

3rd Grade Week 2

Dear Parent/Guardian,

During Week 2, your child will review a variety of skills, including genre, text features, prefixes, Latin suffixes, grammar, root words, idioms, 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 2 At A Glance		
Day 1	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> Genre/Text Feature Page 256	LAFS.3.RF.4.4 LAFS.3.RI.2.5
Day 2	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> Prefixes/Roots Page 258 <input type="checkbox"/> Latin Suffixes Page 268	LAFS.3.RF.3.3 LAFS.3.L.3.4
Day 3	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> Read "The Sign of the Cat" and answer questions	LAFS.3.RF.4.4 LAFS.3.RL.1.1 LAFS.3.RL.1.2 LAFS.3.RL.2.4 LAFS.3.RL.2.5
Day 4	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> Grammar Page 126 <input type="checkbox"/> Grammar Page 127	LAFS.3.L.1.1.b LAFS.3.L.1.1.c
Day 5	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> Root Words Page 257 <input type="checkbox"/> Idioms Page 267	LAFS.3.L.1.2 LAFS.3.L.3.4

Name _____

Scene 3: The Fall of Icarus

The king of the island Crete had locked Daedalus and his son, Icarus, in his palace. Daedalus built two pairs of wings out of wax and feathers. Now he and Icarus are using the wings to escape. Icarus is flying a little higher than Daedalus.

DAEDALUS: Stay close to me, Icarus. We still have a long way to fly!

ICARUS: But Father, I want to use these wings! I want to see the sun up close!

DAEDALUS: If you fly too high, the sun will melt the wax! Your wings will fall apart!

ICARUS: I'll be careful. If the wax starts to melt, I'll come down.

DAEDALUS: If the wax starts to melt, you'll fall! Come down now.

ICARUS: *Flying higher.* The view here is wonderful! I can see every island in the sea! *The wax in Icarus's wings begins to melt; his wings stop working. He begins to fall.*

DAEDALUS: *Shouting.* Icarus! Your wings!

Answer the questions about the text.

1. This text is a drama. How is a drama meant to be experienced?

2. How do the actors know who should speak lines and how?

3. Which is more important to Icarus, being safe or seeing the world?

Name _____

A prefix is a word part added to the beginning of a word to make a new word. The prefixes *un-* and *dis-* mean “not,” *pre-* means “before,” *re-* means “again,” and *mis-* means “wrong.”

A. Write a word from the box on the line to match each meaning. The first one has been done for you.

mislead

resell

dislike

precook

unlucky

1. to cook before

precook

2. to sell again

3. not lucky

4. to not like

5. to lead wrongly

Words that share a common root or base word are called related words. For example, the words *rebuild*, *building*, and *builder* are related words because they share the common root *build*.

B. Read each pair of related words. Underline the common root or base word in each word. The first one has been done for you.

1. return

overturn

2. unkind

kindness

3. luckily

unlucky

4. review

viewing

5. resell

outsell

Name _____

When a word ends in /e, the consonant before it plus the letters /e usually form the last syllable. This is also true for consonant + e/ and consonant + a/.

table = ta / ble

camel = ca / mel

metal = me / tal

A. Read each word below. Circle the letter that shows the word correctly divided into syllables. The first one is done for you.

1. able **(a.)** a / ble b. abl / e 3. global a. glo / bal b. glob / al

2. eagle a. eag / le b. ea / gle 4. travel a. tra / vel b. tr / avel

A suffix is a word part added to the end of a base word to make a new word. The suffix *-able* means “able to,” the suffix *-ous* means “full of,” and the suffix *-y* means “having the quality of.”

B. Match each word in the box to the correct meaning below. Write the word on the line. The first one is done for you.

likable

funny

washable

poisonous

1. able to be washed

washable

2. full of poison

3. having the quality of fun

4. able to be liked

Name: _____ Class: _____

The Sign of the Cat

By Sandra Havriluk
2014

Sandra Havriluk has written for Highlights. In this short story, a boy name Chet sees his grandmother open their home to people who are in need during the Great Depression. The Great Depression was a time period in America during the 1930s. People had a hard time finding jobs and making money. As you read, take notes on how Chet feels about their guests and why.

- [1] "Chet, pass the fried chicken to our guests," Grandma said.

My eyes lingered¹ on the plumper pieces. I knew that after our "guests" served themselves, only the scrawniest parts would be left. Guests like these men knocked on our door almost every day, asking for handouts.² They were hopping trains, looking for jobs.

Everyone called them "askers" or "hoboes," but not Grandma. She'd remind me, "If your dad hadn't gotten the job at Uncle Will's shop in Florida, he could be riding the rails, too."



"The sign of the cat means the kind lady of the house won't turn you away," by Joshua Nash is used with permission.

Not my dad! He dressed in neatly pressed clothes. His razor-clean face smelled like Burma-Shave. These men wore stained, wrinkled clothes and had scraggly³ beards.

- [5] Ray, Tony, and Sal had been the ones to knock on our door tonight. It felt strange to call grown-ups by their first names, but Tony explained, "No need for last names in Hooverville." People blamed President Hoover for our country's hard times, so "Hooverville" is what they called the places where hoboes set up camp.

"Mmm-mmm." Ray passed the chicken plate to me. Only a small drumstick and a tiny wing were left.

"Your turn, Chet." Grandma smiled.

Her eyes weren't smiling, though. Worry weighed down on her like a wet woolen shawl. The days were getting even tougher. Dad sent less money each month. We bartered⁴ eggs and milk for flour and sugar. When I outgrew my shirts, Grandma sewed me new ones using feed sacks.

1. **Linger (verb):** to stay or do something longer than necessary
2. something given for free
3. **Scraggly (adjective):** thin or untidy in form or appearance
4. **Barter (verb):** to trade or swap something

Staring at the food, I thought of one way I could try to cheer her up. I put the drumstick onto Grandma's plate and put the tiny wing on mine. "I filled up on apples I picked today," I said, hoping she couldn't hear my stomach growl.

[10] She smiled again, and this time so did her eyes.

Over a dessert of apple pie, Grandma invited the men to bunk on our porch.

Pie stuck in my throat. Now we'd have to share breakfast, too! I'd be lucky to get a spoonful of egg or half a biscuit.

Grandma patted my shoulder. "Fetch some covers for them, Chet."

I snatched quilts from the chest and marched to the porch. Tony and Ray were playing cards with a tattered deck. Sal was whittling.⁵

[15] "Ever whittled, son?" he asked.

"No, sir, I ain't."

"You haven't," Ray corrected me. Seeing my surprise, he winked. "I may not look like it, but I used to be a college professor."

Sal smiled. "Watch and learn." He shaved bits and pieces from the chunk of wood until a cat formed. He handed it to me. "Your gatepost is marked with the sign of a cat. It means the kind lady of the house won't turn you away."

That's why so many askers knocked on our door! An idea flashed in my head. "What's a sign that would make people stay away?" I asked.

[20] Tony slashed three diagonal lines through the air. "It means it's not a safe place."

After our guests left in the morning, I checked the gatepost. On the bottom slat, a tiny cat drawn in black coal stared at me. I scrubbed it off with Grandma's detergent, then drew the symbol Tony had shown me.

That night, Grandma and I ate alone. I stuffed myself with sliced ham and buttermilk corn bread, trying not to think about askers going hungry.

When I crawled into bed, I had a hard time falling asleep. I'd eaten too much, and my thoughts kept returning to the sign on the gatepost. Part of me wanted to go outside and scrub it off. But I finally drifted to sleep.

"Chet."

[25] A deep voice interrupted my dreams. I cracked open an eye. Moonlight was streaming through my window.

5. to carve wood into an object

"Son."

I bolted up. Even with his beard and tattered clothing, I recognized him. "Dad! You're back!"

"Yes-siree." He mussed⁶ my hair. "Uncle Will's shop closed. I hopped a dozen trains to get back home."

Soon we were digging into a midnight snack of Grandma's flapjacks. Showered and shaved, Dad looked like himself again. I wondered how many doors he had knocked on asking for food, the way Tony, Ray, and Sal had.

[30] "What've you got there, Chet?" Dad pointed to Sal's wooden cat sitting by my plate.

"A guest whittled it for me," I said, picking it up. I explained about the sign of the cat, feeling guilt wash over me again.

Dad nodded, looking at me closely. "I kept an eye out for those signs, too." Had he seen the symbol on our gatepost?

When the sun came up, I grabbed the detergent and did what I'd already known I had to do. Soon the sign of the cat again announced a kind lady's welcome. And this time, mine, too.

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6. to make someone's hair messy

Text-Dependent Questions

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

1. PART A: Which sentence describes the theme of the short story?
 - A. Not everyone can help others with food and lodging.
 - B. It's important to be kind and share what you can with others.
 - C. Wealthy people should help those who are in need.
 - D. Don't judge a person based solely on their appearance.

2. PART B: Which detail from the text best supports the answer to Part A?
 - A. "Everyone called them "askers" or "hoboes," but not Grandma. She'd remind me, 'If your dad hadn't gotten the job at Uncle Will's shop in Florida, he could be riding the rails, too.'"(Paragraph 3)
 - B. "We bartered eggs and milk for flour and sugar. When I outgrew my shirts, Grandma sewed me new ones using feed sacks." (Paragraph 8)
 - C. "Seeing my surprise, he winked. 'I may not look like it, but I used to be a college professor.'" (Paragraph 17)
 - D. "I grabbed the detergent and did what I'd already known I had to do. Soon the sign of the cat again announced a kind lady's welcome. And this time, mine, too." (Paragraph 33)

3. What does this line from paragraph 8 reveal about the grandmother: "Worry weighed down on her like a wet woolen shawl"?
 - A. The grandmother is very stressed.
 - B. The grandmother is crying.
 - C. The grandmother's worry is temporary.
 - D. The grandmother is able to ignore her worries.

4. How does paragraph 23 contribute to the story?
 - A. It stresses how much food the guests eat when they come.
 - B. It reveals that Chet and his grandmother have more than enough food to share.
 - C. It shows that Chet feels bad for washing away the sign of the cat.
 - D. It shows that Chet doesn't truly care about others going hungry.

5. Why is it important to the story that Chet redraws the sign of the cat in front of their house?

Name _____

- An **adjective** is a word that describes a noun. An adjective usually comes before the noun it describes.
- Some adjectives are descriptive. They tell what kind of person, place, or thing the noun is.
- Some adjectives tell how many.
- Some adjectives are limiting, such as *this*, *that*, *these*, and *those*.

Draw one line under each adjective. Circle the noun that the adjective describes.

1. Gramps has a brown horse.
2. Rex is the name of this big animal.
3. I am a good helper when I visit Gramps.
4. I take Rex out for long rides.
5. I feed Rex juicy apples.
6. Gramps lets me polish the heavy saddle.
7. In June I will help him paint the old barn.
8. Gramps let me pick out the new color.
9. I chose a bright red.
10. I think Rex will like that color.

Name _____

- The **articles** *a*, *an*, and *the* are special adjectives.
- Use *an* before an adjective or a nonspecific singular noun that begins with a vowel.
- Use *the* before singular and plural nouns when referring to something specific.
- Some adjectives are limiting, such as *this*, *that*, *these*, and *those*.

Write *a*, *an*, or *the* to finish each sentence.

1. I went to see _____ first game of the World Series.
2. I wrote _____ essay about my exciting day.
3. I took _____ baseball with me in hopes of getting it signed.
4. After _____ game, I looked around for my favorite pitcher.
5. I didn't see him, but I did get _____ first baseman's autograph.
6. I told him that I was _____ big fan.
7. He asked me if I was _____ good student.
8. I told _____ guy that I always did my very best.
9. He shook hands with me and said that I was _____ awesome kid.
10. On our way home, I smiled as I thought about _____ best day ever.

Name _____

A **root word** is the simplest form of a word. It helps you figure out the meaning of a related word. Look at the example in this sentence.

The sun has given the earth years of **illumination**.

The root word is *illuminate*. *Illuminate* means “to light up.” *Illumination* means “light.”

Read each sentence below. Read the root word of the word in bold. Then circle the letter of the best definition of the word in bold.

1. People on Earth are **miserable**. They live in caves and eat raw meat.

root: misery

- a. unhappy b. thrilled

2. It is better if humans are cold and **uninformed**.

root: inform

- a. having no shape b. not having information

3. I only ask that you also help those less **fortunate** than you.

root: fortune

- a. having luck b. excited

Name _____

Idioms are phrases that have a meaning different from the meaning of each word in them. To understand the meaning of an idiom, you need to use context clues, the words and phrases around the idiom. The underlined words below explain what *could eat a horse* means.

She is so hungry she **could eat a horse**.

Use the context clues in the sentences below to help you understand each idiom in bold. Then circle the letter of the best definition for each idiom.

1. He just did not like being on the boat! He did not **have sea legs**.
 - a. was not able to swim well
 - b. was not used to being on a boat
 - c. did not have long legs
2. So, after **sleeping on it** and giving it a lot of thought, my parents bought a farm in the Middle Colonies.
 - a. thinking about it carefully before making a decision
 - b. sleeping instead of making a decision
 - c. buying something very important
3. Our life is the best life I can think of—it **takes the cake!** I know my parents made the right choice.
 - a. it gives something for dessert
 - b. it is the worst choice possible
 - c. it is the best choice possible