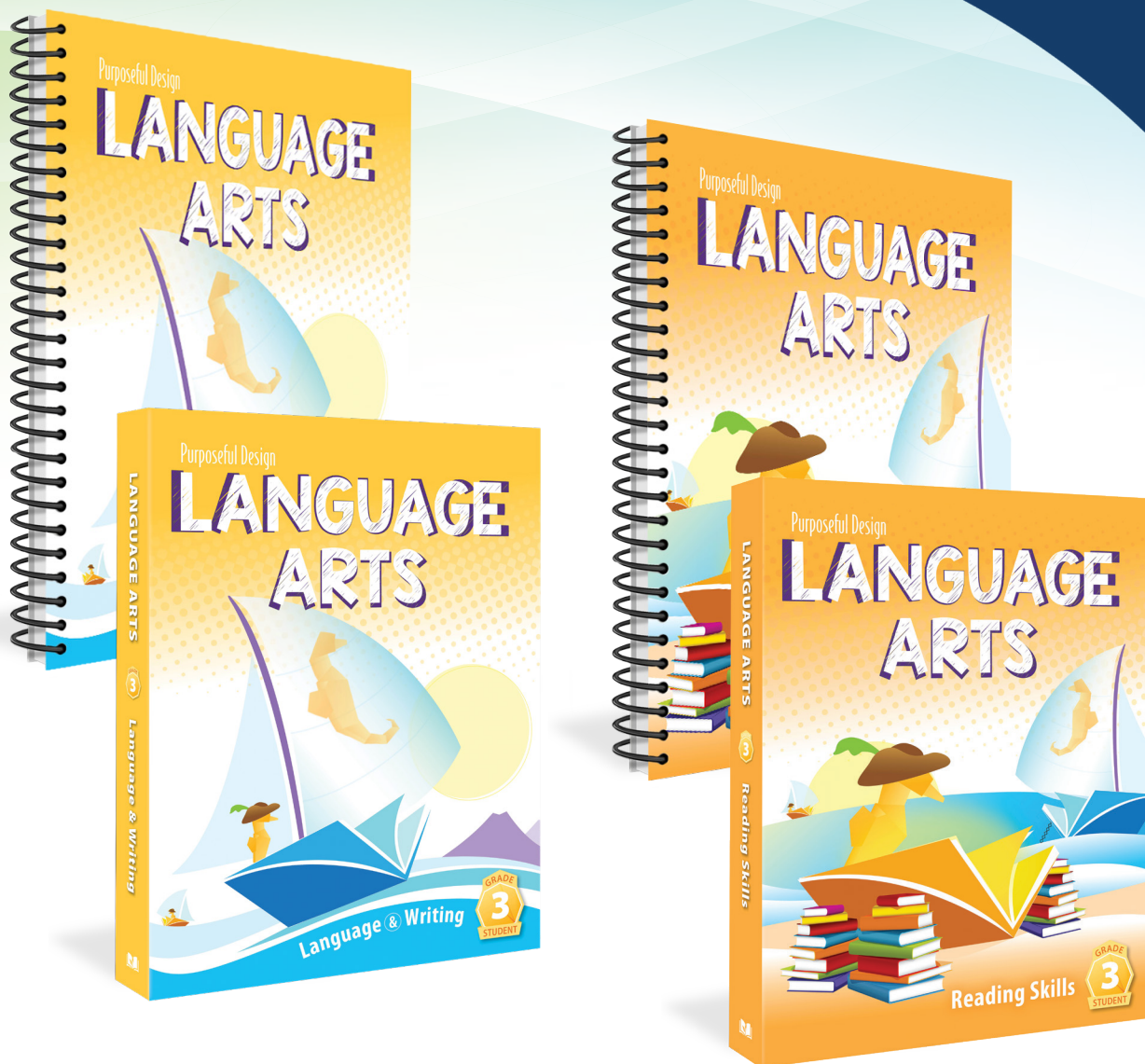


**Sampler
Grade 3**



Available for Kindergarten Through Grade 3



Textbook Development

For more than 30 years, Purposeful Design Publications, a division of ACSI, has provided academically rigorous textbooks that are intentionally rooted in biblical truth to equip schools and educators with the tools to eternally transform the hearts and lives of children.

Choosing the right textbooks is an important decision for your school, both financially and foundationally. Purposeful Design textbooks are intentionally created with these five core values:



We believe in a strong commitment to an authentic and integrated biblical worldview.

1



We believe that textbooks must include best practices, be research-based, and adhere to rigorous standards that meet or exceed national and other college- and career-readiness standards.

2



We believe that textbooks are a tool in the hands of teachers to help them achieve the desired educational outcomes.

3



We believe in providing a solid instructional foundation that incorporates additional instruction and activities for each lesson, allowing teachers easy flexibility and instructional individualization.

4



We believe in supporting educators with ongoing training to build and maintain confidence to maximize their use of PDP textbooks.

5

Training and Resources

Energize your Teaching Through Training

When you partner with Purposeful Design to provide excellent academics in your school, we come alongside you through amazing professional development. Providing free or customizable training, we show teachers practical ways to maximize textbook use in the classroom.



Regional Trainings



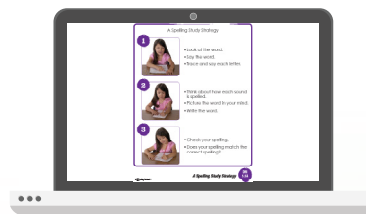
Recorded Webinars



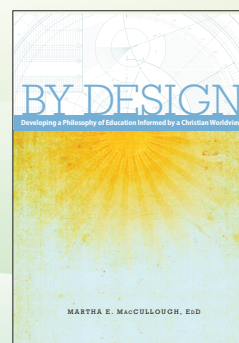
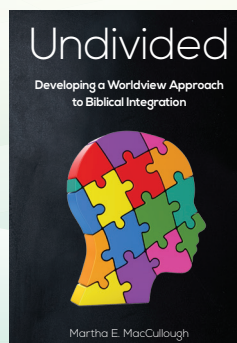
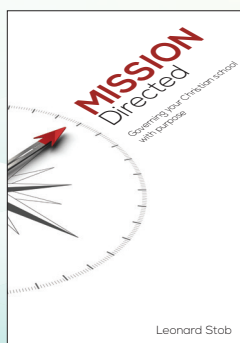
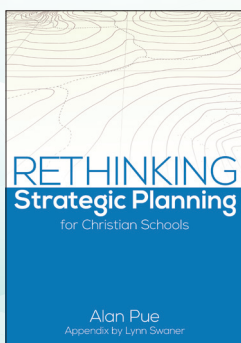
Live Webinars

Online Resources

From digital and blackline masters to visual aids and more, we supplement each teacher edition with online resources.



Purposeful Design equips educators by offering resources other than textbooks.



Language and Writing: Preparing a Lesson

- 1 The *Vocabulary Builder* sidebar lists and defines four words per chapter.
- 2 The *Preparation* sidebar identifies materials that need to be obtained and activities that should be prepared in advance. Its handprint icon appears next to components of the lesson that require preparation.
- 3 The *Homework* sidebar appears on the first page of each chapter and reminds teachers to have students review their spelling, high-frequency, and Vocabulary Builder words. The *Homework* icon appears in Lessons 1–4 next to the *Spelling* and *Vocabulary Builder* headings. If other sections have specific homework assignments, the assignments appear in the *Homework* sidebar and the icon is next to the appropriate heading.
- 4 The *Alternative* sidebar provides ways to expedite or simplify activities. Its icon appears beside headings as needed.
- 5 The *Grammar* and *Writing* sections contain instruction for grammar and a writing workshop. Students learn and practice grammar concepts that they apply in their daily writing.

Lesson 13.1

Chapter 13

1 VOCABULARY BUILDER

- **evaluate** to thoughtfully judge
- **procedure** a set of steps to follow in order
- **propose** to offer an idea
- **topple** to fall over

2 PREPARATION

- Select **DM 13.1A Adjectives** for display. Print **BLM 13.1A Answer Key for DM 13.1A** for your reference. (*Grammar*)
- Print 1 copy of **BLM 13.1B Adjective Cards** for every two groups and cut apart the cards. (*Grammar*)
- Select **DM 13.1B Model: Pattern Poem** for display. (*Writing*)
- Select two challenge words for the pretest. To meet your students' needs, choose words from *Vocabulary Builder*, a cross-curricular subject, misspelled words from a previous assignment, or words that interest your students. (*Spelling*)
- Print **BLMs 13.1C–D Spelling Study Strategy: Chapter 13**, add the challenge words, and copy the page for each student. (*Spelling*)
- Gather enough **BUILDING BLOCKS** of different sizes for groups to have about 10 blocks each. (*Vocabulary Builder*)
- Print **BLM 13.1E Procedure Map** for each student. (*Vocabulary Builder*)

3 HOMEWORK

- Have students review the chapter's spelling, high-frequency, and Vocabulary Builder words.

4 ALTERNATIVE

- Use the poem "Color" by Christina Rossetti instead of **DM 13.1B Model: Pattern Poem**.

Grammar 5

1 On the board, write *The boy ate a cookie*. Review that nouns name people, places, things, and ideas. Select volunteers to underline the nouns in the sentence. Convey that although the sentence is complete, it is not detailed. Rewrite the sentence to show the included adjectives: *The young boy ate a sweet, chocolate cookie*. Review that adjectives describe nouns. Ask students which words describe the boy (**young**) and the kind of cookie (**sweet, chocolate**). (Note: Article adjectives will be taught in a later chapter.) Teach that adjectives usually come before the noun in the subject part of a sentence but they can also be found in the predicate. Direct students' attention to the adjective in the subject and the adjectives in the predicate of the example sentence.

2 Display **DM 13.1A Adjectives**. Direct students' attention to the octopus in the corner and remind students that adjectives are one of the eight parts of speech. Teach that adjectives make sentences more interesting. Adjectives might tell how something looks, tastes, feels, smells, or sounds. Common adjectives express size, shape, color, and scent. Read the sentence pairs. For each of the revised sentences in Exercises 1–3, select volunteers to underline the nouns, circle the adjectives, and draw arrows from the adjectives to the nouns they describe. Use **BLM 13.1A Answer Key for DM 13.1A** to check students' answers. Read Exercise 4. On individual whiteboards, have students write a revised sentence that contains an adjective describing *girl* and an adjective describing *horse*. Choose a student's sentence to write on DM 13.1A and have volunteers add the underlining, circling, and arrows. Then, reread the four sentences containing adjectives aloud together and have the class state which sense one of the adjectives in each sentence describes. (**1: taste; 2: sight; 3: smell; 4: Answers will vary.**)

3 Arrange students into small groups and distribute 15 prepared cards from **BLM 13.1B Adjective Cards** and 1 individual whiteboard and marker to each group. Direct groups to draw a large Venn diagram on their whiteboards. Explain that adjectives describe people, places, and things. Assign each group two of the three categories. Direct them to write their assigned categories as headings for their diagram. Then, have groups sort their cards onto the diagram, placing any words that could describe both categories in the intersecting part of the circles and placing words that describe neither category off to the side. Circulate and monitor groups' discussion as they consider where to place their cards. Collect and retain the adjective cards for future use.

4 Direct students' attention to the first student page and have students complete it independently.

Writing 5

1 Display and read aloud **DM 13.1B Model: Pattern Poem**. Inform students that patterns of rhyming words can be shown by using the same letter to label rhyming words at the ends of lines. Select volunteers to label rhyming words on DM 13.1B, beginning with the letter *a*. Ask students what the poem's rhyme pattern is. (**aa, bb, cc**) Teach that the poem is composed as three couplets. A couplet is two rhyming lines of poetry that are next to each other. Ask students what pattern they see in the way each couplet begins. (**Possible answer: with a question about a color**) What kinds of things does the poem talk about? (**Possible answers: animals, things from nature**) Point out that the second line of each couplet further describes the subject.

2 Lead students in brainstorming a list of common colors. Write the list on the board. Next, have students suggest things from nature that prominently display each color, such as plants, animals, or rocks. Mention that these are the subjects for each couplet. Write a few subject suggestions next to each color. Finally, guide students to list several words that rhyme with each color. Write colors and rhyming words in a separate space on the board.

3 Direct students to copy at least three colors into their writing notebooks, each with a corresponding subject from nature and a rhyming word for the color. For each subject, have students write a descriptive phrase that ends with a word that rhymes with the subject's color. Convey that descriptive phrases tell what the subjects do, where they exist, or what they look like.

147

Teacher resources are available online.

A two-page spread at the beginning of each chapter includes *Foundational Strands*, summarizing grade-appropriate educational standards; *Objectives*, listing specific student goals for grammar, writing, spelling, speaking and listening, and vocabulary; *Moments with the Master*, launching the incorporation of biblical worldview discussions throughout the chapter; and other preparatory information.

Spelling 9

1 Use **Spelling Pretest: Chapter 13** to administer and proof a pretest.

2 Send home BLMs 13.1C–D **Spelling Study Strategy: Chapter 13** for students to practice their words.

Vocabulary Builder 10

1 Set the **BUILDING BLOCKS** on a table. Share with students that you want to build a tower that will not topple when someone bumps the table. Explain that *topple* means to fall over. Ask students what would happen if the tower were too tall and wobbly. (*It would topple over.*) Begin building the tower with smaller blocks on the bottom and larger blocks on top. Direct students to evaluate, or think about and judge, the building of the tower so far, and choose volunteers to share their answers. (*Possible answers: It will fall over; the smaller blocks should not be on the bottom.*)

2 Arrange students into small groups and distribute sets of blocks. On the board, write *Design the tallest tower that does not topple when the table is lightly bumped*. Direct groups to discuss how to design their towers and to propose, or offer an idea about, how to build the tower. Ask volunteers what they proposed. (*Answers will vary.*) Direct groups to work together on their design proposals for the tower and then to evaluate the design by testing whether it falls when someone lightly bumps the table. When groups have finished building and testing, have them share their designs with the class.

3 Ask students what words could describe what they did to design their towers. Write their words on the board. As a class, select and order some of the responses to create a procedure for designing a tower that will not topple. Teach that a *procedure* is a set of ordered steps for completing a task. Distribute **BLM 13.1E Procedure Map** to students and have them work in pairs to complete the exercises.

4 Direct students' attention to the second student page. Have students refer to their dictionaries as needed to complete the page independently. If students need support for Exercises 6–8, work as a class to develop sentences for the connection shape.

EXTENSION 6

• Provide age-appropriate **MAGAZINE PICTURES** of various settings. Have students make a list of adjectives that could describe the setting. Then have students write sentences about the setting using the adjectives listed.

RECOVERY 7

• Assign the following reduced spelling word list as needed: *decoy, hood, coins, joining, avoid, looked, pointed, enjoyed, divided, and exercise*. Modify the evaluation of assignments and the test accordingly.

ENRICHMENT 8

• For students who spelled all the words correctly on the spelling pretest, assign three of the following extra challenge words: *automotive, transporting, California, remember, hilarious, or Thessalonians*.

6

The *Extension* sidebar offers ideas to extend parts of the lesson, to review previously taught concepts, or to provide additional cross-curricular activities that connect to STEAM (science, technology, engineering, art, and math). The *Extension* icon appears next to sections for which there is an extension activity.

7

The activities in the *Recovery* sidebar can be used for differentiated learning instruction or to supply extra practice for students who would benefit from more opportunity to learn the concepts taught.

8

The *Enrichment* sidebar lists activities that challenge those students who have clearly understood the concepts presented and are ready to learn more.

9

The *Spelling* sections in Lessons 1, 2, 4, and 5 of each chapter provide spelling instruction and activities for students. Spelling pretests are at the back of the teacher edition.

10

The *Vocabulary Builder* sections in Lessons 1, 3, and 5 provide vocabulary instruction and the opportunity for students to learn and practice the Vocabulary Builder words in a variety of engaging activities.

11

Readable reductions of each student textbook page are large enough for the teacher to read the text. Student pages include exercises in grammar, vocabulary, and spelling.

Name _____

Grammar 13.1

Fill in the circle next to the sentence that has adjectives.

- The rabbit hopped behind the tree.
- The brown rabbit hopped behind the tall tree.
- Hungry boys ate cheesy pizzas.
- Boys grabbed slices of pizzas.
- An elephant swam in the water all day.
- A huge elephant swam in the murky water.
- The strong man rode a large, black motorcycle.
- The man rode a motorcycle to the store.

Circle the adjective. Underline the noun it describes.

- Janet ate the crispy cake.
- The girls played in the cool sun.
- A cat litter slept in the barn.
- Teresa played creaking music on the banjo.
- Keith put the crusty socks in the wash.

10. Write the number of the sentence above that matches each description.

9. small 6. feel 8. sound 5. taste 7. look

11. Write the adjectives in the columns to show what they best describe.

People	Places	Things
kind	ancient	purple
young	sandy	leather
sly	rainy	round

12. Add adjectives in the blanks to improve the sentence.

The _____ Answers will vary. crocodile sank below the _____ water.

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11

Read the sentences and write the missing words.

- The girl has an idea for a solution. She is ready to propose her idea to the group.
- The strong tower will stay straight and tall. The wobbly tower will topple during the storm.
- The members of Team A are ready to test their go-cart. They will evaluate how well it works.
- The scientist wants to finish the experiment quickly. He thinks the procedure will take too long.
- Many children love to follow the fun procedure below.
 - Build the tower.
 - Push the car.
 - Watch the tower topple.

A connection shape shows how words can relate to each other. This connection shape shows how the vocabulary words connect for designing a tower that will not topple.

Write a sentence on each side of the triangle using the two words on each corner.

Possible answers:

We will propose a procedure to make a tower that will not topple.

Design a tower that will not topple.

propose procedure evaluate

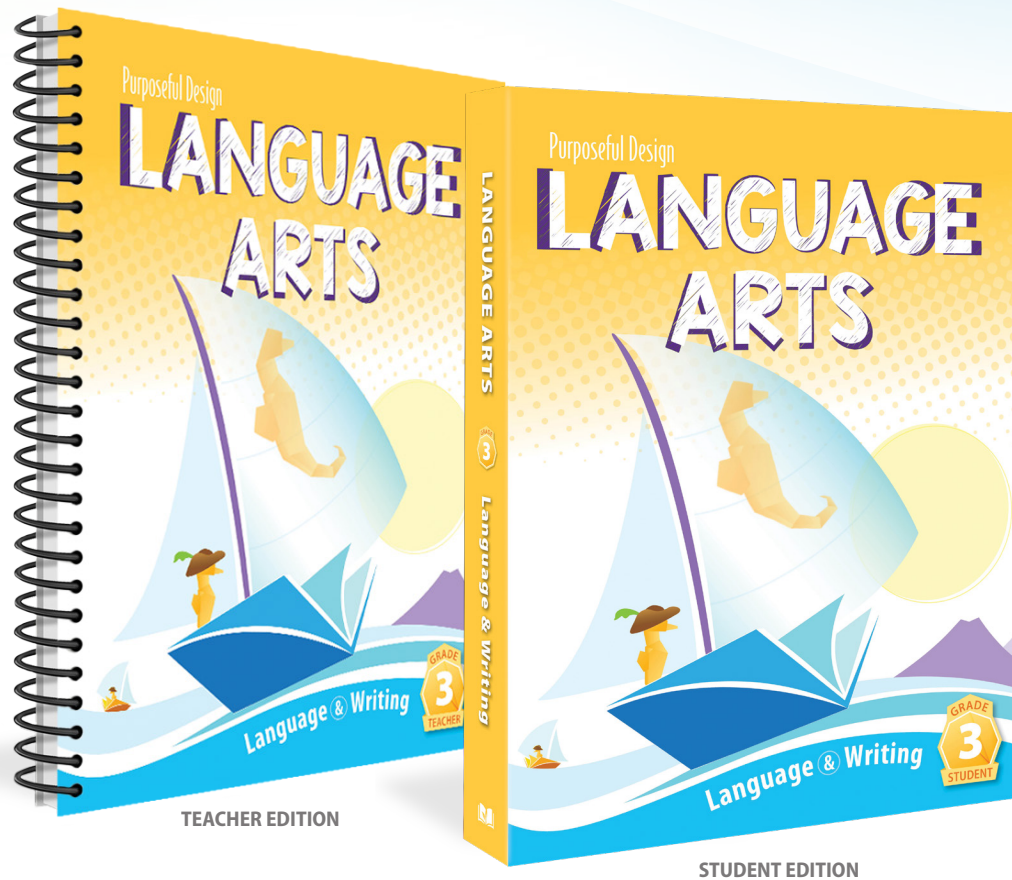
8. After we evaluate, we may need to propose a new idea.

122 Skill: word meaning 13.1 Language Arts • Language and Writing Grade 3

Language Arts Grade 3

Language & Writing

 Available
For Teacher Edition



The NEW Grade 3 Language Arts *Language and Writing* textbooks weave together the wonders of oral and written language with a biblical worldview. This research-based curriculum has been developed using the guidelines of *The Fountas & Pinnell Literacy Continuum* as well as national and college-and-career-readiness standards. In Grade 3 *Language and Writing*, students engage in hands-on activities and practice opportunities for grammar, writing, spelling, and vocabulary in an integrated approach.

Chapter 1 1

- Grammar:** identifying subjects, verbs, fragments, sentences, and various strategies for expanding sentences
- Writing:** collaboratively and independently developing components of a story
- Spelling:** spelling words that have consonants and short vowel sounds
- Speaking and Listening:** discussing and developing components of an original story
- Vocabulary Builder:** utilizing dictionary skills, identifying synonyms and antonyms, and defining vocabulary words

Chapter 2 13

- Grammar:** producing various types of simple sentences
- Writing:** utilizing the writing process to craft realistic short fiction
- Spelling:** spelling words that have the long *a* sound
- Speaking and Listening:** discussing and developing components of an original story
- Vocabulary Builder:** identifying and defining vocabulary words

Chapter 3 25

- Grammar:** classifying, punctuating, and diagramming four types of sentences
- Writing:** writing an original poem modeled after an example
- Spelling:** spelling words that have the long *e* sound
- Speaking and Listening:** reading aloud to an audience and identifying information given in a speech
- Vocabulary Builder:** completing word maps, using words correctly in context, and defining vocabulary words

Chapter 4 37

- Grammar:** forming regular and irregular plural nouns, using commas in a series and in direct address, and differentiating nouns as common or proper nouns
- Writing:** writing an engaging, informative, and well-organized how-to article
- Spelling:** spelling words that have the long *e* sound
- Speaking and Listening:** respectfully sharing and listening to opinions
- Vocabulary Builder:** using words correctly in context and defining vocabulary words

Chapter 5 49

- Grammar:** punctuating sentences correctly and distinguishing various types of nouns
- Writing:** communicating about a person by selecting, ordering, and illustrating key events from that person's life on a time line
- Spelling:** spelling words that have the long *i* sound
- Speaking and Listening:** incorporating recently acquired knowledge into class discussions
- Vocabulary Builder:** identifying key words in a text, making word connections, and defining vocabulary words

Chapter 6 61

- Grammar:** correctly capitalizing proper nouns and recognizing and forming proper, compound, and collective nouns
- Writing:** writing a memory story that effectively organizes narrative events
- Spelling:** spelling words that have the long *o* sound
- Speaking and Listening:** asking questions to check and clarify personal understanding
- Vocabulary Builder:** interpreting pronunciation symbols, differentiating parts of speech of vocabulary words, and defining vocabulary words

Chapter 7	73
<ul style="list-style-type: none"> Grammar: recognizing various types of verbs and using them correctly Writing: writing a fitting ending to a fictional story Spelling: spelling words that have the long <i>u</i> sound Speaking and Listening: speaking in complete sentences when answering questions as part of a formal presentation Vocabulary Builder: mapping, categorizing, and defining vocabulary words 	
Chapter 8	85
<ul style="list-style-type: none"> Grammar: analyzing verb context and determining correct use of past, present, and future verb tenses Writing: writing haiku poems that capture an image from nature Spelling: spelling words that have consonant blends Speaking and Listening: reading aloud to and answering questions from an audience Vocabulary Builder: identifying Latin roots and defining vocabulary words 	
Chapter 9	97
<ul style="list-style-type: none"> Grammar: analyzing verb context in various types of sentences and determining the correct use of regular and irregular verbs in past, present, and future tense Writing: organizing notes from a provided source and using notes to paraphrase the source Spelling: spelling words that have consonant blends and silent letters Speaking and Listening: verbally identifying main ideas and supporting details in a text Vocabulary Builder: distinguishing the use of and defining vocabulary words 	
Chapter 10	109
<ul style="list-style-type: none"> Grammar: correctly identifying personal pronouns and constructing sentences using the correct forms of subjective and objective case pronouns Writing: modifying a paragraph into notes for a speech Spelling: spelling words that have three-letter consonant spelling patterns Speaking and Listening: clearly delivering a short speech Vocabulary Builder: identifying key words in a passage, relating vocabulary words, and defining vocabulary words 	
Chapter 11	121
<ul style="list-style-type: none"> Grammar: correctly identifying personal pronouns and constructing sentences using the correct forms of reflexive and indefinite pronouns Writing: writing a well-organized article that supports an opinion with reasons Spelling: spelling words that have silent letters Speaking and Listening: respectfully sharing and listening to opinions Vocabulary Builder: practicing dictionary skills, distinguishing shades of meaning, and defining vocabulary words 	
Chapter 12	133
<ul style="list-style-type: none"> Grammar: analyzing sentences and determining the correct use of possessive nouns and pronouns Writing: preparing a presentation about a map of a public space Spelling: spelling words that have consonant digraphs Speaking and Listening: explaining reasons for a design and answering questions about the design Vocabulary Builder: identifying unknown words in a sentence and defining vocabulary words 	

Chapter 13	145
<ul style="list-style-type: none"> Grammar: identifying and using adjectives that tell <i>what kind</i>, <i>which one</i>, <i>how many</i>, <i>how much</i>, and <i>whose</i> Writing: writing an original poem modeled after an example Spelling: spelling words that have diphthongs Speaking and Listening: reading their poems aloud to audience members, who will identify information from the poems to support each author's choice of a title Vocabulary Builder: mapping connections, building analogies, and defining vocabulary words 	
Chapter 14	157
<ul style="list-style-type: none"> Grammar: identifying and accurately using adverbs that tell <i>how</i>, <i>when</i>, or <i>where</i> to modify verbs, adjectives, and other adverbs Writing: writing informative and encouraging friendly letters Spelling: spelling words that have the /ou/ sound Speaking and Listening: speaking in complete sentences when answering questions or suggesting new ideas Vocabulary Builder: reading and taking notes for a passage, classifying words, and defining vocabulary words 	
Chapter 15	169
<ul style="list-style-type: none"> Grammar: identifying prepositions and prepositional phrases that convey direction, place, or time Writing: taking and organizing notes from a provided source and using notes to paraphrase the source Spelling: spelling words that have the /ô/ sound Speaking and Listening: verbally identifying main ideas and supporting details in a text Vocabulary Builder: practicing dictionary skills, finding synonyms, and defining vocabulary words 	
Chapter 16	181
<ul style="list-style-type: none"> Grammar: correctly identifying and using homonyms, homophones, and homographs Writing: writing cinquains Spelling: spelling words that have <i>r</i>-controlled vowels Speaking and Listening: respectfully sharing and listening to opinions Vocabulary Builder: interpreting vocabulary word pronunciations, making word connections, and defining vocabulary words 	
Chapter 17	193
<ul style="list-style-type: none"> Grammar: practicing using a thesaurus, recognizing shades of meaning, and locating synonyms in context Writing: recalling details about a process and incorporating them into a flowchart Spelling: spelling words that have <i>r</i>-controlled vowels Speaking and Listening: verbally identifying main ideas and categories of details in a flowchart Vocabulary Builder: distinguishing word roots, using words in a given context, and defining vocabulary words 	
Chapter 18	205
<ul style="list-style-type: none"> Grammar: identifying antonyms, practicing using a thesaurus, and using antonyms correctly in a sentence Writing: writing an animal fantasy story with a problem and its solution Spelling: spelling words that have <i>r</i>-controlled vowels Speaking and Listening: asking questions to check and clarify personal understanding Vocabulary Builder: completing word maps, identifying and combining word parts, and defining vocabulary words 	

Chapter 19 217

- Grammar:** combining base words and prefixes and determining the meaning of new words formed
- Writing:** writing a weather forecast based on information learned from digital tools
- Spelling:** spelling words that have contractions
- Speaking and Listening:** verbally presenting a weather forecast and answering questions asked about it
- Vocabulary Builder:** identifying key words, recognizing parts of speech, and defining vocabulary words

Chapter 20 229

- Grammar:** identifying base words and suffixes to determine the function and meaning of new words
- Writing:** using facts from multiple sources to write an informative animal report
- Spelling:** spelling compound words
- Speaking and Listening:** discussing and developing components of an animal report
- Vocabulary Builder:** identifying key words in a sentence and defining vocabulary words

Chapter 21 241

- Grammar:** forming and using contractions appropriately
- Writing:** writing a journal entry listing steps to complete a personal goal
- Spelling:** spelling words that have hard and soft *c* sounds
- Speaking and Listening:** cooperatively discussing and refining plans to reach personal goals
- Vocabulary Builder:** categorizing, identifying pronunciations of, and defining vocabulary words

Chapter 22 253

- Grammar:** practicing using limiting adjectives in sentences, distinguishing the difference between demonstratives, and selecting the correct possessive pronouns to replace possessive nouns
- Writing:** writing a memoir recounting and reflecting on an experience
- Spelling:** spelling words that have the hard and soft *g* sound
- Speaking and Listening:** discussing and developing components of a personal memoir
- Vocabulary Builder:** practicing note-taking for a passage, relating concepts, and defining vocabulary words

Chapter 23 265

- Grammar:** identifying determiners and using dictionary skills
- Writing:** writing and performing a readers theater script
- Spelling:** spelling words that have prefixes
- Speaking and Listening:** respectfully sharing and listening to opinions
- Vocabulary Builder:** distinguishing word roots, categorizing, and defining vocabulary words

Chapter 24 277

- Grammar:** distinguishing between literal and nonliteral phrases, writing idioms in a sentence, and identifying the meaning of hyperbolic phrases
- Writing:** writing news reports about school events
- Spelling:** spelling words that have suffixes *-ed*, *-er*, *-est*, and *-ing*
- Speaking and Listening:** asking questions to check and clarify personal understanding
- Vocabulary Builder:** inferring the meaning of unknown words in a sentence, separating and combining word parts, and defining vocabulary words

Chapter 25	289
<ul style="list-style-type: none"> Grammar: identifying and correctly using signal words that indicate spatial and temporal relationships and writing common abbreviations Writing: taking notes from a source and writing the information in their own voices Spelling: spelling words that have suffixes Speaking and Listening: respectfully sharing and listening to opinions Vocabulary Builder: mapping words, completing analogies, and defining vocabulary words 	
Chapter 26	301
<ul style="list-style-type: none"> Grammar: using proofreading marks to correct sentences and paragraphs Writing: writing a fiction narrative on picture cards and illustrating the story Spelling: spelling words that are plural nouns Speaking and Listening: discussing and developing components of an original story Vocabulary Builder: utilizing dictionary skills and defining vocabulary words 	
Chapter 27	313
<ul style="list-style-type: none"> Grammar: choosing the correct comparative or superlative adjective or adverb to complete a sentence Writing: creating persuasive advertisement posters Spelling: spelling words that have the schwa before <i>n</i> Speaking and Listening: communicating effectively by speaking in complete sentences Vocabulary Builder: identifying unknown words, distinguishing shades of meaning, and defining vocabulary words 	
Chapter 28	325
<ul style="list-style-type: none"> Grammar: identifying and choosing the best coordinating or subordinating conjunction in a sentence Writing: writing a temporal-pattern poem modeled after an example Spelling: spelling words that have final syllables with <i>-le</i> Speaking and Listening: reading aloud to and answer questions from an audience Vocabulary Builder: utilizing a pronunciation key, matching synonyms, and defining vocabulary words 	
Chapter 29	337
<ul style="list-style-type: none"> Grammar: distinguishing sentences, fragments, and run-ons and using various strategies to produce complete sentences Writing: researching and writing a biography Spelling: spelling words that are homophones Speaking and Listening: providing constructive feedback about written work Vocabulary Builder: identifying key words, distinguishing word meaning, and defining vocabulary words 	
Chapter 30	349
<ul style="list-style-type: none"> Grammar: identifying and writing simple, compound, and complex sentences Writing: finishing writing a biography Spelling: spelling words that have final syllables with <i>-sion</i> and <i>-tion</i> Speaking and Listening: verbally presenting a biography to the class Vocabulary Builder: identifying unknown words in a passage and defining vocabulary words 	

VOCABULARY BUILDER

- **evaluate** to thoughtfully judge
- **procedure** a set of steps to follow in order
- **propose** to offer an idea
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- Print **BLM 13.1E Procedure Map** for each student. (*Vocabulary Builder*)

HOMEWORK

- Have students review the chapter's spelling, high-frequency, and Vocabulary Builder words.

ALTERNATIVE

- Use the poem "Color" by Christina Rossetti instead of **DM 13.1B Model: Pattern Poem**.

Grammar

1 On the board, write *The boy ate a cookie*. Review that nouns name people, places, things, and ideas. Select volunteers to underline the nouns in the sentence. Convey that although the sentence is complete, it is not detailed. Rewrite the sentence to show the included adjectives: *The young boy ate a sweet, chocolate cookie*. Review that adjectives describe nouns. Ask students which words describe the boy (**young**) and the kind of cookie (**sweet, chocolate**). (Note: Article adjectives will be taught in a later chapter.) Teach that adjectives usually come before the noun in the subject part of a sentence but they can also be found in the predicate. Direct students' attention to the adjective in the subject and the adjectives in the predicate of the example sentence.

2 Display **DM 13.1A Adjectives**. Direct students' attention to the octopus in the corner and remind students that adjectives are one of the eight parts of speech. Teach that adjectives make sentences more interesting. Adjectives might tell how something looks, tastes, feels, smells, or sounds. Common adjectives express size, shape, color, and scent. Read the sentence pairs. For each of the revised sentences in Exercises 1–3, select volunteers to underline the nouns, circle the adjectives, and draw arrows from the adjectives to the nouns they describe. Use **BLM 13.1A Answer Key for DM 13.1A** to check students' answers. Read Exercise 4. On individual whiteboards, have students write a revised sentence that contains an adjective describing *girl* and an adjective describing *horse*. Choose a student's sentence to write on DM 13.1A and have volunteers add the underlining, circling, and arrows. Then, reread the four sentences containing adjectives aloud together and have the class state which sense one of the adjectives in each sentence describes. (**1: taste; 2: sight; 3: smell; 4: Answers will vary.**)

3 Arrange students into small groups and distribute 15 prepared cards from **BLM 13.1B Adjective Cards** and 1 individual whiteboard and marker to each group. Direct groups to draw a large Venn diagram on their whiteboards. Explain that adjectives describe people, places, and things. Assign each group two of the three categories. Direct them to write their assigned categories as headings for their diagram. Then, have groups sort their cards onto the diagram, placing any words that could describe both categories in the intersecting part of the circles and placing words that describe neither category off to the side. Circulate and monitor groups' discussion as they consider where to place their cards. Collect and retain the adjective cards for future use.

4 Direct students' attention to the first student page and have students complete it independently.

Writing

1 Display and read aloud **DM 13.1B Model: Pattern Poem**. Inform students that patterns of rhyming words can be shown by using the same letter to label rhyming words at the ends of lines. Select volunteers to label rhyming words on DM 13.1B, beginning with the letter *a*. Ask students what the poem's rhyme pattern is. (**aa, bb, cc**) Teach that the poem is composed as three couplets. A couplet is two rhyming lines of poetry that are next to each other. Ask students what pattern they see in the way each couplet begins. (**Possible answer: with a question about a color**) What kinds of things does the poem talk about? (**Possible answers: animals, things from nature**) Point out that the second line of each couplet further describes the subject.

2 Lead students in brainstorming a list of common colors. Write the list on the board. Next, have students suggest things from nature that prominently display each color, such as plants, animals, or rocks. Mention that these are the subjects for each couplet. Write a few subject suggestions next to each color. Finally, guide students to list several words that rhyme with each color. Write colors and rhyming words in a separate space on the board.

3 Direct students to copy at least three colors into their writing notebooks, each with a corresponding subject from nature and a rhyming word for the color. For each subject, have students write a descriptive phrase that ends with a word that rhymes with the subject's color. Convey that descriptive phrases tell what the subjects do, where they exist, or what they look like.

Spelling

1 Use **Spelling Pretest: Chapter 13** to administer and proof a pretest.

2 Send home **BLMs 13.1C–D Spelling Study Strategy: Chapter 13** for students to practice their words.

Vocabulary Builder

1 Set the **BUILDING BLOCKS** on a table. Share with students that you want to build a tower that will not topple when someone bumps the table. Explain that *topple* means to fall over. Ask students what would happen if the tower were too tall and wobbly. (**It would topple over.**) Begin building the tower with smaller blocks on the bottom and larger blocks on top. Direct students to evaluate, or think about and judge, the building of the tower so far, and choose volunteers to share their answers. (**Possible answers: It will fall over; the smaller blocks should not be on the bottom.**)

2 Arrange students into small groups and distribute sets of blocks. On the board, write *Design the tallest tower that does not topple when the table is lightly bumped*. Direct groups to discuss how to design their towers and to propose, or offer an idea about, how to build the tower. Ask volunteers what they proposed. (**Answers will vary.**) Direct groups to work together on their design proposals for the tower and then to evaluate the design by testing whether it falls when someone lightly bumps the table. When groups have finished building and testing, have them share their designs with the class.

3 Ask students what words could describe what they did to design their towers. Write their words on the board. As a class, select and order some of the responses to create a procedure for designing a tower that will not topple. Teach that a *procedure* is a set of ordered steps for completing a task. Distribute **BLM 13.1E Procedure Map** to students and have them work in pairs to complete the exercises.

4 Direct students' attention to the second student page. Have students refer to their dictionaries as needed to complete the page independently. If students need support for Exercises 6–8, work as a class to develop sentences for the connection shape.

EXTENSION

- Provide age-appropriate **MAGAZINE PICTURES** of various settings. Have students make a list of adjectives that could describe the setting. Then have students write sentences about the setting using the adjectives listed.

RECOVERY

- Assign the following reduced spelling word list as needed: *decoy, hood, coins, joining, avoid, looked, pointed, enjoyed, divided, and exercise*. Modify the evaluation of assignments and the test accordingly.

ENRICHMENT

- For students who spelled all the words correctly on the spelling pretest, assign three of the following extra challenge words: *automotive, transporting, California, remember, hilarious, or Thessalonians*.

Name _____

Grammar 13.1

Fill in the circle next to the sentence that has adjectives.

- ☐ The rabbit hopped behind the tree.
- ☒ The brown rabbit hopped behind the tall tree.
- ☒ Hungry boys ate cheesy pizza.
- ☐ Boys grabbed slices of pizza.
- ☐ An elephant swam in the water all day.
- ☒ A huge elephant swam in the murky water.
- ☒ The strong man rode a large, black motorcycle.
- ☐ The man rode a motorcycle to the store.

Circle the adjective. Underline the noun it describes.

- Janet ate the sweet cake.
- The girls played in the hot sun.
- A white kitten slept in the barn.
- Teresa played screeching music on the banjo.
- Keith put the sweaty socks in the wash.

10. Write the number of the sentence above that matches each description.

9 smell 6 feel 8 sound 5 taste 7 look

11. Write the adjectives in the columns to show what they best describe.

Answer Bank

kind purple ancient leather young round sandy sly rainy

People	Places	Things
kind	ancient	purple
young	sandy	leather
sly	rainy	round

12. Add adjectives in the blanks to improve the sentence.

The _____ crocodile sank below the _____ water.

Answers will vary.

Skill: identifying adjectives 123

Read the sentences and write the missing words.

- The girl has an idea for a solution. She is ready to propose her idea to the group.
- The strong tower will stay straight and tall. The wobbly tower will topple during the storm.
- The members of Team A are ready to test their go-cart. They will evaluate how well it works.
- The scientist wants to finish the experiment quickly. He thinks the procedure will take too long.
- Many children love to follow the fun procedure below.
 - Build the tower.
 - Push the car.
 - Watch the tower topple.

A connection shape shows how words can relate to each other. This connection shape shows how the vocabulary words connect for designing a tower that will not topple.

Write a sentence on each side of the triangle using the two words on each corner.

8. After we evaluate, we may need to propose a new idea.

Skill: word meaning 124

Name _____



Fill in the circle next to the sentence that has adjectives.

1. ☐ The rabbit hopped behind the tree.
☐ The brown rabbit hopped behind the tall tree.
2. ☐ Hungry boys ate cheesy pizza.
☐ Boys grabbed slices of pizza.
3. ☐ An elephant swam in the water all day.
☐ A huge elephant swam in the murky water.
4. ☐ The strong man rode a large, black motorcycle.
☐ The man rode a motorcycle to the store.



Circle the adjective. Underline the noun it describes.

5. Janet ate the sweet cake.
6. The girls played in the hot sun.
7. A white kitten slept in the barn.
8. Teresa played screeching music on the banjo.
9. Keith put the sweaty socks in the wash.



10. Write the number of the sentence above that matches each description.

___ smell ___ feel ___ sound ___ taste ___ look

11. Write the adjectives in the columns to show what they best describe.

Answer Bank

kind purple ancient leather young round sandy sly rainy

People

Places

Things

12. Add adjectives in the blanks to improve the sentence.

The _____ crocodile sank below the _____ water.

Read the sentences and write the missing words.

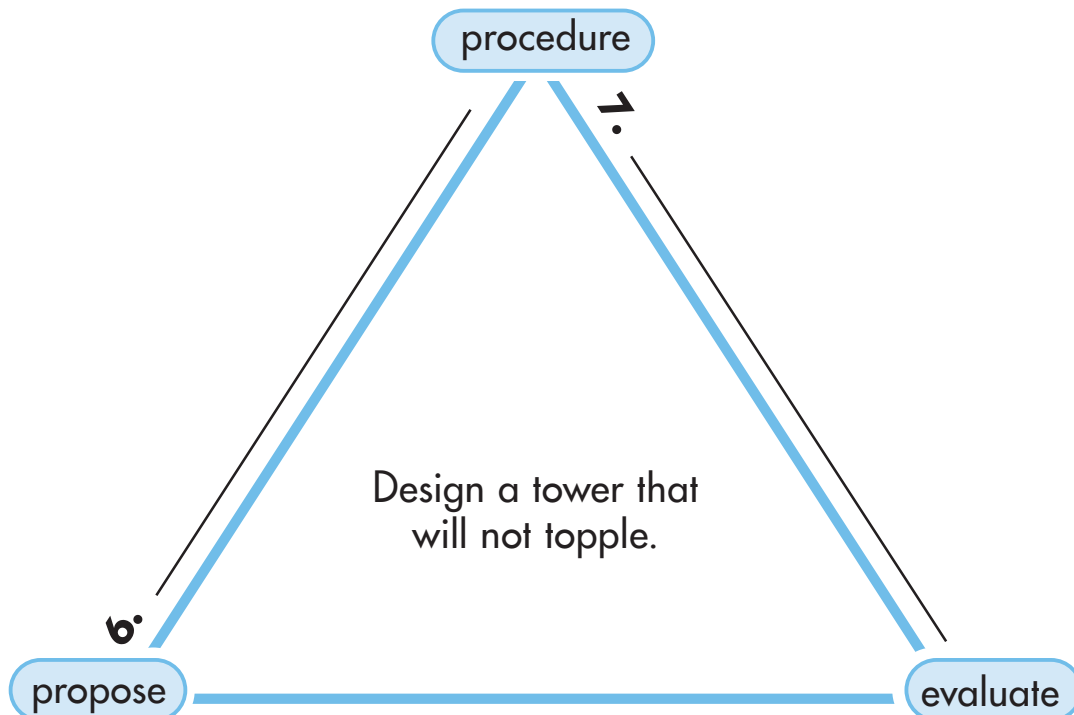
**Vocabulary
Builder 13.1**

1. The girl has an idea for a solution.
She is ready to _____ her idea to the group.
2. The strong tower will stay straight and tall.
The wobbly tower will _____ during the storm.
3. The members of Team A are ready to test their go-cart.
They will _____ how well it works.
4. The scientist wants to finish the experiment quickly.
He thinks the _____ will take too long.
5. Many children love to follow the fun _____ below.
 1. Build the tower.
 2. Push the car.
 3. Watch the tower _____.

evaluate
procedure
propose
topple

A connection shape shows how words can relate to each other. This connection shape shows how the vocabulary words connect for designing a tower that will not topple.

Write a sentence on each side of the triangle using the two words on each corner.



8. _____

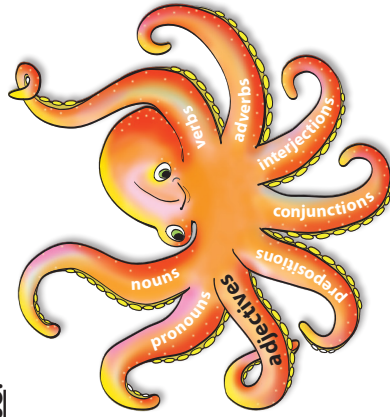
Skill: word meaning

BLM 13.1A



Answer Key for DM 13.1A

1. The lady baked a pie.
The young lady baked a delicious pie.
2. The thief stole the diamond.
The sneaky thief stole the sparkly diamond.
3. Jun saw a skunk.
Jun saw a smelly skunk.
4. The girl wanted a horse.
Possible answer: The teenage girl wanted a black horse.



BLM 13.1E



Name _____

Procedure Map

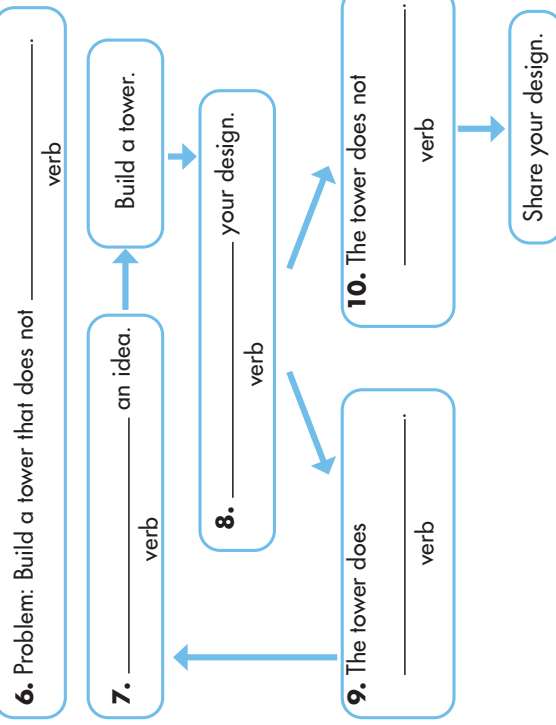
evaluate procedure propose topple

Write a vocabulary word for each definition.

1. _____ v. to thoughtfully judge
2. _____ n. a set of steps to follow in order
3. _____ v. to offer an idea
4. _____ v. to fall over

Use vocabulary words to complete the map.

5. This map shows the _____ noun _____ for design.



Name _____

Spelling Study Strategy: Chapter 13

BLM 13.1C



oily

decoy

hood

royal

voice

coins

annoy

brook

joining

avoid

looked

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

Fold

Name _____

Spelling Study Strategy: Chapter 13



BLM 13.1D

rejoice

spoiled

pointed

destroy

enjoyed

crooked

understood

divided

exercise

12. _____

13. _____

14. _____

15. _____

16. _____

17. _____

18. _____

19. _____

20. _____

21. _____

22. _____

Fold

Adjectives



DM 13.1A

1. The lady baked a pie.
The young lady baked a delicious pie.
2. The thief stole the diamond.
The sneaky thief stole the sparkly diamond.
3. Jun saw a skunk.
Jun saw a smelly skunk.
4. The girl wanted a horse.



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"Small Colors"

What is gray? A mouse is gray,
Nestling in the hay.

What is brown? A chipmunk is brown,
With stripes from tail to crown.

What is green? A frog is green,
Slick and fast and lean.

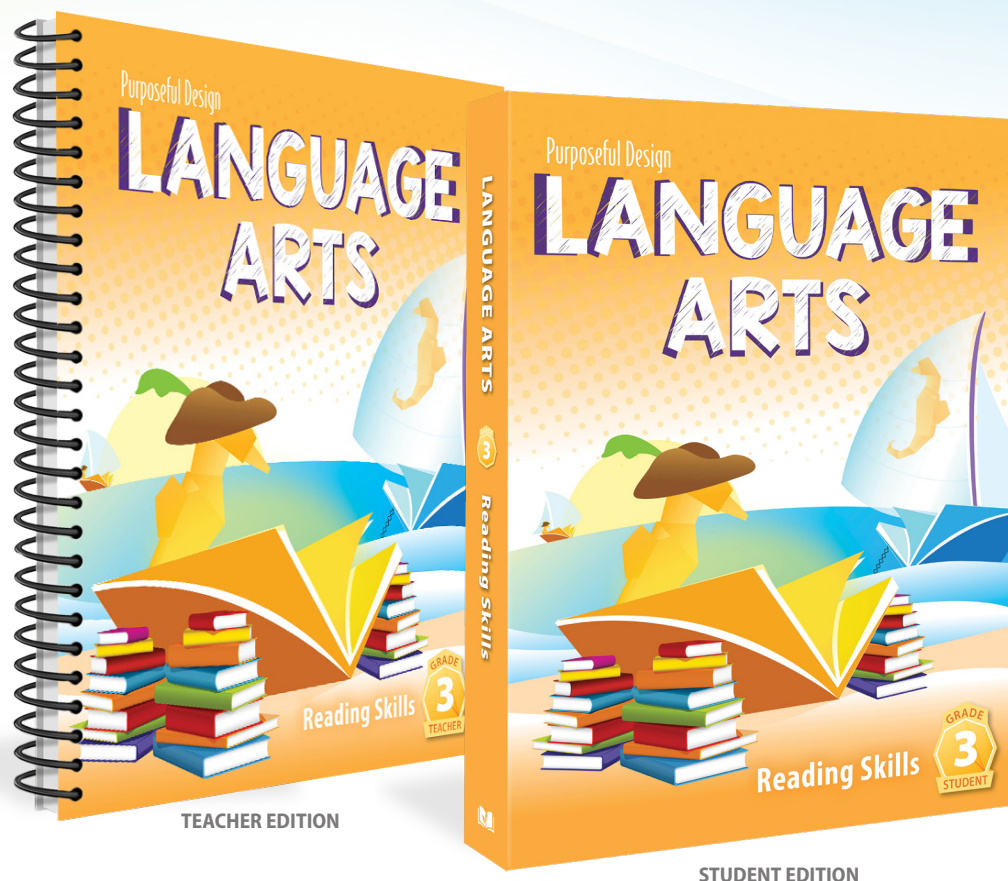


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Language Arts Grade 3

Reading Skills

 Available
For Teacher Edition



As with Grade 3 *Language and Writing*, this research-based curriculum has been developed using the guidelines of *The Fountas & Pinnell Literacy Continuum* as well as national and college-and-career-readiness standards. In Grade 3 *Reading and Literature*, students will be exposed to useful phonics review, reading and listening comprehension activities, reading strategies, and a variety of literary genres through selected student-read readers and suggested teacher-read read-alouds. Readers and read-alouds have guides offering explicit instruction for teacher use.

Reading Skills: Preparing a Lesson

- 1** *Foundational Strands* summarizes grade-appropriate college-and-career-readiness educational standards applicable in each chapter.
- 2** *Preparation* identifies materials that need to be obtained and activities that should be prepared in advance.
- 3** *Reading Homework* reminds teachers to have students read independently each night.
- 4** *Phonics Refresher* provides instruction and activities for strengthening students' phonics skills.
- 5** *Word Meaning* teaches students how to use context clues to help them determine the meaning of words within sentences or missing words within passages.
- 6** *Listening Comprehension* contains short listening activities as well as longer listening comprehension passages to help students learn to listen carefully and for specific information.
- 7** *Reading Comprehension* includes both fiction and nonfiction texts in a variety of genres, along with accompanying questions and activities to help students deepen reading comprehension and expand critical-thinking skills.
- 8** *Reading Fluency* supplies strategies and passages for students to increase their oral reading fluency skills.
- 9** *Assessment* guides teachers in evaluating students' reading comprehension progress.

Chapter 3 Reading Skills

- 1** **Foundational Strands**
 - **Reading Skills:** demonstrating knowledge of the various spellings that correspond to the long *e* sound, using context clues to determine word meaning
 - **Reading Informational Text:** identifying important information in nonfiction passages
- 2** **Preparation**
 - For Lesson 1, write *ea, ee, ei*, and *ie* on large pieces of paper. Place the signs in different areas around the room. Print enough copies of **BLM 3.1A Long E Cards** so that each student will have 1 card. Cut the cards apart.
 - For Lesson 2, select *Genre Chart* and **DM 3.2A Biography Elements** for display.
 - For Lesson 3, print **BLM 3.3A Vogi Berra** for each student.
 - For Lesson 5, preselect passages for students to read according to their reading levels. Passages can come from students' readers, textbooks from other subjects, or other high-interest material. Print **BLMs 3.5A–C Reading Comprehension Assessment** for each student.
- 3** **Reading Homework**
 - Have students read for 20–30 minutes independently every evening.
- 4** **Lesson 1**
- 4** **Phonics Refresher**
 - Ask students what sound long *e* makes. (/ē/) Remind students that several letter combinations, such as *ea, ee*, and *ei*, can make the long *e* sound. Distribute a prepared card from **BLM 3.1A Long E Cards** to each student. Point out the prepared letter-combination signs displayed around the room. Explain that the *other* sign is for words that do not have the long *e* sound. Direct students to stand near the corresponding signs that match their words. Then, have students at each sign read their words.
 - Arrange students into pairs. Have pairs create a list of long *e* words that have the spellings *ea, ee*, and *ei*. Direct pairs to list at least two words for each spelling. Challenge them to include words that have more than one syllable. Select volunteers to read words from their lists. (Possible answers: *ea: season, case; ee: speech, agree; ei: neither, receive*) Then, direct each pair to swap word lists with another pair and to circle the letters in each word that make the long *e* sound.
 - Direct students' attention to the first student page and have students complete it.
- 5** **Word Meaning**
 - Write the following sentence on the board, including the underline: *The old woman ran briskly in the marathon and came in first place.* Read the sentence as a class. Share that using context clues will help students understand the meaning of the word *briskly*. Ask students what the woman did. (*ran in a marathon*) What is a marathon? (*long race*) What place did the woman come in? (*first place*) Point out that the word *briskly* describes how the woman ran. Ask students what they think the word *briskly* means. (Possible answer: *quickly*) Select volunteers to reread the sentence and to replace the word *briskly* with a word they think has a similar meaning. Determine as a class whether the sentence still makes sense with each rereading.
 - Direct students' attention to the second student page and have students complete the *Word Meaning* exercises.
- 6** **Listening Comprehension**
 - Read the sentences and questions below one at a time. Direct students to answer each question in the *Listening Comprehension* section on the second student page.
 1. My cousin, Deion, was born in Texas but moved to Michigan for his dad's new job. Where was Deion born?
 2. Grandma Elsie was born in 1914 and lived a happy life until she died at 96 years old. What year was Grandma Elsie born?
 3. Callie's first job was as a secretary at a hospital before she went to college and became a doctor. What was Callie's first job?
 4. My friend Mateo has a large family that consists of his parents, himself, and his four sisters. How many sisters does Mateo have?
- 7** **Lesson 2**
- 7** **Reading Comprehension**
 - Display the *Genre Chart* and review the definition of *biography* with students. Display **DM 3.2A Biography Elements**. Read and discuss each element of a biography. Ask students what special moments from a person's childhood might be included in a biography. (Possible answers: *school, awards, sports*) Share that

Chapter 3 Reading Skills

accomplishments in a person's adult life might include college, missionary work, places traveled to, or awards received. Convey that many facts, like biographies, often contain many facts. To find the most important facts within the text, students should look for dates or numbers, names, repeated words, or major events.

- Direct students' attention to the passage at the top of the first student page. Have students read the passage chorally. Point out the word *grief* and explain to students that it means extreme sadness or suffering. Ask students what dates are listed within the passage. (1953, 1955, 1956, 1958, 2015) Which words are repeated that seem important to remember? (Possible answers: *obedience, God, mission, tribe*) Direct students to complete Exercises 1–8 and then discuss the answers as a class. For Exercises 9–10, read each question and have students write their answers using complete sentences.
- Ask students what it means to obey. (Possible answer: *to do what you are told*) Explain that God calls people to be obedient to Him. Read **Jeremiah 7:23** aloud. Share that after Elisabeth Elliot's husband, Jim, was killed by the Auka tribe, she could have allowed her grief to drive her away from mission work. Instead, she remained obedient to God's call to be a missionary. She continued to obey God by living with the Aucas so she could share the gospel with them. Ask students how they think Elisabeth felt living among the people who killed her husband. (Answers will vary.) How do you think she was able to forgive the Aucas? (Possible answers: *by praying, by knowing God forgave her*) If something similar happened to you, would you have a hard time forgiving those who hurt you? (Answers will vary.) Read **Deuteronomy 10:12–13** aloud. Convey that when God commands people to do something, it is for their own good and can also be for the good of others. Therefore, people can confidently obey God, knowing that it is what is best for them. For Exercise 11, have student pairs discuss a time when they were obedient to God. Select volunteers to share their responses.

- 8** **Lesson 3**
- 8** **Word Meaning**
 - Remind students that when they encounter an unknown word in a longer passage, they should read the whole passage for understanding before guessing the meaning of the word. Distribute **BLM 3.3A Vogi Berra**. Direct students to read the directions and the passage. Then, direct their attention to the first student page and have them complete the exercises. Discuss the answers as a class. Have students complete the second student page. Direct students to share their answers with a partner. Guide partners to verify that their chosen words will work in the context of the passage.
- 9** **Lesson 4**
- 9** **Reading Comprehension**
 - Review with students that nonfiction texts often contain many facts. To find the most important information, students should search for dates or numbers, names, repeated words, and major events. Direct students to turn to the first student page and to read the passage. Teach that the *Mayflower* was a real ship that transported people from England to what they called the New World, which is now called America. The voyage took 66 days, but they made it to the New World safely. Have students complete the exercises on both student pages independently. Provide assistance as needed.
- 8** **Lesson 5**
- 8** **Reading Fluency**
 - For students to practice oral reading fluency, choose a strategy from the Oral Reading Strategies. Have students read their preselected passages according to the chosen strategy.
- 9** **Assessment**
 - Distribute **BLMs 3.5A–C Reading Comprehension Assessment**. Direct students to read the passage and to complete the exercises.

Readable reductions of each student textbook page are large enough for the teacher to read the text. Student pages include exercises in phonics, word meaning, listening comprehension, and reading comprehension.

Name _____ Reading Skills 22

Read the letters.

1. Underline the letters in each word that make the long e sound. Then, write the words in the correct lines.

eggs	pages	eggs	lengths	pages	eggs
<u>ee</u> <u>ee</u>	<u>ee</u> <u>ee</u>	<u>ee</u> <u>ee</u>	<u>ee</u> <u>ee</u>	<u>ee</u> <u>ee</u>	<u>ee</u> <u>ee</u>
eggs	pages	eggs	lengths	pages	eggs

2. Circle the correct word and write it on the line to complete each sentence.

3. Write *it* or *its* on the line.

4. The dog wants to _____ the park.

5. Her cat wants to _____ lead.

6. Her cat wants to _____ lead.

7. _____ lead.

8. _____ lead.

9. _____ lead.

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304. _____ lead.

305. _____ lead.

306. _____ lead.

307. _____ lead.

308. _____ lead.

309. _____ lead.

310. _____ lead.

311. _____ lead.

312. _____ lead.

313. _____ lead.

314. _____ lead.

315. _____ lead.

316. _____ lead.

317. _____ lead.

318. _____ lead.

319. _____ lead.

320. _____ lead.

32

Chapter 3 Answer Key

[illegible]

Literature guides and reader guides complement the selection of multigenre, student-read and teacher-read literature in the *Reading and Literature* teacher edition. To learn more, read the details at the beginning of both of those sections.

Chapter 1	1
Reading Skills Phonics Refresher: consonants and short vowels Reading Comprehension: identifying main event and details Word Meaning: using context clues in paragraphs	Listening Comprehension: listening for information and details in sentences Genre: realistic fiction
Chapter 2	6
Reading Skills Phonics Refresher: long <i>a</i> Reading Comprehension: identifying main idea and supporting details Story Sequencing: sequencing steps	Word Meaning: using context clues in sentences Listening Comprehension: listening for information and details in paragraphs Genre: informational text
Chapter 3	10
Reading Skills Phonics Refresher: long <i>e</i> Reading Comprehension: finding important information Word Meaning: using context clues in paragraphs	Listening Comprehension: listening for information and details in sentences Genre: biography
Chapter 4	14
Reading Skills Phonics Refresher: long <i>e</i> Reading Comprehension: identifying cause and effect Story Sequencing: sequencing events Word Meaning: using context clues in sentences	Listening Comprehension: listening for information and details in paragraphs Genres: fable, fairy tale, nursery rhyme, folktale
Chapter 5	18
Reading Skills Phonics Refresher: long <i>i</i> Reading Comprehension: skimming Word Meaning: using context clues in paragraphs	Listening Comprehension: listening for information and details in sentences Genre: nonfiction (business letter)
Chapter 6	22
Reading Skills Phonics Refresher: long <i>o</i> Reading Comprehension: interpreting the author's purpose Story Sequencing: sequencing events Word Meaning: using context clues in sentences	Listening Comprehension: listening for information and details in paragraphs Genre: persuasive nonfiction
Chapter 7	26
Reading Skills Phonics Refresher: long <i>u</i> Reading Comprehension: sequencing events Word Meaning: using context clues in paragraphs	Listening Comprehension: listening for information and details in sentences Genres: play, readers theater
Chapter 8	30
Reading Skills Phonics Refresher: consonant blends Reading Comprehension: visualizing Story Sequencing: sequencing events Word Meaning: using context clues in sentences	Listening Comprehension: listening for information and details in paragraphs Genre: poem

Chapter 9	34
Reading Skills Phonics Refresher: consonant blends, silent letters Reading Comprehension: finding information Word Meaning: using context clues in paragraphs	Listening Comprehension: listening for information and details in sentences Genre: nonfiction (online references and webpages)
Chapter 10	38
Reading Skills Phonics Refresher: consonant blends Reading Comprehension: understanding story structure Story Sequencing: sequencing events Word Meaning: using context clues in sentences	Listening Comprehension: listening for information and details in paragraphs Genre: animal fantasy
Chapter 11	42
Reading Skills Phonics Refresher: words that have silent letters Reading Comprehension: summarizing Word Meaning: using context clues in paragraphs	Listening Comprehension: listening for information and details in sentences Genre: narrative nonfiction
Chapter 12	46
Reading Skills Phonics Refresher: consonant digraphs Reading Comprehension: rereading for comprehension Story Sequencing: sequencing steps Word Meaning: using context clues in sentences	Listening Comprehension: listening for information and details in paragraphs Genre: how-to
Chapter 13	50
Reading Skills Phonics Refresher: diphthongs Reading Comprehension: predicting Word Meaning: using context clues in paragraphs	Listening Comprehension: listening for information and details in sentences Genre: realistic fiction
Chapter 14	54
Reading Skills Phonics Refresher: /ou/ words Reading Comprehension: scanning, previewing Story Sequencing: sequencing information Word Meaning: using context clues in sentences	Listening Comprehension: listening for information and details in paragraphs Genre: informational text
Chapter 15	58
Reading Skills Phonics Refresher: /ô/ sound Reading Comprehension: comparing and contrasting Word Meaning: using context clues in paragraphs	Listening Comprehension: listening for information and details in sentences Genre: poem
Chapter 16	62
Reading Skills Phonics Refresher: r-controlled vowels Reading Comprehension: identifying cause and effect Story Sequencing: sequencing events Word Meaning: using context clues in sentences	Listening Comprehension: listening for information and details in paragraphs Genres: folktale, tall tale, fairy tale

Chapter 17 66

Reading Skills

Phonics Refresher: /âr/ sound

Reading Comprehension: summarizing

Word Meaning: using context clues in paragraphs

Listening Comprehension: listening for information and details in sentences

Genre: narrative nonfiction

Chapter 18 70

Reading Skills

Phonics Refresher: r-controlled vowels

Reading Comprehension: gathering information from illustrations

Story Sequencing: sequencing events

Word Meaning: using context clues in sentences

Listening Comprehension: listening for information and details in paragraphs

Genre: nonfiction (graphic text)

Chapter 19 74

Reading Skills

Phonics Refresher: contractions

Reading Comprehension: identifying mood and atmosphere

Word Meaning: using context clues in paragraphs

Listening Comprehension: listening for information and details in sentences

Genre: realistic fiction

Chapter 20 78

Reading Skills

Phonics Refresher: compound words

Reading Comprehension: distinguishing fact and opinion

Story Sequencing: sequencing events

Word Meaning: using context clues in sentences

Listening Comprehension: listening for information and details in paragraphs

Genre: informational text

Chapter 21 82

Reading Skills

Phonics Refresher: hard and soft c

Reading Comprehension: determining text importance

Word Meaning: using context clues in paragraphs

Listening Comprehension: listening for information and details in sentences

Genre: informational text

Chapter 22 86

Reading Skills

Phonics Refresher: hard and soft g

Reading Comprehension: stating point of view

Story Sequencing: sequencing events

Word Meaning: using context clues in sentences

Listening Comprehension: listening for information and details in paragraphs

Genres: futuristic fantasy, animal fantasy

Chapter 23 90

Reading Skills

Phonics Refresher: prefixes

Reading Comprehension: finding information

Word Meaning: using context clues in paragraphs

Listening Comprehension: listening for information and details in sentences

Genre: informational text

Chapter 24 94

Reading Skills

Phonics Refresher: suffixes

Reading Comprehension: comparing and contrasting

Story Sequencing: sequencing events

Word Meaning: using context clues in sentences

Listening Comprehension: listening for information and details in paragraphs

Genre: nonfiction (compare and contrast)

Chapter 25 98

Reading Skills

Phonics Refresher: suffixes

Reading Comprehension: recognizing theme

Word Meaning: using context clues in paragraphs

Listening Comprehension: listening for information and details in sentences

Genre: readers theater

Chapter 26 102

Reading Skills

Phonics Refresher: plural nouns

Reading Comprehension: scanning, previewing

Story Sequencing: sequencing events

Word Meaning: using context clues in sentences

Listening Comprehension: listening for information and details in paragraphs

Genre: nonfiction (notes, lists, online review)

Chapter 27 106

Reading Skills

Phonics Refresher: schwa before *n*, syllables

Reading Comprehension: synthesizing

Word Meaning: using context clues in paragraphs

Listening Comprehension: listening for information and details in sentences

Genre: informational text

Chapter 28 110

Reading Skills

Phonics Refresher: final *-le*

Reading Comprehension: summarizing

Story Sequencing: sequencing

Word Meaning: using context clues in sentences

Listening Comprehension: listening for information and details in paragraphs

Genre: fiction (letter)

Chapter 29 114

Reading Skills

Phonics Refresher: homophones

Reading Comprehension: scanning and previewing

Word Meaning: using context clues in paragraphs

Listening Comprehension: listening for information and details in sentences

Genre: nonfiction (news article)

Chapter 30 118

Reading Skills

Phonics Refresher: suffixes

Reading Comprehension: making inferences

Story Sequencing: sequencing events

Word Meaning: using context clues in sentences

Listening Comprehension: listening for information and details in paragraphs

Genres: fiction (graphic text), realistic fiction

Student Readers

Reader Guide 1	259
<i>Carver Chronicles: Dog Days</i> Genre: realistic fiction	
Reader Guide 2	275
<i>The Chicken Squad, McBroom's Wonderful One-Acre Farm</i> Genres: fantasy, tall tale	
Reader Guide 3	291
<i>I, Fly</i> Genre: narrative nonfiction	
Reader Guide 4	299
<i>In Grandma's Attic</i> Genre: realistic fiction	
Reader Guide 5	313
<i>Yang the Youngest and His Terrible Ear</i> Genre: realistic fiction	
Reader Guide 6	325
<i>A Lion to Guard Us</i> Genre: historical fiction	
Reader Guide 7	337
<i>Mr. Popper's Penguins</i> Genre: fantasy	
Reader Guide 8	349
<i>Stella Díaz Has Something to Say</i> Genre: realistic fiction	
Reader Guide 9	367
<i>Snow Treasure</i> Genre: historical fiction	
Reader Guide 10	383
<i>How We Crossed the West: The Adventures of Lewis and Clark</i> Genre: nonfiction (graphic novel)	

Suggested Read-alouds

Literature Guide 1..... 122

Sweet Clara and the Freedom Quilt; Alexander Graham Bell Answers the Call; Who Would Win? Killer Whale vs. Great White Shark; Minnow and Rose: An Oregon Trail Story
Genres: historical fiction, biography, informational text

Literature Guide 2..... 140

Charlotte's Web
Genre: fantasy

Literature Guide 3..... 160

The Year of the Garden
Genre: realistic fiction

Literature Guide 4..... 176

I Survived the Great Chicago Fire, 1871
Genre: historical fiction

Literature Guide 5..... 192

In the Garden with Dr. Carver; The Scarlet Stockings Spy; The Case of the Vanishing Honeybees; Keep On! The Story of Matthew Henson, Co-Discoverer of the North Pole
Genres: historical fiction, informational text, biography

Literature Guide 6..... 206

The Year of Miss Agnes
Genre: historical fiction

Literature Guide 7..... 223

Strongheart: Wonder Dog of the Silver Screen
Genre: fantasy

Literature Guide 8..... 241

The Cricket in Times Square
Genre: fantasy

Chapter 3 Reading Skills

Foundational Strands

- **Reading Skills:** demonstrating knowledge of the various spellings that correspond to the long *e* sound, using context clues to determine word meaning
- **Reading Informational Text:** identifying important information in nonfiction passages

Preparation

- For Lesson 1, write *ea*, *ee*, *ei*, and *other* on large pieces of paper. Place the signs in different areas around the room. Print enough copies of **BLM 3.1A Long E Cards** so that each student will have 1 card. Cut the cards apart.
- For Lesson 2, select *Genre Chart* and **DM 3.2A Biography Elements** for display.
- For Lesson 3, print **BLM 3.3A Yogi Berra** for each student.
- For Lesson 5, preselect passages for students to read according to their reading levels. Passages can come from students' readers, textbooks from other subjects, or other high-interest material. Print **BLMs 3.5A–C Reading Comprehension Assessment** for each student.

Reading Homework

- Have students read for 20–30 minutes independently every evening.

Lesson 1

Phonics Refresher

- Ask students what sound long *e* makes. (/ē/) Remind students that several letter combinations, such as *ea*, *ee*, and *ei*, can make the long *e* sound. Distribute a prepared card from **BLM 3.1A Long E Cards** to each student. Point out the prepared letter-combination signs displayed around the room. Explain that the *other* sign is for words that do not have the long *e* sound. Direct students to stand near the corresponding signs that match their words. Then, have students at each sign read their words.
- Arrange students into pairs. Have pairs create a list of long *e* words that have the spellings *ea*, *ee*, and *ei*. Direct pairs to list at least two words for each spelling. Challenge them to include words that have more than one syllable. Select volunteers to read words from their lists. (**Possible answers: *ea*: season, easel; *ee*: speech, agree; *ei*: neither, receive**) Then, direct each pair to swap word lists with another pair and to circle the letters in each word that make the long *e* sound.
- Direct students' attention to the first student page and have students complete it.

Word Meaning

- Write the following sentence on the board, including the underline: *The old woman ran briskly in the marathon and came in first place.* Read the sentence as a class. Share that using context clues will help students understand the meaning of the word *briskly*. Ask students what the woman did. (**ran in a marathon**) What is a marathon? (**long race**) What place did the woman come in? (**first place**) Point out that the word *briskly* describes how the woman ran. Ask students what they think the word *briskly* means. (**Possible answer: quickly**) Select volunteers to reread the sentence and to replace the word *briskly* with a word they think has a similar meaning. Determine as a class whether the sentence still makes sense with each rereading.
- Direct students' attention to the second student page and have students complete the *Word Meaning* exercises.

Listening Comprehension

- Read the sentences and questions below one at a time. Direct students to answer each question in the *Listening Comprehension* section on the second student page.
 1. My cousin, Deion, was born in Texas but moved to Michigan for his dad's new job.
Where was Deion born?
 2. Grandma Elsie was born in 1914 and lived a happy life until she died at 96 years old.
What year was Grandma Elsie born?
 3. Callie's first job was as a secretary at a hospital before she went to college and became a doctor.
What was Callie's first job?
 4. My friend Mateo has a large family that consists of his parents, himself, and his four sisters.
How many sisters does Mateo have?

Lesson 2

Reading Comprehension

- Display the Genre Chart and review the definition of *biography* with students. Display **DM 3.2A Biography Elements**. Read and discuss each element of a biography. Ask students what special moments from a person's childhood might be included in a biography. (**Possible answers: school, awards, sports**) Share that accomplishments in a person's adult life might include college, missionary work, places traveled to, or awards

received. Convey that nonfiction texts, like biographies, often contain many facts. To find the most important facts within the text, students should look for dates or numbers, names, repeated words, or major events.

- Direct students' attention to the passage at the top of the first student page. Have students read the passage chorally. Point out the word *grief* and explain to students that it means extreme sadness or suffering. Ask students what dates are listed within the passage. (1953, 1955, 1956, 1958, 2015) Which words are repeated that seem important to remember? (Possible answers: obedience, God, mission, tribe) Direct students to complete Exercises 1–8 and then discuss the answers as a class. For Exercises 9–10, read each question and have students write their answers using complete sentences.
- Ask students what it means to obey. (Possible answer: to do what you are told) Explain that God calls people to be obedient to Him. Read **Jeremiah 7:23** aloud. Share that after Elisabeth Elliot's husband, Jim, was killed by the Auca tribe, she could have allowed her grief to drive her away from mission work. Instead, she remained obedient to God's call to be a missionary. She continued to obey God by living with the Aucas so she could share the gospel with them. Ask students how they think Elisabeth felt living among the people who killed her husband. (Answers will vary.) How do you think she was able to forgive the Aucas? (Possible answers: by praying, by knowing God forgave her) If something similar happened to you, would you have a hard time forgiving those who hurt you? (Answers will vary.) Read **Deuteronomy 10:12–13** aloud. Convey that when God commands people to do something, it is for their own good and can also be for the good of others. Therefore, people can confidently obey God, knowing that it is what is best for them. For Exercise 11, have student pairs discuss a time when they were obedient to God. Select volunteers to share their responses.

Lesson 3

Word Meaning

- Remind students that when they encounter an unknown word in a longer passage, they should read the whole passage for understanding before guessing the meaning of the word. Distribute **BLM 3.3A Yogi Berra**. Direct students to read the directions and the passage. Then, direct their attention to the first student page and have them complete the exercises. Discuss the answers as a class. Have students complete the second student page. Direct students to share their answers with a partner. Guide partners to verify that their chosen words will work in the context of the passage.

Lesson 4

Reading Comprehension

- Review with students that nonfiction texts often contain many facts. To find the most important information, students should search for dates or numbers, names, repeated words, and major events. Direct students to turn to the first student page and to read the passage. Teach that the Mayflower was a real ship that transported people from England to what they called the New World, which is now called America. The voyage took 66 days, but they made it to the New World safely. Have students complete the exercises on both student pages independently. Provide assistance as needed.

Lesson 5

Reading Fluency

- For students to practice oral reading fluency, choose a strategy from the Oral Reading Strategies. Have students read their preselected passages according to the chosen strategy.

Assessment

- Distribute **BLMs 3.5A–C Reading Comprehension Assessment**. Direct students to read the passage and to complete the exercises.

Chapter 3 Answer Key

Name _____

Reading Skills
3.1

Phonics Refresher

1. Underline the letters in each word that make the long e sound. Then, write the words in the correct boxes.

leisure reason freeze breathe perceive queen

freeze
queen

reason
breathe

leisure
perceive

Circle the correct word and write it on the line to complete each sentence.

2. Pirates try to seize the gold.
size seize

3. The dog wants to lead the pack.
lead led

4. Her cut starts to bleed.
bleed bled



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Skill: long e 23

Word Meaning

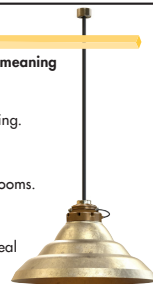
Read each sentence and circle the word that has a similar meaning as the word in bold.

5. The teacher waves her hand as a **gesture** to keep going.
signal speech struggle

6. His large bedroom is **equivalent** to three of my bedrooms.
opposite difference equal

7. The **luxurious** house contains light fixtures made of real gold.
plain costly cheap

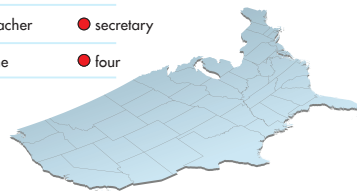
8. We do not know who wrote the news article because the author wants to remain **anonymous**.
known unnamed famous



Listening Comprehension

Listen to your teacher read the sentences and questions. Fill in the circles next to the correct answers.

9. ☐ Michigan ☒ Texas ☐ Kansas
10. ☒ 1914 ☐ 1936 ☐ 1923
11. ☐ doctor ☐ teacher ☒ secretary
12. ☐ six ☐ one ☒ four



24 Skills: using context clues, listening for information and details

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Name _____

Reading Skills
3.2

Reading Comprehension

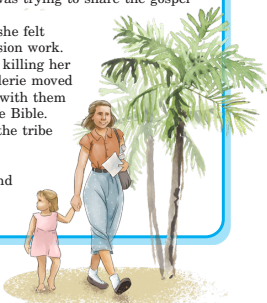
Read the passage.

Elisabeth Elliot

Elisabeth Elliot was a woman who understood grief, but she also knew the importance of being obedient to God. Elisabeth met Jim Elliot at college, and the two married in 1953. Two years later, they had their first child and named her Valerie. In 1955, the family moved to a mission base in Ecuador. Early in 1956, the Auca tribe killed Jim while he was trying to share the gospel with them.

Elisabeth was heartbroken, but she felt God calling her to continue her mission work. Amazingly, she forgave the tribe for killing her husband. In 1958, Elisabeth and Valerie moved to live with the Aucas. They stayed with them for two years to teach them from the Bible. Elisabeth's obedience to God led to the tribe accepting Christ as their Savior.

Before passing away in 2015, Elisabeth hosted a radio program and wrote over 20 books. Her teachings have touched many lives.



Fill in the circle of the correct answer.

1. Where did Elisabeth meet Jim?
☐ at church
☒ at college
☐ at a friend's house
2. What were Elisabeth and Jim?
☐ teachers
☐ lawyers
☒ missionaries
3. Who was Valerie?
☒ Jim and Elisabeth's daughter
☐ Jim's sister
☐ Elisabeth's friend

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Skill: finding important information 25

4. Write T for true statements and F for false statements.

- F Elisabeth and Jim were missionaries in Egypt.
T The Auca tribe killed Jim, Elisabeth's husband.
F Elisabeth was no longer a missionary after Jim died.
T Elisabeth hosted a radio program and wrote books.

Write the answer on the line.

5. How long did Elisabeth and Valerie live with the Aucas? 2 years
6. How many books did Elisabeth write? over 20
7. What year did Elisabeth die? 2015

8. Draw a line from the date to the event that occurred.

- 1953 ☒ The Elliot family moves to a mission base in Ecuador.
1955 ☒ Elisabeth and Valerie go to live with the Aucas.
1956 ☒ Elisabeth and Jim marry.
1958 ☒ The Auca tribe kills Jim.

Write the answer on the lines.

9. How did Elisabeth show obedience to God? Possible answers: She showed obedience by staying in the mission field after her husband was killed; she showed obedience by living with the Aucas and sharing the gospel with them.
10. What would you do if you experienced the same tragedy that Elisabeth did?
Answers will vary.

11. Discuss with a partner a time when you were obedient to God.



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Name _____ **Reading Skills 3.3**

Word Meaning

1. Fill in the graphic organizer based on the passage.

Name: **Lawrence "Yogi" Berra**
 Date of birth: **1925**
 Date of death: **2015**
 Famous for: **Yogi was one of the best catchers in baseball history.**

2. Write T for true statements and F for false statements.

- ☒ F Yogi Berra played for the Chicago Cubs.
☒ T Yogi Berra helped win 10 World Series championships.
☒ T Yogi Berra was elected to the Baseball Hall of Fame.



Circle the correct answer.

3. Which position did Yogi Berra play?
 pitcher short stop **catcher**
4. What years did Yogi Berra play for the New York Yankees?
1946-1963 1935-1955 1926-1943
5. What award did Yogi Berra receive after he died?
 The Nobel Prize **Presidential Medal of Freedom** Rookie of the Year

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Skill: using context clues 27

Reread the passage. Write words on the lines that can complete the story.

Yogi Berra

For history class, Amir has to write a report about a famous athlete who is no longer living. He wants to choose a retired athlete who played baseball, Amir's favorite sport. But he only knows about current baseball players. "Papa loves baseball. Maybe he can tell me about a past baseball player," Amir says to himself. That evening, Amir calls his grandpa. "Hi Papa! Who was your favorite baseball player when you were a kid?"

"Yogi Berra," his grandpa replies.

"Yogi is an 4 name," Amir says with a giggle.

Papa chuckles and says, "It's a nickname. His real name was Lawrence."

Amir writes down this fact on a piece of paper. As he talks with his grandpa, Amir learns that Yogi was born in 1925 and started playing baseball as a boy. He played for the New York Yankees from 1946 to 1963. Over the course of his baseball 7, he helped the Yankees win 10 World Series Championships. Amir's grandpa also shares that Yogi was 8 as one of the best catchers in baseball history and was elected to the Baseball Hall of Fame in 1972. "That's 9!" Amir tells his grandpa.

Papa says, "It sure is. And shortly after he died in 2015, he was awarded the Presidential Medal of Freedom."

As Amir later writes his report, he feels so 10 by Yogi Berra that he decides to start playing baseball. Maybe one day, he will be just as 11 as Yogi.

Possible answers:

6. **interesting** 9. **amazing**
 7. **career** 10. **inspired**
 8. **regarded** 11. **accomplished**



28

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Name _____ **Reading Skills 3.4**

Reading Comprehension

Read the passage.

The Mayflower

October 8, 1620

Dear Diary,

We have been on the Mayflower for 33 days. The crew says that we will probably be on the ship for another month. I miss England, but my parents say that we will have a better future in the New World.

The Atlantic Ocean is very rough, and I often get seasick. Sometimes, storms violently rock the ship. A storm even cracked one of the beams that supports the ship, but thankfully, it got fixed.

The ship has 102 passengers on board, and it feels very crowded. We have to stay in the dark cargo decks where they usually store goods. It is cold down there. On calm days, we are able to go on the top deck to get fresh air. When we are stuck below, I usually read or talk to the friends I have made.

We are not able to bathe, and we have to eat the same foods every day, like biscuits, salted meat, and dried fruits. However, I am thankful that we are healthy, and I pray every day that God will keep us safe. I look forward to the day that we see land!

Sincerely,
 Sarah



1. Fill in the chart.

Year	Number of days on the ship	Number of passengers on board
1620	33	102

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Skill: finding important information 29

Fill in the circle next to the correct answer.

2. What is the name of the ship?
☐ Titanic
☒ Mayflower
☐ Speedwell
3. Where is the ship traveling from?
☒ England
☐ Sweden
☐ the New World
4. Write T for true statements and F for false statements. Correct the false statements by crossing out incorrect words and replacing them with words that make the sentences true.

☒ F The ship travels on the ~~Pacific~~ **Atlantic** Ocean.

☒ T The ship travels to the New World.

☒ F The passengers stay in ~~private cabins~~ **cargo decks**.

☒ T The passengers eat biscuits, salted meat, and dried fruits.

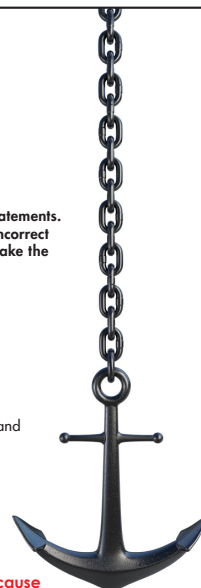
Write the answer on the line.

5. How do you think Sarah feels about being on the ship? Why do you think that?

Possible answers: **She doesn't like it because she often gets seasick and it's crowded on the ship; she feels scared because the ocean is very rough and there are storms.**

6. How would you feel traveling on a crowded ship for months?

Answers will vary.



30

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Name _____



Phonics Refresher

1. Underline the letters in each word that make the long e sound.
Then, write the words in the correct boxes.



leisure

reason

freeze

breathe

perceive

queen

ee

ea

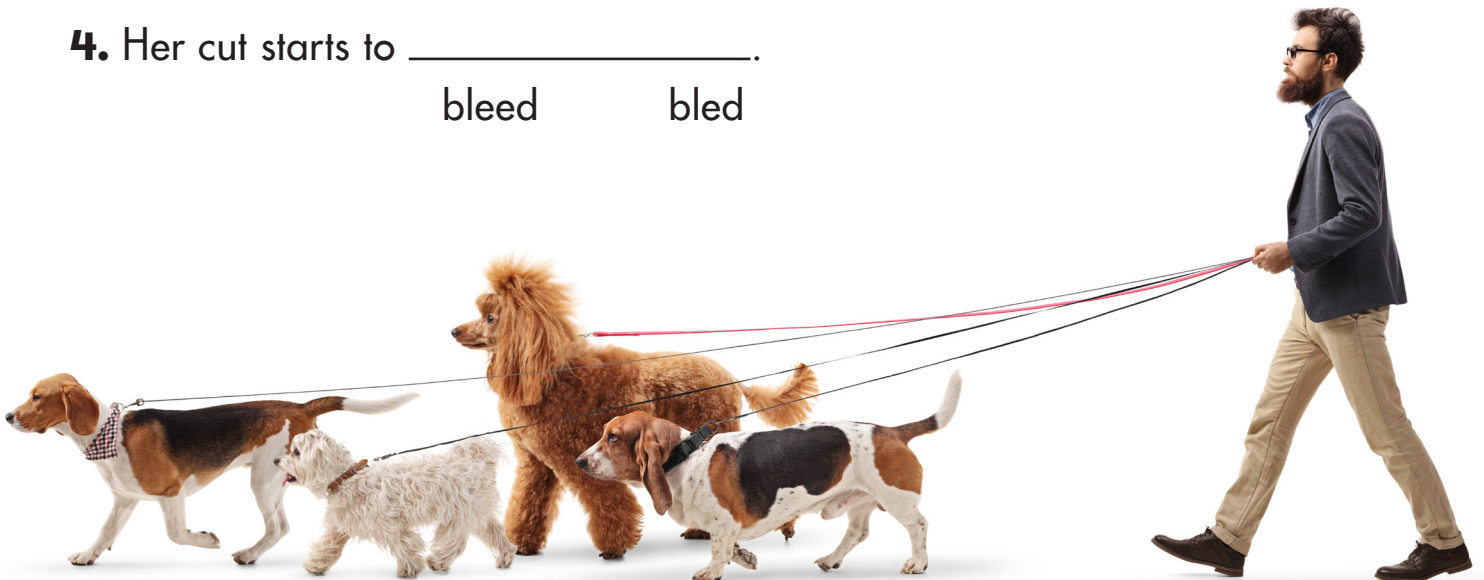
ei

Circle the correct word and write it on the line to complete each sentence.

2. Pirates try to _____ the gold.
size seize

3. The dog wants to _____ the pack.
lead led

4. Her cut starts to _____.
bleed bled



Word Meaning

Read each sentence and circle the word that has a similar meaning as the word in bold.

5. The teacher waves her hand as a **gesture** to keep going.

signal

speech

struggle

6. His large bedroom is **equivalent** to three of my bedrooms.

opposite

difference

equal

7. The **luxurious** house contains light fixtures made of real gold.

plain

costly

cheap

8. We do not know who wrote the news article because the author wants to remain **anonymous**.

known

unnamed

famous



Listening Comprehension

Listen to your teacher read the sentences and questions. Fill in the circles next to the correct answers.

9. ☐ Michigan ☐ Texas ☐ Kansas

10. ☐ 1914 ☐ 1936 ☐ 1923

11. ☐ doctor ☐ teacher ☐ secretary

12. ☐ six ☐ one ☐ four





Long E Cards

ceiling	receipt	seize	deceive
Long E Cards Ch. 3	Long E Cards Ch. 3	Long E Cards Ch. 3	Long E Cards Ch. 3
either	beacon	leader	treat
Long E Cards Ch. 3	Long E Cards Ch. 3	Long E Cards Ch. 3	Long E Cards Ch. 3
please	heater	cheese	breeze
Long E Cards Ch. 3	Long E Cards Ch. 3	Long E Cards Ch. 3	Long E Cards Ch. 3
wheel	spree	freezing	raise
Long E Cards Ch. 3	Long E Cards Ch. 3	Long E Cards Ch. 3	Long E Cards Ch. 3
shine	road	number	value
Long E Cards Ch. 3	Long E Cards Ch. 3	Long E Cards Ch. 3	Long E Cards Ch. 3



Long E Cards

ei: ceiling, receipt, seize, deceive, either
ea: beacon, leader, treat, please, heater
ee: cheese, breeze, wheel, spree, freezing
other: raise, shine, road, number, value

Reader Guide 8

Foundational Strands

- **Reading Literature:** distinguishing between literal and nonliteral use of language in a text; using academic language such as plot, chapter, and stanza when discussing or writing about a text
- **Reading Informational Text:** demonstrating understanding of a text by referring to the text to ask and answer questions
- **Speaking and Listening:** preparing for a discussion and presenting prepared ideas during discussion time

We proclaim to you what we have seen and heard, so that you also may have fellowship with us. And our fellowship is with the Father and with His Son, Jesus Christ. We write this to make our joy complete.

1 John 1:3–4

Moments with the Master

God is a good father. One way He takes care of His children is through His provision of community. God did not create people to live alone. He provided social structures, such as family, friends, and church communities so people can have fellowship with one another. Through this fellowship, people can support one another by giving and receiving help and encouragement. People are stronger together and can assist each other (Ecclesiastes 4:9–12). People can encourage one another and build each other up (1 Thessalonians 5:11). Godly fellowship sharpens people and makes them more effective (Proverbs 27:17). Even great leaders like Moses could not run the race alone. Exodus 17:10–13 records a wonderful example of God's kind of community. When Moses grew tired, Aaron and Hur held his arms up to ensure victory for the Israelites. Aaron and Hur could not take Moses's place or do his job, but they could support Moses as he completed what God had called him to do. So, be intentional about surrounding yourself with people who know God's Word, who know how to pray and trust God, and who can support and encourage you during difficult times. And be there for them as well. God wants you to succeed in your role as a teacher, and one of the best ways to ensure your success is to find and surround yourself with a godly community.

write the words and their definitions in their reading notebooks. Once all students have finished, match the words and definitions as a group. Have students verify the definitions in their notebooks.

Discuss and Comprehend

- **Comprehension Skills and Strategies:** predict, reread for understanding, recall plot
- After students read, discuss the following points:
 1. Have students share their thoughts about Stella's reaction to Stanley Mason. Ask whether the mistake she made and the accident she had influenced her too much. (**Answers will vary.**) Use student responses to determine students' comprehension and to guide them into higher levels of thinking.
 2. **pages 26–28:** Explain that characters in the story who help the main character grow, change, and solve problems are called **support characters**. Remind students that Stella wants to have a friend in her class. Ask whether Stanley will be that friend. (**Answers will vary.**) Have students reread the cookie-exchange scene on pages 25–28 to find evidence to support their answers. (**Possible answers: Stanley tries to talk to Stella when he offers her a cookie; he asks about her artwork; he keeps on talking to her even after Stella hides her picture from him.**)
 3. **pages 28–29:** Explain that sometimes friends complement each other because one has traits and qualities that the other one lacks. A shy person may become friends with a friendly person. Ask students how Stanley is different from Stella. (**by fitting in even though he is new, by never looking sad or scared**) How does Stella think she would feel in a similar situation? (**terrified**)
 4. **page 30:** Reread Stella's thoughts about Jessica on page 30. Ask students what interactions Stella has had with Jessica. (**They've known each other since first grade; Jessica laughed when Stella said a word wrong; Jessica once told everyone Stella had lice.**) What feelings and thoughts does Stella have toward Jessica? (**feels nervous, thinks Jessica is mean, does not believe Jessica was sorry for the lice incident**) What role might Jessica have in Stella's life? (**Possible answers: She might compete for Stanley's friendship; she might be a bully; she might become Stella's friend.**)
 5. **pages 31–33:** Explain that some words have two meanings. Ask students which word with a double meaning confuses Stella in this chapter. (**alien**) What does she start imagining? (**creepy, ugly movie aliens**) Explain that words have the power to influence people, and people should think about what they want to say before they speak. Ask students why the word *alien* upsets Stella. (**Possible answer: because she feels left out and now she is officially an outsider**) Is it good or bad to be different? (**Answers will vary.**) What character of God is displayed through the many different abilities and natures people have? (**Possible answers: wisdom, creativity, love, limitlessness**)

Word Work

- Display the second set of prepared cards. Point out the separating lines after the prefixes. Teach students that the more they understand the logic and meaning behind words, the richer their appreciation for and use of words will be. Help students understand that *im-* can mean *without* or *not*, *a-* can mean *for*, and *in-* can mean *in*. Discuss the change in meanings of the base words when the prefixes are added. Have students copy the words and what they mean in their reading notebooks. Ask students whether they should feed the dog first when their moms ask them to clean their rooms immediately. (**No.**) Share that *immediately* means that nothing else should come first. Ask whether a person who enters a room without greeting anyone is being impolite. (**Yes.**) Convey that *impolite* means behaving without the social polish or manners that make life pleasant. Ask how long have they waited when they wait for their coach to show up for practice. (**awhile or for a period of time**) *Awhile* means that the time is not specified. Ask what they put first when their fathers ask them to come straight home instead of playing with friends after school. (**coming home, obedience**) Teach that *instead* means in place of. Point out how precise these words are. Have students write a sentence using each word in their reading notebooks.

Extend

- Display the **WORLD MAP**. Use **MAP PINS** to mark the places where students were born. Attach students' names to the pins to identify who was born at each place. Include a pin for Stella (**Mexico City**), Jenny (**Vietnam**), and Stanley (**Texas**). Have students introduce their birthplaces by stating one or two facts about them. Calculate the miles for the student born the farthest away.

Lesson 4: Chapter 6

- **Preparation:** Print **RGM 8.4A Vocabulary: Lesson 4** for each student.
- **Vocabulary Words:** pronunciation, enunciate

Vocabulary Work

- Instruct students that pronunciation is the common sound and stress used when saying a word. Convey that a word can have different meanings depending on how it is pronounced. Share that God enabled people's brains to recognize the difference without having to think much about it as part of the initial language learning process

Reader Guide Excerpt continued

when they were younger. Distribute **RGM 8.4A Vocabulary: Lesson 4** to each student. Direct students to complete the assignment independently. Verify students' answers.

Discuss and Comprehend

- **Comprehension Skills and Strategies:** make connections, predict
- After students read, discuss the following points:
 1. Ask students what a good father does for his children. (**Answers will vary.**) Is Stella close to her father? (**No. He lives in another city; Stella's parents are divorced.**) What could you say to Stella about her situation with her father? (**Answers will vary.**) How would you encourage her with God's Word? (**Answers will vary but should include that God the Father always keeps His promises.**)
 2. **pages 35–38:** Explain to students that people use small talk to help others feel comfortable in social situations. Ms. Thompson, the speech teacher, used something she knew about Stella to make small talk. Ask students why Ms. Thompson did not succeed in making Stella feel more comfortable. (**Possible answers: because Ms. Thompson does not know that Stella is not close to her father, because she does not know the family situation**)
 3. **page 39:** Explain that characters in books share a history with the people in their lives. What people say to one another matters, and promises are very important. What promises did Stella's father break? (**He did not teach Stella how to ride a bike; he forgot to pick Stella and Nick up from school; he did not send the gifts that he promised.**) Reiterate that even though people may fail in their responsibilities to another, God always cares for people and keeps His promises.
 4. **pages 40–41:** Remind students that Stella is told to enunciate in speech class. What does *enunciate* mean? (**to speak clearly, to pronounce effectively**) What word does Stella use to describe the way she answers Mrs. Thompson and which means the opposite of enunciate? (**mutter**) Why might Stella mind being told to enunciate? (**Possible answers: because her voice is quiet, because it is no fun to be corrected all the time**) Consider Stella's improvement in saying *three* and *tree* correctly after much practice; do you think there will be a time when she will pronounce her *v* and *b* correctly? (**Answers will vary.**)
 5. **page 44:** Ask students why Stella likes math better than letters. (**because she is better at math, because numbers are easier to say**) Point out that though Stella thinks she is not good in English, she uses words well. Read together the second full paragraph on page 44. Ask how Stella describes spelling. (**Her brain "slows down like the gears on a rusty bike."**) Explain that Stella uses a simile, which is a comparison that uses the words *like* or *as*. Ask which two things Stella compares. (**her brain and a bike**)
 6. **page 47:** Explain that authors sometimes show how a character changes over time. When characters change too quickly, their changes will not seem realistic. Ask what character trait of Stella's does the word *roja*, or red, indicate. (**embarrassment**) When does Stella feel embarrassed? (**whenever she interacts with Stanley**) Have students predict whether Stella will grow out of this stage. (**Answers will vary.**)

Word Work

- Review that adverbs are most often used to describe verbs or action words. Distribute **RGM 8.4B Word Work: Lesson 4** to each student. Direct students to complete the assignment independently. Verify students' answers together.

Extend

- Remind students that Stella wishes that her father was the kind of man who kept promises. Guide students in a discussion about what the Bible says about God the Father. Select students to read the following verses: **Ezekiel 12:28, 2 Corinthians 1:20, Matthew 6:26, John 1:12, 1 John 3:1, Psalm 68: 6a, and Psalm 103:13.** Ask students what the Bible says about God keeping His promises. (**He always keeps them.**) What does it say about belonging to God's family. (**Answers will vary but should include that as you believe in Jesus as the one and only Savior, you are a part of the large family of God.**) What comfort can believers find every day as the children of God? (**Answers will vary.**)

Lesson 5: Chapter 7

- **Preparation:** Print **RGM 8.5A Vocabulary: Lesson 5** for each student. Retrieve students' Glossary of Spanish Terms booklets. Select a grade-appropriate sample of **SALSA MUSIC**. Obtain several sets of **MARACAS**.
- **Vocabulary Words:** sophisticated, compliment, deduction
- **Spanish Terms:** *que tengas un buen día, limón, picosito, alebrije*
- **Teacher Alert:** On page 52, Stella uses the words *superpowers* and *magic* when describing the new boy who made friends so easily.

Vocabulary Work

- Distribute **RGM 8.5A Vocabulary: Lesson 5** to each student. Have students complete the page independently.

Stella Díaz Has Something to Say

Name _____



RGM 8.4A

Vocabulary: Lesson 4

Practice pronouncing the words below. Place the stress on the syllable in bold.

a. **con**-test,
a competition

a. **pre**-sent,
a gift

a. **ad**-dress,
house street number

b. con-**test**,
disagree with

b. pre-**sent**,
hand out an award

b. ad-**dress**,
speak to a group

Fill in the circle next to the form of the word that best completes each sentence.

1. Myron was excited about the kite-flying ____.

☐ **contest** ☐ contest

2. Myron's kite was a ____ from his dad on his ninth birthday.

☐ **present** ☐ present

3. It came all the way from Japan and was delivered to his home ____.

☐ **address** ☐ address

4. Now, he stood listening to the judge ____ the crowd.

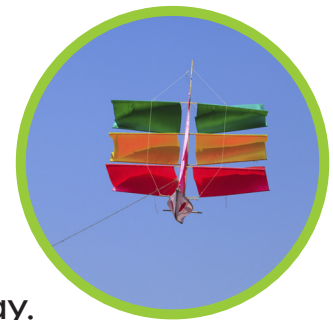
☐ **address** ☐ address

5. "We are fair. In 20 years, no one has had to ____ our decisions."

☐ **contest** ☐ contest

6. Myron hoped the judge would ____ him with the gold medal.

☐ **present** ☐ present



Practice enunciating, or clearly saying, the words below.

probably [PRO buh blee]

mischievous [MIS chuh vuhs]

important [im PAWR tnt]



Vocabulary: Lesson 4

Practice pronouncing the words below. Place the stress on the syllable in bold.

a. **con**-test,
a competition

a. **pre**-sent,
a gift

a. **ad**-dress,
house street number

b. con-**test**,
disagree with

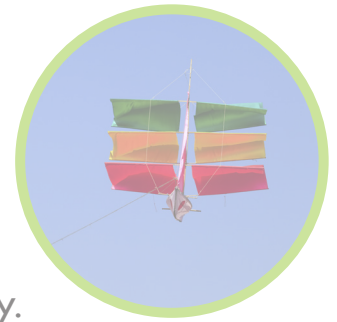
b. pre-**sent**,
hand out an award

b. ad-**dress**,
speak to a group

Fill in the circle next to the form of the word that best completes each sentence.

1. Myron was excited about the kite-flying ____.

☒ **contest** ☐ contest



2. Myron's kite was a ____ from his dad on his ninth birthday.

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3. It came all the way from Japan and was delivered to his home ____.

☒ **address** ☐ address

4. Now, he stood listening to the judge ____ the crowd.

☐ **address** ☒ address

5. "We are fair. In 20 years, no one has had to ____ our decisions."

☐ **contest** ☒ contest

6. Myron hoped the judge would ____ him with the gold medal.

☐ **present** ☒ present

Practice enunciating, or clearly saying, the words below.

probably [PRO buh blee]

mischievous [MIS chuh vuhs]

important [im PAWR tnt]

Name _____



RGM 8.4B

Word Work: Lesson 4

Use the correct adverb to complete the sentences below. Then, write a sentence of your own using the same adverb.

properly in a proper way

hesitantly with caution or slowness

accidentally without thinking or not on purpose

normally in the usual or expected way

1. Cheng loved learning how to draw the graceful Chinese characters _____.



2. Kenya _____ babysat her sister on Saturdays, but today she was going canoeing.

3. Aram _____ spilled grape juice on his report and had to print it again.

4. Maya _____ pulled the lawn mower cord and jumped back as the engine revved up.



Word Work: Lesson 4

Use the correct adverb to complete the sentences below. Then, write a sentence of your own using the same adverb.

properly in a proper way

hesitantly with caution or slowness

accidentally without thinking or not on purpose

normally in the usual or expected way

Sentences will vary.



1. Cheng loved learning how to draw the graceful Chinese characters **properly**.

2. Kenya **normally** babysat her sister on Saturdays, but today she was going canoeing.

3. Aram **accidentally** spilled grape juice on his report and had to print it again.

4. Maya **hesitantly** pulled the lawn mower cord and jumped back as the engine revved up.

Chapter 12

Preparation

- Retrieve the prepared **LGM 8.11A Idiom Cards** from Chapter 11.
- Obtain an **AUDIO RECORDING OF A HYMN** such as “Rock of Ages,” “Onward Christian Soldiers,” or “A Mighty Fortress Is Our God.” Gather **6 POSTER BOARDS** and **ART SUPPLIES**.

Modeling Fluency

- Read the chapter aloud without stopping. Model reading fluency as you read.

Literature Discussion

- **General:** Share that one of the hymns Chester plays is called “The Rosary.” Inform students that a rosary is a string of beads that Catholic Christians use as a tool to help them focus as they pray. Share that students can use the Lord’s Prayer to help them pray. They can also use their five fingers to help them remember people to pray for. The thumb is for family and friends, the index finger is for teachers and pastors, the tall finger is for government and authorities, the ring finger is for the sick and suffering, and the little finger is for themselves. Another help in prayer is the acronym *ACTS*, which stands for adoration, confession, thanksgiving, and supplication. Emphasize that students should realize that they are talking to God when they pray and not just saying or thinking words.
- **Characters:** Ask students which character reappears in this chapter whom they have met before. (**Mr. Smedley**) Have students describe Mr. Smedley. (**Possible answers: very nice, loves music, goes to church**) Why is the chapter about Mr. Smedley? (**Possible answers: because at first he does not believe Chester can play songs, because he is shocked when he hears Chester play, because he tests Chester, because he writes a letter about Chester to The New York Times**) How do you think Mr. Smedley will help Chester have the most remarkable week of his life? (**Possible answer: by persuading people through his letter to come hear Chester play**)
- **Style, Language, and Literary Features:** Review that an idiom is a phrase that communicates an idea that is not connected to the actual words. *Monkeying around* is an idiom. Ask students which idiom appeared in Chapter 12. (**easy as pie**) Distribute a card from **LGM 8.11A Idiom Cards** to each student. Direct students to draw a picture of their idioms but not to write the idioms themselves on their drawings. Then, have them display their drawings. Direct students to guess one another’s idioms from the drawings.

Literature Application

- **Biblical Worldview:** Review that, because it is Sunday, Chester starts his musical program with some hymns. Ask whether students are familiar with some of the hymns Chester plays. (**Answers will vary.**) Play an **AUDIO RECORDING OF A HYMN**. Select volunteers to share the kinds of songs sung and types of instruments played in their churches. Lead a discussion about why people sing and play music in church. Read the following passages and ask students what reasons each passage gives for praising God: **1 Chronicles 16:23–25** (**Possible answers: because God saves, because God does marvelous things**), **Psalms 92:1–5** (**Possible answers: because God loves His people, because God is faithful, because of God’s great works and thoughts**), **Psalms 100** (**Possible answers: because God is God, because God made us and we are His, because God is good and His love is forever, because God is faithful**), **Jeremiah 20:13** (**Possible answer: because God saves people from the wicked**), **Ephesians 5:18b–20** (**Possible answer: because God provides all that people need**), **Luke 1:77** (**Possible answer: because God saves people from their sins**), and **Hebrews 2:11–12** (**Possible answer: because Jesus says that those who trust Him are His brothers and sisters**) Arrange the class into six groups. Assign each group a verse from Psalm 150. Distribute **POSTER BOARD** and **ART SUPPLIES** to each group. Direct groups to choose someone to write their verses in neat handwriting at the top of the poster and to illustrate the verses. Guide groups to display their posters in order and to read the psalm chorally.
- **Making Connections:** Play the game Would You Rather by asking students the following question: If you could play music as beautifully as Chester, would you rather play for people in the subway or play in a big concert hall? Have students discuss their answers with a partner. Then, have each pair of students write their own Would You Rather question to ask the class. State that the question needs to be related to the events in the book and must compare two equally good or bad scenarios so that the class has to think carefully about which is the better option.

Shared Reading

Preparation

- Select **LGM 8.12A How-to Article: How to Make a Monster** for display.
- Gather **YARN**, **CHENILLE STEMS**, and **WIGGLE EYES**.

Genre Discussion

- State that each genre of literature has a purpose. Review with students that a fantasy animal story is fiction

with animals as the main characters, has events that could never happen, and includes animals that talk and act like people. Discuss with students what purposes fantasy animal stories might have. Remind students that in Chapter 12, Chester had a problem. He wanted to learn to play more songs, but he did not know how to learn them. Ask students what people can do to learn something new. (**Possible answers: read a book or magazine, watch an informational show, read a trustworthy internet article, ask an adult, take a class**) Mention that the genre of nonfiction how-to articles helps people figure out how to do things. Ask students what characteristics they expect to find in a how-to article. (**Possible answers: facts, directions, pictures, list of materials**)

Shared Reading

- Display **LGM 8.12A How-to Article: How to Make a Monster**. Model reading the text with proper expression and then guide students to read it together twice to build fluency and expression. Point out the transition words as they occur. Review that these words create a pause as well as give clues to the reader that a new direction is coming.

Shared Reading Discussion

- Ask students whether the text's characteristics matched what they predicted. (**Yes.**) Were the photos necessary? Why? (**Possible answer: yes, because they showed what to do in each step**) Do you think you could follow these steps to make this project? (**Answers will vary.**) Arrange the class in pairs and have pairs discuss the best way to complete a project with many steps. Select volunteers to share with the class. Distribute **YARN, CHENILLE STEMS, WIGGLE EYES**, scissors, index cards, and glue to students and guide them to complete the project. When students are finished, have them display their monsters.

Chapter 13

Preparation

- Select **LGMs 8.13A–C Oral Vocabulary** for display. Print and cut apart enough copies of **LGM 8.13D Oral Vocabulary Sentences** for each student to have a sentence.

Vocabulary List

- **throng** *n.* a crowd
- **souvenir** *n.* an object that is a reminder of an event
- **entomologist** *n.* a person who studies insects

Prereading Work

- **Oral Vocabulary:** Display **LGMs 8.13A–C Oral Vocabulary** to teach the oral vocabulary words for Chapters 13–15. Distribute a sentence from **LGM 8.13D Oral Vocabulary Sentences** to each student. Direct students to write and illustrate their sentences on their own papers. Then, display students' pictures and lead a discussion comparing them.

Modeling Fluency

- Read the chapter aloud without stopping. Model reading fluency as you read.

Literature Discussion

- **Characters:** Ask students whether the characters in *The Cricket in Times Square* seem real to them. (**Answers will vary.**) Arrange the class in small groups and have them discuss what makes the characters seem real. Select volunteers to share with the class. Teach that characterization is the way an author uses description, traits, speech, and motivations to make characters seem real. Ask students why it is important that characters seem real to readers. (**Possible answers: so readers will like them, so readers will want to find out more about them, so readers will care what happens to them**)
- **Messages and Themes** : Ask students what the themes in the book are. (**Possible answers: family, friends, money, freedom**) How does the writer use the theme of family and friends in this chapter? (**Possible answers: All the Bellinis help at the newsstand; all their friends come to listen.**) Reread page 115 starting with paragraph four, "He isn't happy anymore," to the bottom. Ask what Mario means when he says, "I almost wish he hadn't come to New York—if he isn't going to be happy here." (**Answers will vary.**) Guide students to understand that it is not that Mario does not care about Chester, but rather that the cricket's happiness is more important to him than his own. Mario loves Chester enough to wish, since Chester is unhappy, that he had not come.

Literature Application

- **Making Predictions:** Ask students what things they see in this chapter that show that Chester is not happy during his most remarkable week. (**Possible answers: He is tired; he does not like being looked at; he misses fall in the country; someone tries to steal his bell.**) Direct students to share in their groups what they think Chester will decide and to list the clues for their predictions. Select volunteers to share. (**Answers will vary.**) Ask how



Idiom Cards

hit the roof

Idiom Cards LG 8

It's a piece of cake.

Idiom Cards LG 8

head in the clouds

Idiom Cards LG 8

when pigs fly

Idiom Cards LG 8

cry crocodile tears

Idiom Cards LG 8

Don't let the cat out of the bag.

Idiom Cards LG 8

walking on eggshells

Idiom Cards LG 8

raining cats and dogs

Idiom Cards LG 8

pie in the sky

Idiom Cards LG 8

open a can of worms

Idiom Cards LG 8

on cloud nine

Idiom Cards LG 8

Little pitchers have big ears.

Idiom Cards LG 8

like a bump on a log

Idiom Cards LG 8

knee-high to a grasshopper

Idiom Cards LG 8

in the doghouse

Idiom Cards LG 8

the bee's knees

Idiom Cards LG 8

A little birdie told me.

Idiom Cards LG 8

Did the cat get your tongue?

Idiom Cards LG 8

butterflies in my stomach

Idiom Cards LG 8

fish out of water

Idiom Cards LG 8

got up on the wrong side of the bed

Idiom Cards LG 8

green with envy

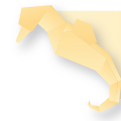
Idiom Cards LG 8

face the music

Idiom Cards LG 8

zip your lip

Idiom Cards LG 8



Idiom Cards

hit the roof—**to be very angry about something**
head in the clouds—**daydreaming, not paying attention**
cry crocodile tears—**to pretend to be upset**
walking on eggshells—**to be nervous around someone**
pie in the sky—**something not possible, unrealistic hope**
on cloud nine—**to be blissful or ecstatic about something**
like a bump on a log—**to be motionless and dull**
in the doghouse—**to be in trouble**
A little birdie told me.—**Someone told me a secret.**
butterflies in my stomach—**to be very nervous or excited**
got up on the wrong side of the bed—**to be grumpy**
face the music—**to face the consequences of a poor decision**
It's a piece of cake.—**Something is very simple.**
when pigs fly—**something not likely to ever happen**
Don't let the cat out of the bag.—**Keep something a secret.**
raining cats and dogs—**raining very hard**
open a can of worms—**to cause trouble**
Little pitchers have big ears.—**Small children hear more than adults realize.**
knee-high to a grasshopper—**a young child, small**
the bee's knees—**something terrific**
Did the cat get your tongue?—**Why are you not talking?**
fish out of water—**to be somewhere you do not belong or fit in**
green with envy—**to be envious**
zip your lip—**to keep quiet about something**

How-to Article: How to Make a Monster

Follow the directions to make a cute monster from materials that Tucker might have in the drainpipe.

Materials

yarn
index card

scissors
2 chenille stems

glue
wiggly eyes



1. Wind the yarn lengthwise around the index card. The more yarn you wrap, the plumper your monster will be.

2. Cut the yarn when you have enough wrapped.



3. Next, thread a chenille stem between the top of the card and the yarn. Bend the ends of the stem upward.

4. Cut the yarn at the bottom edge of the card.



5. Twist the ends of the stem together tightly. Then, bend a second chenille stem in half.

6. Wrap the second stem around the yarn about one third of the way from the top and twist to secure it. Tuck the ends out of sight.



7. Curl the chenille stem ends at the top. Afterward, trim the yarn to make a flat bottom.

8. Finally, glue on wiggly eyes. Your monster is complete!



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