for them to learn how to do it. At first, they tried to copy birds. They made wings out of wood. They attached the wings to their arms and tried to fly. But birds and humans do not have the same muscles. So the wings did not work.

The first big step toward human flight was the kite. The kite was first made in China in 400 B.C. Some used kites for fun. Others used them to test the weather. Some people wanted to make flying objects that could carry people. So they made balloons and gliders.

Hot Air Balloons

The first hot air balloon was a silk bag. The bag was filled with smoke from a fire. The hot air made the balloon lighter than the air around it. Because of this, the bag rose into the sky. People attached a basket to the bag. Soon, they began to use it to travel.

Gliders

The next big step in human flight was the glider. A glider does not float like a balloon. It falls to earth. But it falls so slowly that it stays in the air a long time. Gliders are easier to control than balloons. With gliders people could fly where they wanted.

Name _____

Several inventors helped improve the glider. George Cayley made a new wing shape. He also wanted to make the glider more stable. That's why he added a tail. Otto Lilienthal made a glider that could fly far. Sam Langley focused on ways to power the flight. He put an engine on the glider.

Really Flying

U.S. Air Force

The Wright brothers' first "Flyer."

Balloons and gliders made it possible for people to fly. But they did not let people travel very far. Octave Chanute studied all of the texts he could find about human flight. He wrote it all in a book. Two brothers from Ohio read the book. Their names were Wilbur and Orville Wright. Octave's book convinced them that they could make a flying machine.

The Wright brothers were great thinkers. First they did tests with balloons and kites. Then they learned about wind. They made a glider that worked well in any type of wind. Then they worked on an engine. It had to be strong. After five years of study, they used all their knowledge to make a "Flyer." At 10:35 A.M. on December 17, 1903, the Wright brothers tested their new Flyer. It worked! Orville Wright flew 120 feet in twelve seconds. Humans had learned to fly at last!

Name_____

A **cause** is why something happens. An **effect** is what happens. They happen in time order. Sometimes, signal words such as *so*, *as a result*, and *because* help you find causes and effects.

Read the passage "History of Human Flight." Complete the graphic organizer below.

Cause	Effect
First Some people wanted to make flying objects that could carry people. →	So they made balloons and gliders.
Next The hot air made the balloon lighter than the air around it. →	
Then →	George Cayley added a tail.
Finally →	Humans had learned to fly at last!

Name _____

A. Reread the passage and answer the questions.

1. When people made wings out of wood, why did they not work?

_____

_____

2. According to paragraph 2, why did people make balloons and gliders?

_____

_____

3. According to the section "Hot Air Balloons," what caused the silk bags to rise into the sky?

_____

_____

4. What was the effect of the Wright brothers reading Octave Chanute's book?

_____

_____

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 each passage below. Use other words in the passage to help you figure out the correct meaning of each multiple-meaning word in bold. On the line, write the correct meaning of the word in bold.

1. Humans have always wanted to **fly**. But it took a long time for them to learn how to do it. At first, they tried to copy birds.

fly: _____

2. The kite was first made in China in 400 B.C. Some used kites for fun. Others used them to **test** the weather.

test: _____

3. The hot air made the balloon lighter than the air. Because of this, the bag **rose** into the sky.

rose: _____

4. Sam Langley focused on ways to **power** the flight. He put an engine on the glider.

power: _____

5. Then they learned about **wind**. They made a glider that worked well in any type of wind.

wind: _____

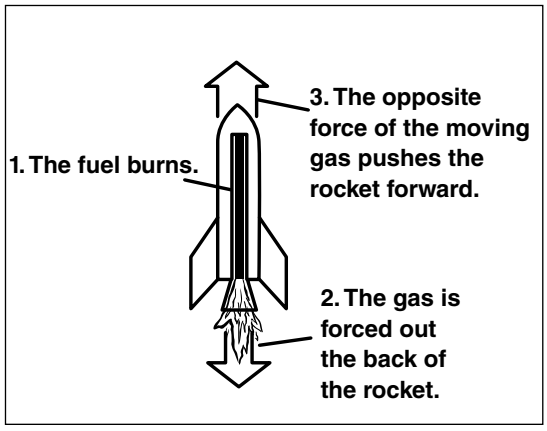
6. At 10:35 A.M. on December 17, 1903, the Wright brothers tested their new Flyer. It **worked**!

worked: _____

Name _____

How Rockets Move

A rocket is filled with fuel. When the fuel burns, gas leaves the back of the rocket. This gas moves at a very high speed. It has a lot of force. The rocket then moves forward using a basic law of nature. This law says that every action has an equal and opposite reaction. This means that the force of the moving gas has an opposite reaction. When the gas leaves the back of the rocket, it pushes the rocket in the opposite direction. This makes the rocket move forward at a very high speed.



Answer the questions about the text.

1. **What topic does this expository text tell about?**

_____

2. **What text feature does this text include?**

_____

3. **How does the text feature help you understand the text?**

_____

Name _____

A. Circle the correct homophone to complete each sentence. Write the word on the line.

1. I think _____ report was very interesting.

your you're

2. We slowly _____ the canoe down the river.

road rowed

3. Do you think _____ going to be here on time?

their they're

4. I found the missing _____ of the jigsaw puzzle.

piece peace

5. I plan to buy the game once it goes on _____.

sail sale

B. Read the words in each row. Underline the word that has an *r*-controlled vowel syllable. Then circle the two letters that make the *r*-controlled vowel sound.

1.	people	really	person
2.	sharpen	slowing	safety
3.	willow	working	waiting
4.	horses	homemade	hopeful
5.	sudden	sprouting	surprise