3rd Grade
Unit 1
Choice Boards

To Accompany
McGraw-Hill Wonders©
Reading Series
**Map it Out**
Choose a fictional story that you have read this week. Complete a story map for it by creating a table like the one below:

<table>
<thead>
<tr>
<th>Setting (When/Where is it happening?)</th>
<th>Characters (Who is it about?)</th>
<th>Plot (What is the problem?)</th>
<th>Events (What things happen to the characters?)</th>
<th>Climax (What happens at the most exciting part?)</th>
<th>Resolution (How does everything end up?)</th>
</tr>
</thead>
</table>

**Complete or Fragment**
Sort the following into two categories:
- Complete Sentence/Fragment
- Fragment

- Reached for the salt.
- He stared at the sun until his eyes hurt.
- The flower was as fragrant as perfume.
- Especially chilly that evening.
- The narrow, winding road.
- Until the show is over.
- As fast as you possibly can.
- Cats meow loudly.
- His stomach rumbled as he waited.
- Did you see the full moon last night?
- The tiny pebble in my shoe.

**Short /a/ and /e/**
Read Bruno's New Home on pages 22-27 in the Reading/Writing Workshop book. As you read, complete a tally chart like the one below, marking each time you read a word with short a or short e:

<table>
<thead>
<tr>
<th>Short a</th>
<th>Short e</th>
</tr>
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<tbody>
<tr>
<td></td>
<td></td>
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</table>

**What in the World...?**
Using the writing prompt below, make a list of at least five ideas this picture could go along with:

**Spelling Every Which Way**
Write your spelling words left to right, up and down, diagonal, and in a circle.

For example:

```
stamp
```

**What a Character!**
Choose a fictional character from a book you have read. List eight things about that character that you learned from reading the book.

**In Other Words**
List this week's vocabulary words. Now try to find at least two synonyms for each word:

- ached
- concentrate
- discovery
- educated
- effort
- improved
- inspired
- satisfied

**Description Webs**
For each noun below, make a web with at least five words that can describe it:

- lemon
- alarm
- thunderstorm
- zipper
- kangaroo
- pizza
- blanket
- balloon

Remember, descriptive words can tell how something looks, smells, sounds, tastes, or feels.
Name ____________________________________

Wonders Grade 3 Unit 1 Week 1

Wolf!

Complete the boxes that are marked first. Then choose _____ more boxes to do. Due by _____________________.

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For example: t
s t a m p
s a m
m p p t a m

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Remember, descriptive words can tell how something looks, smells, sounds, tastes, or feels.

In Other Words
List this week’s vocabulary words. Now try to find at least two synonyms for each word.

ached concentrate discovery educated effort improved inspired satisfied

Guess the Meaning
Use the sentences below to guess what each of the underlined nonsense words are supposed to mean. Explain what in the sentence makes you think so.

6. She ran juvectly toward her best friend, whom she hadn’t seen for two whole weeks!
7. Her stomach growled as she sniffed the hutama simmering on the stove.
8. It was so cold, I wore an extra roompa under my coat.
9. She spoke softly so as not to startle to shelry kitten.
10. This bug bite is so parpoff, it’s driving me crazy!
Yoon and the Jade Bracelet

Choose _______ boxes to complete. Due by ________________________.

Family Traditions
Choose a tradition that your family practices. Describe it, including at least five details. For example, what do you do at Christmas or on birthdays?

Commands/Exclamations
Sort the following sentences into two categories

Commands and Exclamations:
- Stay right here
- The plate is hot
- Hand me that pencil
- Please come to my party
- I can't wait to see you
- Bring me that book
- Come over here when you get a chance
- I couldn't believe he won the race
- That dog is huge
- I got an A

Short /e/, /o/, and /u/
Read Dream Catcher on pages 38-43 in the Reading/Writing Workshop book. As you read, complete a tally chart like the one below, marking each time you read a word with short e, short o, or short u.

<table>
<thead>
<tr>
<th>Short e</th>
<th>Short o</th>
<th>Short u</th>
</tr>
</thead>
</table>

Word Choice
Replace the underlined words in each sentence to make them more descriptive:
1. The little girl is cute.
2. The mean dog ran across the road.
3. I like to eat good food.
4. My big brother is nice.
5. That funny song made me happy.
6. She saw her teacher walking fast.

Spelling
Write your spelling words in ABC order. Then write them again in ZYX order.

Genre Change
Choose a realistic fiction book. Without changing the plot, add five things to the story that would change it into a fantasy.

For example, instead of a girl buying a new dress, her pet hamster makes the dress for her.

Vocabulary
For each of this week’s vocabulary words, draw an illustration to demonstrate its meaning:
celebrate  courage  disappointment  precious  pride  remind  symbols  tradition

Friendly Letter
Write a letter to a friend (real or imaginary) who has just moved to another country. Ask them about new things they are learning and tell them about something new you have learned. Be sure to include the parts of a friendly letter: the date, greeting, body, closing, and signature.

Setting Switcheroo
Imagine that the story of the 3 Bears took place in outer space, instead of in a cottage in the forest. Rewrite the story with this change in setting. Be sure to include a beginning, a middle, and an end. Your story should be at least a paragraph long.
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<th>b</th>
<th>c</th>
</tr>
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- courage
- disappointment
- precious
- pride
- remind
- symbols
- tradition

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Choose _______ boxes to complete. Due by ____________________.

All About...
Choose a performer to research. It can be anyone who does something to entertain an audience (actor, singer, dancer, etc.) Record at least seven facts about that person.

Sensational Subjects
Subjects tell WHO or WHAT is doing something. Fill in the blanks below with interesting subjects to complete each sentence. Then illustrate each sentence.
1. _______ will eat everything you put in front of them.
2. _______ is wearing a lovely new bow today.
3. _______ grabbed my slice of pizza right out of my hand!
4. _______ chased the squirrel up the tree.
5. _______ is slowly crawling up your arm!

Drop the Final “e”
Read Room to Grow on pages 54–58 in the Reading/Writing Workshop book. As you read, make a list of words you come across that have a dropped letter “e” before its ending.

For example:
- hope → hoping
- argue → argument

Let’s Get Organized
Stories should include a beginning, a middle, and an end. Choose a story you have recently read. Complete a diagram like the one below.

<table>
<thead>
<tr>
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Which part is the biggest?
Which part is the most exciting?

Rainbow Spelling
Write your spelling words with your pencil. Then trace over them at least three more times, using different colors of crayons.

Making Inferences
We make inferences when we add clues to information we already know. Look at the picture below. List at least four things you can infer.

Get a Clue
Write clues for each of the week’s vocabulary words so a friend can guess the word.

- admires
- classmate
- community
- contribute
- practicing
- pronounce
- scared
- tumbled

Constructing Compound Words
Put together the following words in a way that will build new compound words:
- book
- under
- work
- shine
- home
- dog
- sea
- fog
- sun
- wear
- note
- storm
- house
- horn
- boat
- snow
- thunder
- shore
- main
- sail

Simile Starters
Complete these similes:
1. Her fur was as soft as...
2. He laughs as loud as...
3. The sky is as blue as...
4. We ran as fast as...
5. We ate like...
6. She sings like a...
7. His smile sparkles like...
Gary the Dreamer

Complete the boxes that are marked first. Then choose _____ more boxes to do. Due by ____________________.

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10. The sky is as blue as...
11. We ran as fast as...
12. We ate like...
13. She sings like a...
14. His smile sparkles like...
**Train Travel**

Long ago, trains were the fastest way to travel far distances. Imagine you are taking a train ride across the state of Indiana. Describe your trip. Include things you might see as you pass through the state. You may need to do some research.

**Add-a-Predicate**

Predicates tell what a subject is doing. Add a predicate to each subject below. Be creative and funny. Illustrate your sentences when you are done.

1. One lonely sea turtle _____.
2. The stinky gray sock ______.
3. The expensive sports car ________.
4. An annoying alarm __________.
5. A few grouchy old men ________.

**Power Verbs**

Some verbs are wimpy and some are POWERFUL. Power up the words below by listing at least three words you can use instead:

walk     say     take      look     like

**Crazy Spelling**

Write your spelling words three times each using crazy letters (for example, curly letters, bubble letters, block letters, SCRIBBLE letters, etc.)

**Cause & Effect**

Fill in the missing box for each cause and effect.

<table>
<thead>
<tr>
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<td>so I fixed myself a sandwich</td>
</tr>
<tr>
<td>The puppy began to whimper</td>
<td>so I took my shoes off</td>
</tr>
<tr>
<td>I needed help with my homework</td>
<td>so I hid under my covers</td>
</tr>
<tr>
<td>I turned on the light</td>
<td></td>
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**Vocabulary**

Use this week’s vocabulary words to advertise a new (imaginary) invention.

design encouraged examine investigation quality simple solution substitutes

**Diagrams**

Copy (as best as you can) the picture of the crazy invention below. Then, make it into a diagram by labeling what each part does.

***Remember – this is imaginary, so you can make it do anything you want!***

**Metaphors**

Complete each metaphor. (Remember, metaphors do NOT use the words “like” or “as”)

1. The ocean was a calm, smooth ______
2. The sun is a _____ with its bright, burning light
3. The ______ is a bullet, zooming through the sky.
4. His ______ is prickly cactus
5. The _____ is beautiful music.
6. _____ is a roller coaster.

**Long /a/**

Read Mary Anderson’s Great Invention on pages 70–75 in the Reading/ Writing Workshop book. As you read, complete a tally chart like the one below, marking each time you read a word with long a.
All Aboard Elijah McCoy’s Steam Engine

Complete the boxes that are marked first. Then choose ___ more boxes to do. Due by ____________________.

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12. ______ is a roller coaster.

***Remember – this is imaginary, so you can make it do anything you want!
Create a Landmark
Landmarks help people remember special people, places, and events. Think of someone or something special in your life. What kind of landmark would you create to help others remember it? Write a paragraph describing your landmark, including where it is, what it looks like, and what it stands for. Draw a picture of your landmark.

Compound It!
For each pair of simple sentences below, combine them into one compound sentence using the words, and, or, so, or but.

<table>
<thead>
<tr>
<th>Simple Sentence 1</th>
<th>Simple Sentence 2</th>
<th>Compound Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beth likes pizza</td>
<td>She cooked one for dinner.</td>
<td>Beth likes pizza, she cooked one for dinner.</td>
</tr>
<tr>
<td>Mom was feeling sick</td>
<td>She read me a story anyway.</td>
<td>Mom was feeling sick, she read me a story anyway.</td>
</tr>
<tr>
<td>I saw a shooting star</td>
<td>I made a wish.</td>
<td>I saw a shooting star, I made a wish.</td>
</tr>
<tr>
<td>We might visit Florida</td>
<td>We might visit Texas.</td>
<td>We might visit Florida, we might visit Texas.</td>
</tr>
<tr>
<td>Billy got a bike for his birthday</td>
<td>He went to a ball game on his birthday.</td>
<td>Billy got a bike for his birthday, he went to a ball game on his birthday.</td>
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Good writing has sentence fluency, which means sentences do not all begin the same way and have different lengths. Below is an example of poor sentence fluency. Rewrite the paragraph below to have better sentences fluency:

Bears are mammals. They are big. They can be ferocious. They eat meat. They live in the wild. They are good at catching fish. They can be black, brown, or white. Bears are interesting animals.

Use dots to write your spelling words. Then go back and trace over them, completing the dot-to-dot.

For example:

```
* * *
* * +
```

Vocabulary
Create with words and pictures, a cartoon or comic strip using all of this week’s vocabulary words.

carved clues grand landmark massive monument national traces

Multiple Meaning Words
Each of the words below can have more than one meaning. For each word, write a sentence and an illustration showing the two different ways the words can be used.

- bug
  - My brother likes to bug me by putting bugs in my bed.
  - star
  - light
  - tie
  - lose
  - play

Put It in Context
Figure out the meaning of each underlined word by seeing what makes sense in the sentence:

Her phone was confiscated because she wasn’t supposed to have it at school.
He was abashed when he tripped in front of all of his friends.
He missed breakfast so he quickly consumed his lunch.
The view from the mountain’s apex was breathtaking.
A Mountain of History

Complete the boxes that are marked first. Then choose ____ more boxes to do. Due by _________________.

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Landmarks help people remember special people, places, and events. Think of someone or something special in your life. What kind of landmark would you create to help others remember it? Write a paragraph describing your landmark including where it is, what it looks like, and what it stands for. Draw a picture of your landmark.

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</tr>
</tbody>
</table>

Long /o/
Read A Natural Beauty on pages 86-89 in the Reading/Writing Workshop book. As you read, complete a tally chart like the one below, marking each time you read a word with long o.

<table>
<thead>
<tr>
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Sentence Fluency
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Spelling
Use dots to write your spelling words. Then go back and trace over them, completing the dot-to-dot.

For example:

```
* * * *
* * * *

What’s the Big Idea?
In 10 words or less, tell the main idea of this picture:

Vocabulary
Create with words and pictures, a cartoon or comic strip using all of this week’s vocabulary words.

carved clues grand landmark massive monument national traces

Multiple Meaning Words
Each of the words below can have more than one meaning. For each word, write a sentence and an illustration showing the two different ways the words can be used.

For example:

**bug**
My brother likes to bug me by putting bugs in my bed.

star tie lose fall light play

Put It in Context
Figure out the meaning of each underlined word by seeing what makes sense in the sentence.

Her phone was confiscated because she wasn’t supposed to have it at school. He was abashed when he tripped in front of all of his friends. He missed breakfast so he quickly consumed his lunch. The view from the mountain’s apex was breathtaking.
<table>
<thead>
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<th>Common Core State Standards:</th>
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<tbody>
<tr>
<td><strong>Wonders Grade 3 Unit 1 Week 1</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Wolf!</strong></td>
<td></td>
</tr>
<tr>
<td><strong>CCSS.ELA-Literacy.RI.3.1</strong> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</td>
<td><strong>CCSS.ELA-Literacy.L.3.1i</strong> Produce simple, compound, and complex sentences.</td>
</tr>
<tr>
<td><strong>CCSS.ELA-Literacy.RL.3.7</strong> Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)</td>
<td><strong>CCSS.ELA-Literacy.L.3.2f</strong> Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</td>
</tr>
<tr>
<td><strong>CCSS.ELA-Literacy.L.3.6</strong> Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.</td>
<td><strong>CCSS.ELA-Literacy.L.3.4a</strong> Use sentence-level context as a clue to the meaning of a word or phrase.</td>
</tr>
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<td><strong>CCSS.ELA-Literacy.RI.3.4</strong> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <em>grade 3 topic or subject area.</em></td>
<td></td>
</tr>
</tbody>
</table>
### Yoon and the Jade Bracelet

<table>
<thead>
<tr>
<th>CCSS.ELA-Literacy.W.3.3</th>
<th>CCSS.ELA-Literacy.L.3.1i</th>
<th>CCSS.ELA-Literacy.RF.3.3</th>
</tr>
</thead>
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<td>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</td>
<td>Produce simple, compound, and complex sentences.</td>
<td>Know and apply grade-level phonics and word analysis skills in decoding words.</td>
</tr>
<tr>
<td>CCSS.ELA-Literacy.L.3.3a</td>
<td>CCSS.ELA-Literacy.L.3.2f</td>
<td>CCSS.ELA-Literacy.RI.3.7</td>
</tr>
<tr>
<td>Choose words and phrases for effect.</td>
<td>Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</td>
<td>Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</td>
</tr>
<tr>
<td>CCSS.ELA-Literacy.L.3.6</td>
<td>CCSS.ELA-Literacy.W.3.3</td>
<td>CCSS.ELA-Literacy.RI.3.7</td>
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<tr>
<td>Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.</td>
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**CCSS.ELA-Literacy.L.3.3a** Choose words and phrases for effect.

**CCSS.ELA-Literacy.L.3.5c** Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*).

**CCSS.ELA-Literacy.L.3.6** Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

**CCSS.ELA-Literacy.RI.3.4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
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<tr>
<th>CCSS.ELA-Literacy.W.3.2</th>
<th>CCSS.ELA-Literacy.L.3.1f</th>
<th>CCSS.ELA-Literacy.RF.3.3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</td>
<td>Ensure subject-verb and pronoun-antecedent agreement</td>
<td>Know and apply grade-level phonics and word analysis skills in decoding words</td>
</tr>
<tr>
<td>CCSS.ELA-Literacy.W.3.7</td>
<td>CCSS.ELA-Literacy.RI.3.8</td>
<td>CCSS.ELA-Literacy.RI.3.7</td>
</tr>
<tr>
<td>Conduct short research projects that build knowledge about a topic.</td>
<td>Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</td>
<td>Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</td>
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<td>CCSS.ELA-Literacy.RI.3.4</td>
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<td>CCSS.ELA-Literacy.L.3.4</td>
</tr>
<tr>
<td>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</td>
<td>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</td>
<td>Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</td>
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### All Aboard Elijah McCoy’s Steam Engine

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<td>Conduct short research projects that build knowledge about a topic.</td>
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<td>CCSS.ELA-Literacy.L.3.2f</td>
<td>Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</td>
</tr>
<tr>
<td>CCSS.ELA-Literacy.RI.3.8</td>
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<td>CCSS.ELA-Literacy.RI.3.5</td>
<td>Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</td>
</tr>
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<td>CCSS.ELA-Literacy.L.3.6</td>
<td>Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.</td>
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<td>Standard</td>
<td>Description</td>
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<tr>
<td>----------</td>
<td>-------------</td>
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<tr>
<td><strong>CCSS.ELA-Literacy.W.3.1</strong></td>
<td>Write opinion pieces on topics or texts, supporting a point of view with reasons.</td>
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<td><strong>CCSS.ELA-Literacy.L.3.1i</strong></td>
<td>Produce simple, compound, and complex sentences.</td>
</tr>
<tr>
<td><strong>CCSS.ELA-Literacy.L.3.1h</strong></td>
<td>Use coordinating and subordinating conjunctions.</td>
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<td>Determine the main idea of a text; recount the key details and explain how they support the main idea.</td>
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<td><strong>CCSS.ELA-Literacy.L.3.4a</strong></td>
<td>Use sentence-level context as a clue to the meaning of a word or phrase.</td>
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