

# English and Language Arts

## 3<sup>rd</sup> Grade / Week 6

Week 6 At A Glance		
Day 1	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> Review Vocabulary <input type="checkbox"/> Page 181 (Review vocabulary words, context sentences, and illustrations for further understanding) <input type="checkbox"/> Page 191 continued	LAFS.3.L.3.5.a
Day 2	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> Read "Why I Run" on page 193 <input type="checkbox"/> Fill out the theme graphic organizer <input type="checkbox"/> Metaphor Practice	LAFS.3.RL.2.5 LAFS.3.RL.1.2 LAFS.3.RL.4.10 LAFS.3.RL.2.4
Day 3	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> Reread "Why I Run" on page 193 <input type="checkbox"/> Page 194 (Questions 1-3 only) <input type="checkbox"/> Page 197	LAFS.3.RL.2.5 LAFS.RL.1.2 LAFS.3.RL.4.10 LAFS.3.RL.2.4
Day 4	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> Review the notes on Narrative Poetry and Free Verse Poetry <input type="checkbox"/> Page 195	LAFS.3.RL.2.5
Day 5	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> Page 198 <input type="checkbox"/> Page 96	LAFS.3.RF.3.3.c

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Name

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Teacher

Dear Parent/Guardian,

During Week 6, your child will practice a variety of skills, including vocabulary, theme, metaphors, narrative and free verse poetry, phonics, and grammar.

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 5- Vocabulary

- adventurous Someone who is **adventurous** is willing to risk danger in order to have exciting or unusual experiences.
- courageous People who are **courageous** are brave.
- extremely **Extremely** means the same as very.
- weird Something that is **weird** is strange, mysterious, or odd

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

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Name \_\_\_\_\_

extremely

weird

courageous

adventurous

**Use the context clues in each sentence to help you decide which vocabulary word fits best in the blank.**

Helga's Aunt Gerta invited her to go hiking. Aunt Gerta hiked all the time in the canyon near her house. She even took pictures as she hiked the trails. Helga always enjoyed looking at the photographs of trees, birds, and even \_\_\_\_\_ looking bugs that she had never seen before.

Helga was very excited about going hiking in the canyon. The last time she had done something \_\_\_\_\_ was a nature walk she took in the field behind her house. But that was hardly as daring and exciting as a hike in a canyon. Helga remembered one of her favorite stories about a \_\_\_\_\_ explorer who had been brave enough to climb Mount Everest. The canyon wasn't exactly Mount Everest, but it was a start.

There was a knock on the door. Helga ran to answer it, with her mother close behind. It was her aunt. "Are you ready for our adventure, Helga?" asked Aunt Gerta.

"More than you know!" said Helga. "Let me grab my backpack!"

"Your backpack is on the couch," said Helga's mother. "The summer sun is already shining brightly so it will be \_\_\_\_\_ hot on the trails. I put two bottles of cold water and some apple slices in there for you."

"Thanks, Mom!" said Helga. Then she ran to join Aunt Gerta for their hiking adventure.

Name \_\_\_\_\_

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

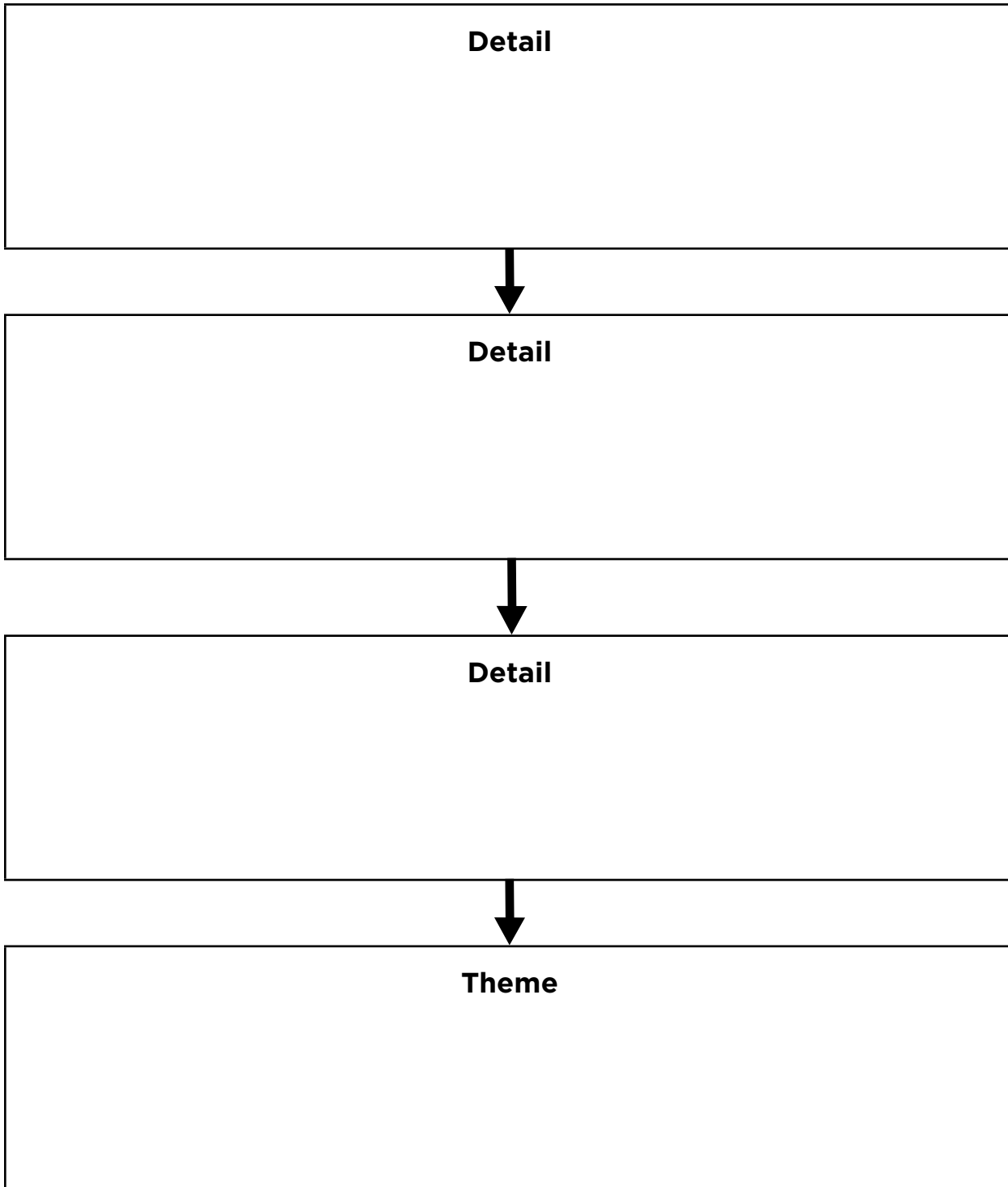
## Why I Run

6 The first marathon I ever saw  
 was years ago with my grandma.  
 12 We stood out on the Boston streets  
 19 and marveled at the number of feet  
 26 and marveled at the number of feet.  
  
 33 The runners were a rumbling herd,  
 39 except for a few—like the swiftest birds  
 47 who shot out alone to run their races  
 55 with determination carved into their faces  
 61 with determination carved into their faces.  
  
 67 Motorboats speeding over gray water,  
 72 these runners would inspire anyone’s daughter.  
 78 That was the day I made the decision—  
 86 the bounce in my steps clarified my vision  
 94 the bounce in my steps clarified my vision.  
  
 102 I went home that day and laced up my shoes  
 112 and although my feet started out as one big bruise  
 122 I’ve run in every Boston Marathon since  
 129 and now I’m so strong I don’t even wince  
 138 and now I’m so strong I don’t *ever* wince.



Name \_\_\_\_\_

**Read the selection. Complete the theme graphic organizer.**



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# Metaphor

A metaphor compares two things that are very different. Often times it uses a linking verb "is, was, or were." Metaphors helps you picture, or visualize. "His teeth are white pearls" is a metaphor. It compares teeth to pearls. This metaphor helps me picture bright, white teeth.

Directions: Read each sentence and underline the metaphor. Next, on the lines provided write the two things being compared. What does the metaphor mean?

1. Mom said my bedroom is a pig pen.

\_\_\_\_\_ is compared to \_\_\_\_\_

What does she mean?

\_\_\_\_\_

2. My friend Joey is a clown.

\_\_\_\_\_ is compared to \_\_\_\_\_

What does this mean?

\_\_\_\_\_

3. Sarah is a shining star.

\_\_\_\_\_ is compared to \_\_\_\_\_

What does this mean?

\_\_\_\_\_



Name \_\_\_\_\_

**A. Reread the passage and answer the questions.****1. What is this poem about?**


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**2. What do you think is the theme of this poem?**


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**3. Why do you think that is the theme?**


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**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 each passage. Find the metaphor and write it on the line.  
Then write the two things that are being compared.**

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

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

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

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# Narrative and Free Verse Poems

## Narrative poetry

- Tells a story
- Often has stanzas, or groups of lines
- Often rhymes

## Free verse poetry

- Does not always rhyme
- Can have stanzas with different number of lines
- Can tell a story or express a poet's feelings




“Captain’s Log” is a narrative poem that rhymes and has stanzas. It tells a story. This part describes the storm and how scared the crew on the ship was.

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. What makes this poem free verse?

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2. Whose point of view is the poem written from?

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3. What event is the speaker in the poem describing?

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Name \_\_\_\_\_

**A. Read each sentence. Underline the word with the soft c or soft g sound.**

1. I learned to ice skate last winter.
2. We saw giant trees in the redwood forest.
3. Mom bought celery for the salad.
4. It was fun to sing on stage last night.
5. He drew a perfect circle on his paper.

**B. Read each sentence. Write the correct form of the word shown below each line. Use -er or -est to complete the sentence.**

1. Oak Park is \_\_\_\_\_ than Blue Lake Park.

**big**

2. Mr. Landon's house is the \_\_\_\_\_ house in our entire town.

**old**

3. January is always our \_\_\_\_\_ month.

**cold**

4. Who is \_\_\_\_\_, you or your sister?

**young**

5. I think this apple is \_\_\_\_\_ than the one I ate yesterday.

**sweet**

Name \_\_\_\_\_

- Not all verbs add the *-ed* to form the past tense.
- An **irregular verb** has a special spelling for the past tense. Some irregular verbs are: *come/came, do/did, say/said, go/went, eat/ate, and sing/sang*.
- A simple sentence has one independent clause.
- A compound sentence has two or more independent clauses.

**Write the correct past tense form of the verb to finish the sentence.**

1. come      An author \_\_\_\_\_ to our school yesterday.
2. sing      I \_\_\_\_\_ a song for our school talent show.
3. do      Cam \_\_\_\_\_ the same juggling act as last year.
4. eat      We \_\_\_\_\_ our lunch outside today.
5. go      My friend \_\_\_\_\_ camping last week.
6. say      Our teacher \_\_\_\_\_ that everyone did a great job.
7. run      My sister \_\_\_\_\_ a marathon last year.
8. give      We \_\_\_\_\_ a box of canned goods to the shelter.
9. begin      The play \_\_\_\_\_ at noon.
10. bring      Sam \_\_\_\_\_ his pet hamster to school.