

# English and Language Arts

## 3<sup>rd</sup> Grade / Week 9

Week 9 At A Glance		
Day 1	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> Complete the Unit 5 Lesson 4 Vocabulary Activity <input type="checkbox"/> Vocabulary Page 231	LAFS.3.L.3.4.a LAFS.3.RI.2.4
Day 2	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> Read "Hiram Revels- The First African American Senator" <input type="checkbox"/> Complete the Author's Point of View graphic organizer	LAFS.3.RI.2.6 LAFS.3.RI.4.10
Day 3	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> Reread "Hiram Revels- The First African American Senator" <input type="checkbox"/> Page 235 (Questions 1-4 only)	LAFS.3.RI.2.6 LAFS.3.RI.4.10
Day 4	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> Page 236 <input type="checkbox"/> Page 237	LAFS.3.RI.3.7 LAFS.3.RI.4.10
Day 5	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> Page 238 <input type="checkbox"/> Page 116	LAFS.3.L.3.4.b LAFS.3.RF.3.3.a

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**Name**

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**Teacher**

Dear Parent/Guardian,

During Week 9, your child will practice a variety of skills, including vocabulary, author's point of view, prefixes and suffixes, explore biographies, inflectional endings, and possessive pronouns.

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 4- Vocabulary

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

Picture	Sentence in Context	Definition
<p><b>citizenship</b></p>  A photograph showing three children of diverse backgrounds (two girls and one boy) kneeling in a grassy field. They are focused on planting a small green sapling into the ground. The scene is outdoors with tall grass and a warm, golden light, suggesting a sunny day.	<p>Planting a tree in your community is an example of <b>citizenship</b>.</p>	
<p><b>continued</b></p>  A photograph of a young boy with dark hair, wearing a white collared shirt, sitting on a green lawn. He is leaning forward, intently reading an open book. The background is a soft-focus green, likely trees or bushes, under bright daylight.	<p>Justin <b>continued</b> to read his book all afternoon.</p>	
<p><b>daring</b></p>  A photograph capturing a penguin in mid-air, diving from a white ice floe into a blue body of water. The penguin's wings are spread, and its body is angled downwards. The background shows a clear blue sky and the dark blue water of the sea.	<p>One brave penguin made a <b>daring</b> dive into the sea.</p>	

**horrified**



Paul and his mother were **horrified** by the scary movie.

**participate**



Barb and her friends like to **participate** in sack races at the picnic.

**proposed**



Mom **proposed** that they look online to find the answer to Tina's question.

**unfairness**



The football coach discussed the **unfairness** of the referee's call.

**waver**



Ted's confidence started to **waver** when he forgot the answer.

Name \_\_\_\_\_

citizenship

daring

participate

unfairness

continued

horrified

proposed

waver

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

Jeremy was in Mr. Hale’s third grade class. This week they were learning about the rights of citizens. Mr. Hale told the class that voting was a big part of \_\_\_\_\_.

“In the past there were unjust rules that stopped some people from voting,” said Mr. Hale. Jeremy was shocked. He was \_\_\_\_\_ by the \_\_\_\_\_ of these rules.

“How did they get the right to vote?” asked Jeremy.

“It was difficult,” said Mr. Hale. “They had to be brave and sometimes \_\_\_\_\_. When others tried to stop them, they did not pause or \_\_\_\_\_. They \_\_\_\_\_ to fight for their rights. They wanted to \_\_\_\_\_ in the voting process.”

Mr. Hale’s words got Jeremy thinking. Later in the day, he \_\_\_\_\_ that the class write a play about people fighting for their right to vote.

“That’s a great suggestion, Jeremy!” said Mr. Hale.

Name \_\_\_\_\_

Read the passage. Use the ask and answer questions strategy to help you understand the text.

## Hiram Revels – The First African American Senator

11 Hiram Rhodes Revels was born in North Carolina in the year  
1827. Through his whole life he was a good citizen. He was a  
14 great teacher and leader. And he was always fair. He was so well  
17 respected that he became the first African American to serve in  
20 the U.S. Senate.  
23

### 51 A Hard Time for African Americans

57 Revels was born during a hard time for African Americans.  
60 African Americans were treated badly. Most African Americans  
63 in the South were enslaved. Revels grew up as a free African  
66 American, or freedman, however. As a freedman, Revels could  
69 make his own choices.  
72

75 Still, the laws in the South were unfair toward all African  
78 Americans. They had to work hard jobs. They were not allowed  
81 to go to school. Though it was not legal, some freedmen ran  
84 schools for African American children. As a child, Revels was  
87 sent to one of these schools. He worked hard to become highly  
90 educated. He was unable to go to college in the South. So he  
93 traveled far from home. He went to college in northern states.  
96

Name \_\_\_\_\_

### Preaching and Teaching

After college, Revels became the pastor of a church. He was a great speaker. He was also a great teacher. Revels knew many people did not want African Americans to be educated. But Revels was very brave. He traveled all over the country. He taught African Americans. He knew that this would make them good citizens.

### The First African American Senator

Revels moved to Natchez, Mississippi, in 1866. By this time, slavery had been banned. There were many newly freed African Americans. These freedmen voted for Revels to be in the Mississippi State Senate. From there, he was elected to the U.S. Senate. He was the first African American to become a U.S. senator. It was a great achievement!

In the Senate, Revels tried to be fair to all the people in his state. He disliked rules that were unfair for African Americans. So he tried to change them. He made it legal for African Americans to work in the Navy's shipyards. He challenged rules that kept African Americans apart from other Americans. But he was also fair to people of all colors. Even though the South lost during the Civil War, Revels did not want white southern soldiers to be punished.

Hiram Revels helped many people throughout his life. He helped people learn. As a senator, he helped the country progress. He was truly a good citizen!



**Hiram Rhodes Revels: the first African American to serve in the U.S. Senate.**



Name \_\_\_\_\_

**Read the selection. Complete the author's point of view graphic organizer.**

Details

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<b>Author's Point of View</b>
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Name \_\_\_\_\_

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

**1. How does the author describe Revels in paragraph 1?**

\_\_\_\_\_

\_\_\_\_\_

**2. What did Revels do that the author describes as “brave”?**

\_\_\_\_\_

\_\_\_\_\_

**3. According to the text, what was Revels’s “great achievement”?**

\_\_\_\_\_

\_\_\_\_\_

**4. What is the author’s position about Hiram Revels?**

\_\_\_\_\_

\_\_\_\_\_

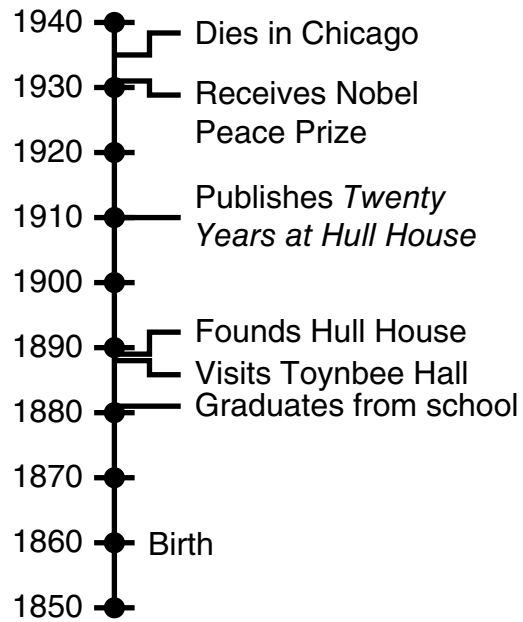
**B. Work with a partner. Read the passage aloud. Pay attention to phrasing and rate. Stop after one minute. Fill out the chart.**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

Name \_\_\_\_\_

## Jane Addams's Early Years

Jane Addams always knew that she wanted to help people. However, after she finished school in Illinois, she was not sure how best to plan her life's work. She attended medical school, but she did not finish. When she took a trip to Europe, Addams visited Toynbee Hall in London, England. Toynbee Hall had been founded to help poor and homeless people. It offered classes and activities. This community center gave her ideas for a center that she would later found in Chicago: Hull House.



Jane Addams

Answer the questions about the text.

1. How do you know that this text is a biography?

\_\_\_\_\_

2. What text feature does this biography include? \_\_\_\_\_

3. How does the text feature help you understand Addams's life better?

\_\_\_\_\_

4. Where did Jane Addams get her ideas for founding Hull House?

\_\_\_\_\_

Name \_\_\_\_\_

**Read each sentence below. Underline the word in each sentence that has the prefix *un-* or *dis-* or the suffix *-ly*. Then write the meaning of the word on the line.**

**1.** African Americans were treated badly.

\_\_\_\_\_

**2.** Still, the laws in the South were unfair toward all African Americans.

\_\_\_\_\_

**3.** He worked hard to become highly educated.

\_\_\_\_\_

**4.** He was unable to go to college in the South.

\_\_\_\_\_

**5.** There were many newly freed African Americans.

\_\_\_\_\_

**6.** He disliked rules that were not fair for African Americans.

\_\_\_\_\_

Name \_\_\_\_\_

**A. Add the endings to each word. Write the new word on the line. Pay attention to possible spelling changes.**

1. try + ing = \_\_\_\_\_

2. dry + ed = \_\_\_\_\_

3. hurry + s = \_\_\_\_\_

4. play + ing = \_\_\_\_\_

5. study + ed = \_\_\_\_\_

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

liveliness	respectful	delightful	respectless
colorless	happiness	colorful	soundless

1. without color \_\_\_\_\_

2. state of being happy \_\_\_\_\_

3. full of delight \_\_\_\_\_

4. without sound \_\_\_\_\_

5. state of being lively \_\_\_\_\_

6. full of respect \_\_\_\_\_

Name \_\_\_\_\_

- A **possessive pronoun** takes the place of a possessive noun.  
That is **Jane's** backpack.      That is **her** backpack.
- A possessive pronoun shows who or what owns something.  
That is **his** notebook.
- Use these possessive pronouns before nouns: *my, his, her, its, our, your, their*.
- Make sure nouns and pronouns agree in simple and compound sentences.

**Write the possessive pronouns on the line.**

1. My family won a trip to Chicago. \_\_\_\_\_
2. We wrote an essay telling our reasons for wanting to go. \_\_\_\_\_
3. Dad spent most of his childhood there. \_\_\_\_\_
4. Mom used to visit her grandmother in Chicago. \_\_\_\_\_
5. Mom and Dad want us to see their favorite landmarks. \_\_\_\_\_
6. Dad asked his boss for a week off. \_\_\_\_\_
7. Mom said, "Help your sister find her camera." \_\_\_\_\_
8. I found the camera but I think its battery is dead. \_\_\_\_\_
9. Mom will take our car to the shop before we leave. \_\_\_\_\_
10. This will be my first trip to Chicago. \_\_\_\_\_