Please complete assignments according to the outline attached. Packets will be graded upon returning to school.

*See rubric below for grading criteria.

*Should you have any questions, feel free to email me
dduran@paterson.k12.nj.us

| Name: ———— |
| (ELA) |

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<td>ALL THE WORK IS NEATLY DONE, SHOWS EXCELLENT EFFORT</td>
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<td>Giving Thanks (Read and answer questions) (pages 13-15)</td>
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</tbody>
</table>
1. Made
2. Seed
3. Glad
4. Sad
5. Bill
6. Tell
14. Till
13. Hiss
12. Stamp
11. Back
10. Gift
9. Click
8. Ramp
7. Band
6. Link
5. Peak
4. Caps
3. Pick
2. Tin
1. Tap

Circle the spelling word in each row that rhymes with the word in bold type. Write the spelling word on the line.

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How are they different?

B. Compare the words clap and click. How are they alike?

12. __________
11. __________
10. __________
9. __________

Short /a/

8. __________
7. __________
6. __________
5. __________

Short o

A. Write the spelling words that contain each short vowel.

<table>
<thead>
<tr>
<th>litt</th>
<th>pink</th>
<th>hand</th>
<th>rack</th>
<th>grin</th>
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</thead>
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<tr>
<td>clip</td>
<td>grasps</td>
<td>glad</td>
<td>bill</td>
<td>camp</td>
</tr>
<tr>
<td>snack</td>
<td>miss</td>
<td>click</td>
<td>stamp</td>
<td>sick</td>
</tr>
</tbody>
</table>

Name
River Rescue

One day, after a heavy rain,Bind was reading a story about a beaver and his dam. Then she heard a cry for help. "Help!" said a small, weak voice. "I came from the river's edge."

"Bridget, said, "I know that voice. It is my friend, Maebell."

"One day, after a heavy rain, Bind was reading a story about a beaver and his dam. Then she heard a cry for help."

"Help!" said a small, weak voice. "I came from the river's edge."

"Bridget, said, "I know that voice. It is my friend, Maebell."

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Moreover, Bind read her favorite stories to her friends. Then later, I enjoy reading my book. "You read too much. Come swim." Her friends would say. "Bind time, jungle was reading. She read all the time. Bind loved more than the jungle. The only blueberries, and bright flowers. Jungle had tall green trees; cool in the jungle with her friends. Her Bind was an elephant. She lived..."
That night, Bind’s friends smiled as they listened to her stories.

Safely
dam. Soon the water slowed down. Mabel was able to cross back
Her friends began helping her. Assisting Bind in making the
toward the river. She was slowly making a wall in the water.
Bind rolled round, grey stones
back to us safely.
slows down, Mabel can cross
slows down the water. When it
do. A dam is like a wall that
We can build a dam like beavers
about the beavers dam. “Yes!
Bind thought of her book
asked Harold.
“Did you also read about how
to help when rivers get too big?”

“Rivers can swell and get bigger.”

“Is it not magic?” said Bind. “It is a flood. I read about it. If it
was like magic.” “

Harold had also come to help. He said, “Mabel was across the

Comprehension and Fluency
Read the directions. Pair students to answer the questions using basic expression. Stop after one minute. Fill out the chart.

B. Work with a partner. Read the passage aloud. Pay attention to

**End wants her friends**

3. **End is the story's main character. What does she want?**

   a. End is a dam.
   b. End is her friends.
   c. End is Mabel.


   a. End eats only bananas.
   b. End is very lazy.
   c. End likes sharing stories.

1. Traits are the ways a character behaves. What is one of End's traits? Circle the letter of your answer.

   a. Kind
   b. Lazy
   c. Honest

Comprehension: Character and Fluency
The Bookworm's Big Surprise

Bookworm's caterpillar friends were going to turn into butterflies. Bookworm said good-bye and sat down with a book. The caterpillars said, "Come with us! You're a caterpillar, too!"

"But I like munching my books!" the caterpillars replied. "You don't have to be a bookworm to like books!"

Answer the questions about the text.

1. What tells you that this text is a fantasy?
2. A fantasy may have an illustration. What might an illustration for this text show you?
3. A fantasy teaches a lesson. What do you think this text's lesson is?
1. The newly acquired vocabulary.
write one or two sentences of draw pictures. to illustrate the meaning of
Review vocabulary. Use gestures to demonstrate the meaning. For students to

   Practice. Grade 3. Unit 1. Week 1

   a. breathe
   b. grow

4. If it rains too much, rivers can swell and get bigger.

   a. enemy
   b. different
   c. copy

3. On the other shore, they pitched a small tent on the opposite side of the river.

   a. gentle
   b. funny
   c. sleepy

2. "Help!" said a small, weak voice.

   a. eaten
   b. missed
   c. thought highly of

1. I closed and stared the jungle. The only thing I loved more than the jungle.

   c. thought highly of
   b. missed
   a. eaten

   c. thought highly of
   b. missed
   a. eaten

   The only thing I loved more than the jungle.

Circle the letter of the best definition for each word in bold. Then, read these sentences from the passage. Underline the synonym.

When I broke the vase, I knew I had to find a way to repair or fix it.

Look at this example of a synonym in a sentence. The underlined word means about the same thing as repair.

Vocabulary strategy: Synonyms
**A Short Vowel Sound**

1. Short **a** is the vowel sound you hear in cat and bag.
2. Short **e** is the vowel sound you hear in eat and sad.
3. Short **i** is the vowel sound you hear in sit and fish.
4. Short **o** is the vowel sound you hear in cot and hot.
5. Short **u** is the vowel sound you hear in run and put.

**Words that have the same spelling pattern**

<table>
<thead>
<tr>
<th>1. pin</th>
<th>2. bag</th>
<th>3. till</th>
<th>4. grin</th>
<th>5. big</th>
</tr>
</thead>
<tbody>
<tr>
<td>grin</td>
<td>tag</td>
<td>wall</td>
<td>sick</td>
<td>rain</td>
</tr>
</tbody>
</table>

**A Word Family**

- **an**: fan, man, can, and ran

**Practice - Grade 3 - Unit 1 - Week 1**

- **dig**
- **big**
- **kick**
- **pick**
- **hill**
- **will**
- **flag**
- **set**
- **gin**
- **fin**
- **fan**
- **pan**

**Family** The first one has been done for you.

B. Read each word. Circle the words that belong to the same word family.

A. Read the words in each row. Write the word that has a short a or short e and colour the words. **Name**
10. I will
9. You can
8. I need my sleeping bag to outside.
7. I use this rubber
6. I always raise my
5. I put the dishes on the
today.
4. Mom will pay the gas
for the rope and swings away.
3. The monkey
2. Will you help me
1. I will

A. Write the spelling word that completes each sentence.

<table>
<thead>
<tr>
<th>lit</th>
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<th>bill</th>
<th>rack</th>
<th>hand</th>
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<tbody>
<tr>
<td>gin</td>
<td>click</td>
<td>glad</td>
<td>snack</td>
<td>camp</td>
</tr>
<tr>
<td>sick</td>
<td>miss</td>
<td>grams</td>
<td>stamp</td>
<td>clap</td>
</tr>
</tbody>
</table>

Name
B. Write a story about a pet show with funny animals. Use at least four spelling words in your story.

Writing Activity

1. She would miss having such pretty hair.
2. One day Betty saw eating a snack when a big dog came by. He took her apple out of her hand. Betty was so scared! Her hair turned white. She knew which would spread across her face.
3. Her pretty hair made her glad.
4. Once there was a girl named Betty. Betty was odd. She had soft pink

Misspelled words. Write the words correctly on the lines.

A. There are six misspelling mistakes in the story below. Underline the mistakes.
A. Read the draft model. Use the questions that follow the draft to help you think about how you can focus on a central event.

**Draft Model**

Polly Pig always played in the mud. It was warm out. The mud felt good to her. She saw another animal in the mud.

1. When exactly was Polly Pig playing in the mud?

2. What details would tell how warm it was then?

3. What details would tell how the mud felt?

4. What kind of animal did Polly Pig see?

B. Now revise the draft by focusing on a central event and adding details that will help readers learn more about what happened to Polly Pig.
1. Draw a box around words that help you understand a character.

2. Underline details that helped you visualize the scene.

3. Circle an example of an event in the text.

4. Write an example of a complete sentence on the line.

Becoming a good friend who is interested in the same things I am.

My wolf was not friendly at first, explained the pig. "But he's now.

Wolf friend is nice, too, but most wolves are not that friendly." said the pig.

"Pigs?" asked the pig, "I should pack those for our next picnic!"

"Pigs can be sappy, especially when they're hungry!" said the pig.

"I'm friends with a kind wolf too," said Jennie. "But some wolves"

weren't. They don't care. One of my good friends is a

"Bad, wolves. There are wolves in here."

My name is Jennie," repeated the girl. "You should be careful

and be careful."

Hello, girl," said the pig cheerfully. "The friendly pink pig had

wolves meet and talk about what it is like to have a wolf for a friend.

The narrative in which the pig from Wolf and Jennie from Jennie and the

Title: Write a short story from two different sources to respond to the prompt. Write a short

Write to Sources
1. A whale can live in or out of the water.
2. Most sharks live in warm water.
3. I want to see a whale some day.
4. Swims quickly through the water.
5. A jellyfish is an interesting sea creature.
6. A giant squid can grow to be very large.
7. A giant squid have two whippers.
8. Live off the coast of Japan.
9. Dolphins have two whippers.
10. A whale can live in or out of the water.

Sentences, Write yes if it does not form a sentence.

Read each group of words. Write yes if the group of words forms a sentence. Write no if it does not form a sentence.

- Most sentences end in a period. The period is called end punctuation.
- Every sentence begins with a capital letter.
- A complete thought is a group of words that shows a complete thought.
- A sentence is a group of words that shows a complete thought.
1. We learned about fire safety at school today.

2. It is important to have fire alarms that work.

3. Do you check your fire alarms each year?

4. Kids should only cook with an adult nearby.

5. Families should plan escape routes from their home.

6. Do fire fighters teach safety classes at your school?

7. Sometimes lightning can start a fire.

8. People should not leave matches where children can reach them.

9. Do you know all the fire safety rules?

10. Next week our class will visit the fire station.

Write a question if the statement tells something. Write a question if it ends in a question mark. Write a statement if the sentence tells something, it ends in a period. Write a statement if declarative sentence, it ends in a question mark.
"But in my shell, I am always at home.
I wanted a new place to call home," said Tom.
Tom stopped looking for a new home.
Rabbit's hole was dark.
Tom tried other homes. Beaver's lodge was noisy.
This sleeping friend went to sleep. Tom had to go. He did not want to wake
nice. It was cool in summer. But winter came and bear
Tom went to live with Bear. Bear's den was very

of heights.
Scared in the high nest, Tom found out he was scared
It had a nice view. But Tom made a discovery. He felt
Tom stayed with Eagle. Eagle's nest was very high.

"I want a new place to call home," he said.

Happy or satisfyed. Tom wanted more.
Once there was a turtle named Tom. He was not
in their shells.
They can sleep any place they like. They stop and rest.
Turtles live in their shells. They like it this way.

Home Sweet Home

Through 5.

Read "Home Sweet Home" before you answer Numbers 1
Why does Tom stop looking for a new home?

What does Tom like about Bear's den?

discovery means: circle the clues that help you know what the word

What discovery does Tom make?

sentences that tells what Tom wants: underling the

Tom wants more than other turtles. as satisfied, circle the word that means almost the same.

Use "Home Sweet Home" to answer numbers 1 through 5.

Date: _____________________________

Name: ___________________________
context clues help readers understand the meaning of the word in bold. Read the directions and model the first answer. Talk about which model you think is correct:

1. He grabbed his lunch from his kitchen table and went to school.
   a. Left behind
   b. Hid
   c. Took

2. First, we have a big feast with turkey, vegetables, and pie for dessert.
   a. Meal
   b. Parade
   c. Sit still

3. During the meal, food is cooked in pots until it boils and spills over.
   a. Meal
   b. Parade
   c. Sit still

4. "Yes, there are many types of harvest festivals all over the world where people give thanks for food and crops," she said.
   a. Kinds
   b. Foods
   c. Parties

5. "A year to the south where it is warmer, most birds like to migrate, moving from one place to another once

Underlined words explain what migrate means. Look at this example of context clues in the sentence below. The

Vocabulary Strategy: Context Clues

NAME
A. Read each word pair. Circle the word that has the correct vowel sound. The vowels e, o, and u sometimes stand for short vowel sounds.

Short vowel e, o, u / Inflectional Endings

B. Write a word from the word box to show the correct -s, -ed, or -ing form. Not all words will be used. The first one has been done for you.

For many base words, adding -s, -ed, and -ing does not change the a consonant, double the final consonant before adding -ed and -ing.

1. short e fed
2. short o in top
3. short u in cut
4. short e tune
5. short o pole

B. Write a word from the word box to show the correct vowel sound. The first one has been done for you.

For many base words, adding -s, -ed, and -ing does not change the a consonant, double the final consonant before adding -ed and -ing.

1. short e fed
2. short o in top
3. short u in cut
4. short e tune
5. short o pole

C. Write the words below, changing only the ending as directed.

1. hop + s = hops
2. sip + ed = sipping
3. jog + ing = jogging
4. sit + s = sits
5. run + ing = running

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Giving Thanks

Understand what the characters are describing.

Read the passage. Use the visualization strategy to help you.
"I guess we all have a lot to be thankful for," he said.

"Where people give thanks for food and crops," she said.

"Yes, there are many types of harvest fairs all over the world."

"Wrong! I thought the United States was the only country that had a holiday like Thanksgiving."

Tom smiled and said, "I agree with family. We eat food and spend time with family. We eat food and spend time with family."

"Then we throw away old things and wear new clothes," said Ana. "I hope we throw away old things and wear new clothes."

"First, we give thanks to the rain and sun for help with farming. We even thank the Earth for food!"

"How do you celebrate?" Tom asked. "Wow! I think we boil and spill over. It's a symbol of good times."

"And why is it an Indian dish? During Pongal, food is cooked in pots until it boils and spills over."

"What does Pongal mean?" Tom asked.

---

Comprehension and Fluency
**Practice Grade 3 Unit 1 Week 2**

Read the directions. Pair students to answer the questions using basic vocabulary. Then have them share their answers with the group.

<table>
<thead>
<tr>
<th>Score</th>
<th>Errors</th>
<th>Number of Words Read</th>
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<tbody>
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<td>-</td>
</tr>
<tr>
<td>Second Read</td>
<td>-</td>
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</tr>
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</table>

**Phrasing:** Stop after one minute. Fill out the chart.

**B. Work with a partner. Read the passage aloud. Pay attention to:**

a. throws away old things
b. wears new clothes
c. gives thanks

3. In paragraph 15, what is the first thing Ana does on Thanksgiving?

2. What is the second thing Tom does on Thanksgiving?

1. Events in a story happen in sequence or time order. In paragraph 6, what is the first thing that Tom does on Thanksgiving?

A. Reread the passage and answer the questions.

Name
A Family Tradition

Grandma. I said. "Hand to my forehead. "Mano Po," so I touched Grandma's "Mano Po. It is a sign of respect." Grandma. This tradition is called forehead. Take their right hand and touch it to your head, good-bye to your elders. Take their name. This is how you say "hello" or have a tradition in the Philippines. "We went to my mother said, "We were visiting my mother and I were visiting my

Genre/Visual Elements

Name
Write the spelling word on the line.

Circle the spelling word in each row that rhymes with the word in

Name

mug
luck
bugs
slump

luck
shut
sock
jumps

pond
stop
steps

rock
clothes
crane

head
mess
step

A. Write the spelling words that contain each short vowel sound.

- crops
- bugs
- rock

- head
- shut
- step

- pond
- mess
- clock

- slump
- mess
- mug

- luck
- sock
- jumps

B. Compare the words step and stop. How are they alike? How are they different?

- 9.
- 8.
- 7.
- 6.
- 5.
- 4.

- 3.
- 2.
- 1.

10. Short u

19. Short o
1. We can help you put the groceries away.

2. Put the cans of food on the shelves.

3. Do you want me to put the apples in the bowl?

4. Where should I put the flour and sugar?

5. Close the door when you are finished.

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**Grammar: Commands**

- The word **you** is understood at the beginning of a command.
- It ends with a **period**.
- A **command** is a sentence that tells someone to do something.
- A **statement** tells something. A **question** asks thought.
- A **sentence** is a group of words that expresses a complete thought.
1. Do you think she will like the card?
2. I want to go to Florida next summer.
3. Have you ever been there?
4. Wow, my grandmother sent me a free ticket.
5. Go with me to Miami!
6. The capital of Florida is Tallahassee.
7. Hey, I'll send Grandmother a card to thank her.
8. Where is the address book.
9. I cannot wait to go see her.
10. Choose an exclamation, question, statement, command, or exclamation that ends with an exclamation.

Mark:
- An exclamation or exclamatory sentence is a sentence that shows excitement or strong feeling. It ends with an exclamation point.
- A command is a sentence that tells someone to do something.
- A question is a sentence that asks something.
- A statement is a sentence that tells something.

After each sentence, write statement, question, exclamatory sentence, command, or exclamation at the end of the sentence.

Name:
A. Write a spelling word that goes with the other two words.

- mug
- luck
- pond
- rock
- head
- mess
- stop
- clock
- steps

B. Write the spelling word that best completes each sentence.

- 1. I need to clean up the room.
- 2. Please open the door when you go out.
- 3. I lost one blue pebble.
- 4. Stone, pebble, pebble, pebble.
- 5. Hops, leaps, leap.
- 6. We know to stop at a red light.
- 7. Our new puppy is white with brown spots on his tail.
- 8. I hope to win the game, so wish me luck.
- 9. I need an alarm clock.
- 10. Take a big spill over that spilled water.
- 11. I need to clean up the room.
- 12. Our team started out winning, but now we're in a big game.

Name

Spelling: Short Vowels e, o, u
6. Joseph went to schools everywhere.

5. His grandfather showed Joseph how to walk through the woods very softly.

B. Circle the compound words in the sentences below.

ever
story
times
what
teller
mother
t. grand

A. Draw a line between a word in the first column and a word in the second column to create five new words. Use a dictionary if you need help with the word meanings. Write the compound words you formed.

Hair + dresser = hairdresser

The new word is a compound word.

When two small words are put together to make one bigger word,
Joy smiled. She felt happy again.

"Good sister!"

"What a good girl!" said her mother. "What a bracelet. She put it on his wrist."

Joy went over to her brother. She held a red paper

finished! Joy gave Aunt Lin a hug.

They sat down and got started. Soon the girl was

We can make something for him!" said Aunt Lin.

In the kitchen. There were scraps of red paper all around.

Then Aunt Lin had an idea. She took Joy into the

I do not have a gift," said Joy.

"What is wrong?" asked Aunt Lin.

beside her.

Joy set on the couch. She felt sad. Aunt Lin sat down

tradition. It was an important custom.

envelopes. Giving gifts on this day was a Chinese
time. Some brought red eggs. Others brought red

had come to celebrate. Everyone was having a good

brother turned one month old today. Family and friends

It was a big day in the Chen house. Joy’s little

The Red Bracelet

Through 5:

Read "The Red Bracelet" before you answer Numbers 1
Underline the text evidence.

How does Joy feel at the END of the story?

Circle the words that mean almost the SAME

Your answer:

Draw a box around the sentences that support

Happens next?

Joy gives Aunt Lin a hug for helping her. What
celebrate means.

Circle the words that help you figure out what

Underline the details that support your answer:

Why is Joy sad at the BEGINNING of the story?

Use „The Red Bracelet” to answer numbers 1 through 5.

Date: __________________________

Name: __________________________