

3rd Grade Week 1

Dear Parent/Guardian,

During Week 1, your child will review a variety of skills, including genre, text features, syllables, prefixes, suffixes, inflectional endings, grammar, homophones, sentence clues, and read both informational and literary text to practice reading comprehension.

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/>

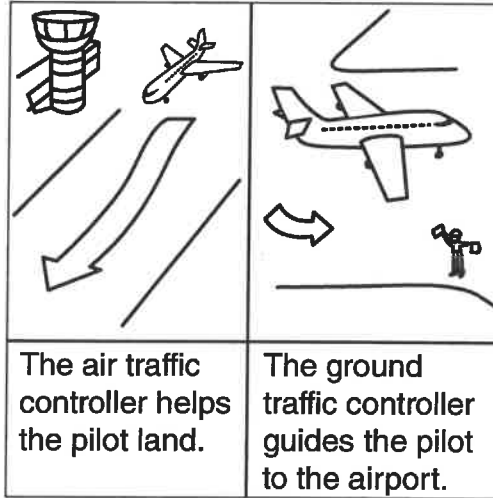
Week 1 At A Glance		
Day 1	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> Genre/Text Feature Page 226	LAFS.3.RF.4.4 LAFS.3.RI.2.5
Day 2	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> Syllables/Prefixes-Suffixes Page 248 <input type="checkbox"/> Inflectional Endings/Suffixes Page 238	LAFS.3.RF.3.3 LAFS.3.L.1.1.f
Day 3	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> Read "What is Antarctica?" and answer questions	LAFS.3.RF.4.4 LAFS.3.RI.1.1 LAFS.3.RI.1.2 LAFS.3.RI.1.3 LAFS.3.RI.2.5
Day 4	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> Grammar Page 111 <input type="checkbox"/> Grammar Page 112	LAFS.3.L.1.1.g
Day 5	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> Homophones Page 247 <input type="checkbox"/> Sentence Clues Page 227	LAFS.3.L.1.1 LAFS.3.L.3.4

Name _____

Teamwork at the Airport

The pilot of a plane calls the air traffic controller to say that the plane is approaching. Then the air traffic controller looks at the runway and makes sure that there are no planes on it. If the runway is clear, the controller tells the pilot to land.

Once the plane is on the ground, the pilot talks to the ground traffic controller. The ground traffic controller looks for the best route away from the runway and guides the plane to the airport.



Answer the questions about the text.

1. Expository text tells about a topic. What topic does this text tell about?

2. What text feature is included?

3. What does the chart show?

4. What does the ground traffic controller help the pilot do?

Open Syllables/Prefixes and Suffixes

Name _____

When a syllable ends in a vowel, it is called an open syllable. Open syllables have a long-vowel sound. Words with an open first syllable are divided after the vowel.

ba / sic

pi / lot

mu / sic

A. Read each word in bold. Circle the answer that shows the word correctly divided into syllables. The first one has been done for you.

- 1. open** a. o / pen b. ope / n
- 2. polar** a. pol / ar b. po / lar
- 3. favor** a. fa / vor b. fav / or
- 4. tiger** a. tig / er b. ti / ger

A prefix is a word part added to the beginning of a word. A suffix is a word part added to the end of a word. Both prefixes and suffixes change the meaning of the root word.

B. Add the prefix or suffix to the root word. Write the new word on the line. The first one has been done for you.

1. un + zip = unzip
2. re + write = _____
3. sad + ly = _____
4. care + ful = _____

Name _____

If a word ends in a consonant + *y*, change the *y* to *i* before adding *-s*, *-es*, or *-ed*: *try, tries, tried*. If a word ends in a vowel + *y*, the spelling does not change: *play, plays, played*. There is no spelling change when adding *-ing* to a word that ends in *y*: *trying, playing*.

A. Read each sentence. Circle the word with the correct *-s*, *es*, *-ed*, or *-ing* spelling. The first one has been done for you.

1. The little boy (cryd, cried) when he fell.
2. He (dries, drys) the dishes before putting them away.
3. She is (playing, plaing) a new game.
4. My uncle is (flyeing, flying) home tomorrow.

A suffix is a word part that can be added to the end of words. The suffixes *-ful*, *-less*, and *-able* change the meaning of words.

<i>-ful</i> means "full of"	thought <u>ful</u> = full of thought
<i>-less</i> means "without"	help <u>less</u> = without help
<i>-ness</i> means "the state of"	dark <u>ness</u> = the state of being dark

B. Add the suffixes to the following base words. Write the word on the line. The first one has been done for you.

- | | | | |
|------------------|---------------|------------------|-------|
| 1. joy + ful = | <u>joyful</u> | 4. grace + ful = | _____ |
| 2. spot + less = | _____ | 5. fear + less = | _____ |
| 3. fit + ness = | _____ | | |

Name: _____ Class: _____

What is Antarctica?

By NASA
2010

This text from NASA provides important information about Antarctica, an extremely cold region on Earth. As you read, take notes on what scientists study about Antarctica.

- [1] Antarctica is a continent.¹ It is Earth's fifth largest continent. Antarctica is covered in ice. Antarctica covers Earth's South Pole.

What Is Antarctica Like?

Antarctica is the coldest place on Earth. The temperature in the winter is cold enough to freeze water all the time. The temperature in the middle of Antarctica is much colder than the temperature on the coasts.²

Antarctica has two seasons: summer and winter. Earth is tilted in space and the direction of tilt never changes. During summer, Antarctica is on the side of Earth tilted toward the sun. It is always sunny. In winter, Antarctica is on the side of Earth tilted away from the sun. Then, the continent is always dark.

Antarctica is a desert. It does not rain or snow a lot there. When it snows, the snow does not melt and builds up over many years to make large, thick sheets of ice, called ice sheets. Antarctica is made up of lots of ice in the form of glaciers, ice shelves and icebergs.

- [5] Antarctica has no trees or bushes. The only plants that can live in a place that cold are moss and algae.

Who Lives in Antarctica?

Antarctica is too cold for people to live there for a long time. Scientists take turns going there to study the ice. Tourists visit Antarctica in the summers. The oceans around Antarctica are home to many types of whales. Antarctica is also home to seals and penguins.



"Untitled" by Mariusz Prusaczyk is licensed under CC0.

1. one of the seven main landmasses on Earth
2. **Coast (noun):** the area where land meets the sea or ocean

What Can NASA Learn about Earth from Studying Antarctica?

NASA uses satellites³ to study Antarctica. NASA wants to know how Antarctica is changing. Scientists want to know what the changes in Earth's climate are doing to Antarctica's ice sheets. They also want to know what changes in Antarctica's ice might do to Earth's climate.

One tool that NASA uses is ICESat. That stands for the Ice, Cloud and land Elevation Satellite. Using ICESat, NASA can measure changes in the size of Antarctica's ice sheets. ICESat also helps NASA understand how changing polar ice may affect the rest of the planet. Melting ice sheets in Antarctica may change sea levels all over the world.

NASA instruments have also helped scientists create detailed maps of Antarctica. The maps help researchers when planning trips to Antarctica. They also give people a clearer view of the continent.

What Can NASA Learn about Space from Studying Antarctica?

- [10] Antarctica is a good place to find meteorites, or rocks that fall from space to Earth. Scientists find more meteorites in Antarctica than any other place in the world. Meteorites are easier to see on the white ice. Also, meteorites that fall to Antarctica are protected by the ice for a long time.

NASA sends teams to Antarctica to learn more about the planet Mars. Antarctica and Mars have a lot in common. Both places are cold. Both places are dry like a desert. NASA tested robots in Antarctica that later landed on Mars.

NASA also goes to Antarctica to study astronaut nutrition. Like people that are in Antarctica in the winter, astronauts in space are not in the sunlight. The sun helps the human body make vitamins. Scientists study people that visit Antarctica to learn how to help astronauts in space get enough vitamins.

"What Is Antarctica?" from NASA Knows (2010) is in the public domain.

3. a man-made object that travels in space and collects information about Earth.

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: What is the main idea of the text?
 - A. Antarctica has a lot of meteorites.
 - B. People never visit Antarctica because of how dangerous it is.
 - C. Antarctica is a beautiful place, but should not be visited by people.
 - D. Antarctica is a special place on Earth and important for scientists to study.

2. PART B: Which paragraph from the text best supports the answer to Part A?
 - A. Paragraph 1
 - B. Paragraph 2
 - C. Paragraph 8
 - D. Paragraph 11

3. Which of the following describes how the information in the text is organized?
 - A. The author describes Antarctica, and then what scientists can learn from the continent.
 - B. The author describes Antarctica, and then compares it to more well known continents.
 - C. The author discusses the advantages of visiting Antarctica, and then some of the challenges.
 - D. The author discusses what Antarctica is like today, and then compares it what Antarctica was like in the past.

4. How does studying Antarctica help scientists prepare for missions in space?

Name _____

- A present-tense **verb** must agree with its subject pronoun in simple and compound sentences.
- Add **-s** or **-es** to most present-tense action verbs when using singular pronouns *he*, *she*, and *it*.

Circle the subject pronoun in each sentence. Choose the correct verb to complete each sentence. Write the sentence on the line.

1. She (read, reads) a story to us every day.

2. It (make, makes) us laugh to hear funny stories.

3. It (take, takes) us twenty minutes to walk to the library.

4. He (look, looks) for books about monkeys.

5. She (help, helps) him find the books that he wants.

Name _____

- Do not add *-s* or *-es* to a present-tense action verb when using plural pronouns *we*, *you*, and *they*, or singular pronouns *I* and *you*.
- Subject pronouns and their verbs must agree in simple and compound sentences.

Choose the correct verb in parentheses to complete each sentence. Write the verb on the line.

1. We _____ helping Mom with our garden. (like, likes)
2. She _____ lettuce, tomatoes, and cucumbers. (grow, grows)
3. I _____ pull the weeds, and my brother waters. (help, helps)
4. He _____ how to plant seeds, too. (know, knows)
5. Do you _____ a garden at your house? (want, wants)
6. We _____ hard, but it is worth it. (work, works)
7. She _____ salads for our neighbors. (make, makes)
8. They _____ our fresh vegetables. (love, loves)
9. We _____ vegetables at the Farmer's Market, too. (sell, sells)
10. She _____ us keep the money that we make. (let, lets)

Name _____

Homophones are words that sound the same but have different meanings and different spellings.

For example, the word *rain* means “water that falls in drops from clouds.” The word *reign* sounds the same but is spelled differently. It means “a period in which a person or thing is dominant.” Look at the sentence below.

The introduction of the Model T helped to end the **reign** of the electric car.

In this case, the underlined context clues help you to understand that *reign* means “a period in which a person or thing is dominant.”

Read each sentence below. Underline the context clues that help you understand the meaning of each homophone in bold. Then circle the letter of the correct definition of the homophone.

1. Have you ever **seen** a person plug in a car?

a. plugged in

b. looked at with one’s eyes

c. the place where something happens

2. It has foot **pedals** like other cars.

a. a part of a flower

b. a part of the foot

c. a device used to run or control something

3. **One** thing that the electric car needs is to be charged.

a. a single thing or unit

b. something difficult

c. to do better than any other in a race or contest

Name _____

Sentence clues can help you figure out the meaning of an unfamiliar word. Use the words or sentences before or after an unfamiliar word to help you. Look at the underlined clues in the sentence below to help you figure out the meaning of *predict*.

We try to **predict**, or know, about emergencies before they happen.

The sentence clues above let you know that *predict* means “know about beforehand.”

Read each sentence. Look for sentence clues to help you understand the meaning of each word in bold. Then circle the letter of the correct definition of the word.

1. There are many volunteer groups who provide assistance or **relief** to people in need. Another word for **relief** is
 a. help b. maps
2. A **tragedy** like a flood or a fire can change the lives of people forever. A **tragedy** is
 a. a terrible event b. a movie
3. People who lost their homes and everything they owned after the hurricane were the **victims** most affected by the storm. **Victims** are
 a. scientists b. people suffering
4. If you want to go swimming, it is **essential** that you swim where there is a lifeguard. To be **essential** is to be
 a. funny b. necessary
5. Knowing that someone can help you in a time of need is a very **encouraging** thought. If something is **encouraging**, it is
 a. giving hope b. terrible