

# English and Language Arts

## 3<sup>rd</sup> Grade / Week 8

Week 8 At A Glance		
Day 1	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> Complete the Unit 5 Lesson 2 Vocabulary Activity <input type="checkbox"/> Vocabulary Page 211	LAFS.3.L.3.4.a LAFS.3.RL.2.4
Day 2	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> Read "The Jar Garden" <input type="checkbox"/> Complete the Point of View graphic organizer	LAFS.3.RL.2.6 LAFS.3.RL.4.10
Day 3	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> Reread "The Jar Garden" <input type="checkbox"/> Page 215 (Questions 1-3 only)	LAFS.3.RL.2.6 LAFS.3.RL.4.10
Day 4	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> Page 216 <input type="checkbox"/> Page 217	LAFS.3.RL.3.7 LAFS.3.RL.4.10
Day 5	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> Page 218 <input type="checkbox"/> Page 106	LAFS.3.RF.3.4.a LAFS.3.RF.3.3.a

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**Name**

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**Teacher**

Dear Parent/Guardian,

During Week 8, your child will practice a variety of skills, including vocabulary, point of view, homographs, explore realistic fiction, subject pronouns, and inflectional endings.

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>



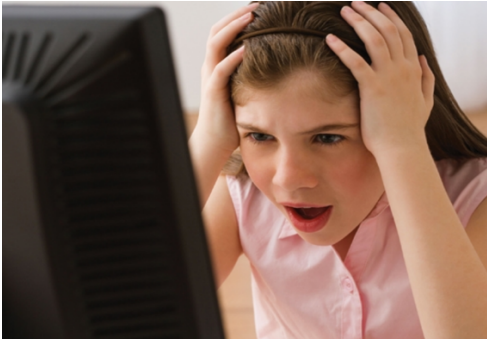
<https://www.education.com/>

<http://www.sheppardsoftware.com/>

<https://www.funbrain.com/>

## Unit 5 Lesson 2- Vocabulary

Use the context clues to determine the definition of the vocabulary words.

Picture	Sentence in Context	Definition
<p><b>conservation</b></p> 	<p>Peter's light bulb saves energy and is a good example of <b>conservation</b>.</p>	
<p><b>discouraged</b></p> 	<p>Shawn felt <b>discouraged</b> when he and his mom couldn't find his lost football.</p>	
<p><b>frustration</b></p> 	<p>Diane gasped out of <b>frustration</b> when her computer screen went blank.</p>	

**gazed**



Tory **gazed** at the stars through her telescope.

**jubilant**



Ryan's team felt **jubilant** and delighted when they won the contest.

**recycling**



Sheila is **recycling** empty containers.

**remaining**



These seven puppies are **remaining** after we gave two away.

**tinkered**



Jon and his dad  
**tinkered** with the  
bike and got it  
working again.

Name \_\_\_\_\_

frustration	gazed	recycling	remaining
tinkered	conservation	discouraged	jubilant

**Finish each sentence using the vocabulary word provided.**

1. **(recycling)** We had a special class today \_\_\_\_\_

\_\_\_\_\_.

2. **(tinkered)** I watched my father \_\_\_\_\_

\_\_\_\_\_.

3. **(gazed)** He could see the brightly colored fireworks \_\_\_\_\_

\_\_\_\_\_.

4. **(remaining)** After she grabs a handful of grapes, \_\_\_\_\_

\_\_\_\_\_.

5. **(conservation)** Shutting off lights that are not in use \_\_\_\_\_

\_\_\_\_\_.

6. **(frustration)** When the little girl couldn't find her toy, \_\_\_\_\_

\_\_\_\_\_.

7. **(jubilant)** Every year at his birthday party, \_\_\_\_\_

\_\_\_\_\_.

8. **(discouraged)** I studied for the test \_\_\_\_\_

\_\_\_\_\_.

Name \_\_\_\_\_

**Read the passage. Use the summarize strategy to check your understanding as you read.**

## The Jar Garden

12 Jesse had been living in the city with her family for nearly  
 25 three weeks. She had started school but so far she had only met  
 37 Hank, the boy from next door. Every day they walked to and  
 47 from school right past an old neglected playground. One Friday  
 59 on their way home they stopped and gazed in. Jesse was from  
 71 the country and could not bear to see the playground in this  
 condition.

72 “Look at this run-down place,” she said, discouraged. “There’s  
 81 litter all over. We can’t even play here.”

89 “We tried to clean it up a few years ago,” Hank said. “We even  
 103 tried to create a garden. After a few weeks though, it was filled  
 116 with garbage again so we had no choice but to desert it.”

128 Hank led Jesse to a small corner of the playground where  
 139 trampled plants lay on the ground. A few old garden tools and a  
 152 watering can were there. Hank could see a tear in Jesse’s eye.

164 “I really miss my home in the country,” she said. “There are so  
 177 many open fields and space to run and play.”

186 Hank felt bad for Jesse and did not like the playground as  
 198 it was either. They agreed to meet back there early the next  
 210 morning.

211 Hank was already at the playground when Jesse showed up the  
 222 next day. He had carefully gathered several jars into a pile.

233 “Hi Hank,” Jesse said. “Are you cleaning the playground?”

Name \_\_\_\_\_

“Yes, people threw out all of these jars,” he said. “We should use them to start a new garden.”

Jesse agreed and they went to work picking up trash and collecting the remaining jars. They peeled the labels and cleaned out the jars. As the day went on, some of Hank’s friends walked by and saw what they were doing. Hank introduced them to Jesse.

“Nice to meet you,” Jesse said shyly, and continued working.

“I’m Katie,” one of Hank’s friends said. “We see that you’re trying to fix up the old garden. Can we help?”

Jesse could see that the playground and garden were important to them too. They all pitched in to clean the playground. Then they worked in the garden. They filled the clean jars with soil. Then they inserted seeds that Jesse got from her mother. They lined up the jars in a row and watered them.



“Let’s meet here every day,” Hank said proudly. “We’ll guarantee it stays clean this time.” They all agreed and went home.

Jesse’s new friends made her feel welcome, and she wanted to do something nice to thank them for all of their hard work.

The next Monday they all walked to school together. As they passed the playground, they noticed that Jesse had rearranged the jars to spell out the word *Welcome*.

“What a great way to enter the playground!” Hank said.

They were all very thankful for their new place to spend time.



Name \_\_\_\_\_

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

<b>Details</b>

↓

<b>Point of View</b>
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Name \_\_\_\_\_

**A. Reread the passage and answer the questions.**

**1. What is Jesse’s point of view about the playground and its condition in paragraph 2?**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**2. What is Hank’s point of view about Jesse and the playground in paragraphs 6 and 7?**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**3. How do Hank and Jesse feel about cleaning up the playground and making it a garden at the end of the passage?**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**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 \_\_\_\_\_

## Musical Recycling

The Earth Day Science Fair was only a few days away, but Ted still didn't have any ideas. The good ones, like tree-planting and bottle and can drives, had been taken already. Ted angrily kicked at an empty plastic jug. It hit the side of the school with a deep thud.

Suddenly, Ted had an idea. He found a smaller plastic bottle and tapped it. It made a higher sound. Ted laughed as he ran off to start work on his plastic drum set.



**Answer the questions about the text.**

**1. How can you tell that this story is realistic fiction?**

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**2. What text feature does the story have?**

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**3. How does the text feature show that the story is realistic?**

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Name \_\_\_\_\_

**Read each sentence below. Underline the context clues that help you understand the meaning of each homograph in bold. Then write the definition of the homograph on the line.**

1. Jesse was from the country and could not **bear** to see the playground in this condition.

\_\_\_\_\_

2. After a few weeks though, the playground was filled with garbage again so we had no choice but to **desert** it.

\_\_\_\_\_

3. A few old garden tools and a watering **can** were there.

\_\_\_\_\_

4. As the day went on, some of Hank's friends walked by and **saw** what they were doing.

\_\_\_\_\_

5. They lined up the jars in a **row** and put water in them.

\_\_\_\_\_

Name \_\_\_\_\_

**A. Add the ending -s, -ed, or -ing to each word. Write the new word on the line.**

1. name + ing = \_\_\_\_\_

2. hope + ed = \_\_\_\_\_

3. dance + s = \_\_\_\_\_

4. drop + ing = \_\_\_\_\_

5. wrap + ed = \_\_\_\_\_

**B. Match a word in the box to each correct meaning below. Write the word on the line. Not all words will be used.**

helpful	usable	useful	meaningful
painful	colorless	cheerful	colorful
meaningless	careful	painless	useless

1. full of cheer \_\_\_\_\_

2. can be used \_\_\_\_\_

3. without meaning \_\_\_\_\_

4. full of color \_\_\_\_\_

5. without pain \_\_\_\_\_

Name \_\_\_\_\_

- A **subject pronoun** is used as the subject of a sentence.
- Singular subject pronouns are *I, you, he, she, and it*.
- Plural subject pronouns are *we, you, and they*.

**Read the sentences. Choose the correct pronoun in parentheses to complete each sentence. Write the pronoun.**

1. My friend Ted and \_\_\_\_\_ started a lawn service. (me, I)
2. \_\_\_\_\_ made a list of all the services we will offer. (We, Us)
3. \_\_\_\_\_ am good at raking and cleaning up. (Me, I)
4. \_\_\_\_\_ is good at planting and weeding. (He, Him)
5. We asked the Smiths, "Would \_\_\_\_\_ like our help?" (you, them)
6. \_\_\_\_\_ signed up for a one month trial. (Them, They)
7. Dad said that \_\_\_\_\_ is very proud of us. (him, he)
8. \_\_\_\_\_ is a good way to make money this summer. (It, You)
9. \_\_\_\_\_ hope to have at least five customers. (Us, We)
10. Ted and \_\_\_\_\_ plan to work hard. (me, I)