

# Summarize

1

Find **HEADINGS**  
and subheadings.

2

Find  
**MAIN IDEAS.**

Remove  
unnecessary  
information.

Remove repeated  
information.

Replace lists with  
general wording.

3

**WRITE**  
short topic  
sentences.

4

**COMBINE** topic  
sentences into a  
short summary.

# Context Clues



LOOK FOR

Good readers use **clues in the text and visuals** to find the **meanings** of unfamiliar words.

## Word Parts

Lumin = light

We stared at the **luminous** stars in the sky.

## Examples

Crustaceans, such as shrimp, lobster, and crabs, live in salt water.

## Definitions

The **calyx**, the leaf-like parts that cover a flower bud, are green.

## Visuals with Labels

Visuals show pictures of the word's meaning.



## Synonyms

= **same**

Luke wanted to **rectify** his mistake. If he could correct it, he would.

## Antonyms

= **opposite**

Ana would rather be **industrious** than lazy.

# Figurative Language

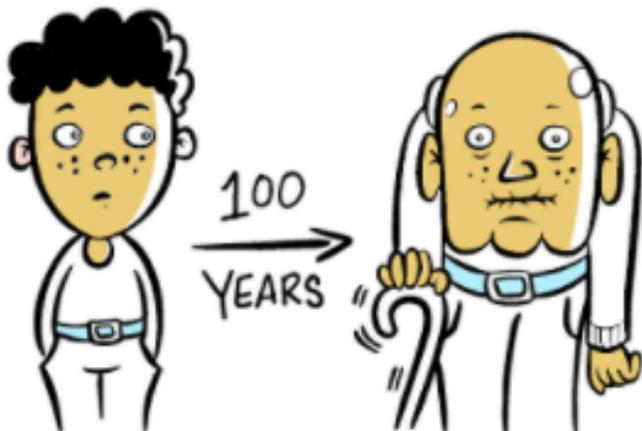
**Figurative Language** includes “figures of speech” that compare, exaggerate, or mean something different from what is expected.

**Simile** A comparison of two things using “like” or “as”



I'm happy as a clam!

**Hyperbole** Exaggerations that make things sound bigger, better, or more than what they truly are



I waited for 100 years!

**Metaphor** A comparison of two things by saying one thing is another thing

You must be a walking encyclopedia to know all those facts.



**Idiom** An expression that means something different from the meaning of its individual words



I feel sick as a dog.

# Figurative Language

**Figurative Language** creates a special effect or feeling or makes a point.

**Onomatopoeia** A word that imitates the sound of what it describes



**Alliteration** A sound device used to repeat the same consonant sound at the beginning of nearby words



Sally sent Susan some samples of soup.

**Personification** Gives human qualities or characteristics to an animal or object



The moon follows me when I walk at night.

**Imagery** Language that describes how something looks, sounds, feels, smells, or tastes



I bit into the juicy, sweet apple.

## Change *y* to *i*

Add *-s* or *-es* to most singular nouns to form **regular plural nouns**.

If a noun ends with a consonant and *y*, change the *y* to *i*, and add *-es* to form the plural.

*Singular noun*

The **puppy** cried all night long.

*Regular plural noun*

The **puppies** cried all night long.

## Change *y* to *i*

Identify the plural form of each singular noun in blue.

- 1 If Ted finds the **key** we will drive to the farm.
- 2 **Bunny** nibble on clover in the yard.
- 3 We picked some **berry** for dessert.
- 4 Sarah saw the **kitty** taking a nap on the porch.
- 5 Horses swat at **fly** with their tails.

# Irregular Plural Nouns

The spelling of **irregular plural nouns** changes in a special way. Instead of adding *-s* or *-es*, the entire word changes.

An example of a noun with an irregular plural is *child*. Its plural form is *children*.

Other irregular plural nouns include *foot/feet*, *goose/geese*, *mouse/mice*, and *woman/women*.

*singular noun*

That snake is only one **foot** away!

*irregular plural noun*

The snake is seven **feet** long.

# Irregular Plural Nouns

Identify the plural form of the blue noun to complete each sentence.

- 1 The **child** asked to go to the petting zoo.
- 2 The horses munch carrots with their big **tooth**.
- 3 The petting zoo has a flock of **goose**.
- 4 Joe spotted **mouse** drinking water in the barn.
- 5 Two **woman** fed the horses.

# Forming Irregular Plural Nouns

The spelling of some nouns does not change when they become plural. Some examples of this kind of **irregular plural noun** are *fish*, *deer*, and *sheep*.

*singular noun*

One **deer** drank from the pond.

*irregular plural noun*

A group of **deer** wandered through the woods.

# Forming Irregular Plural Nouns

Identify whether the blue noun in the sentence is singular or plural. Use the other words in the sentence to help you make your decision.

- 1 All of the **deer** eat corn out of our hands.
- 2 The **sheep** are soft.
- 3 Susan wants to feed the many **fish** in the pond.
- 4 A **deer** ran across the field.
- 5 A **fish** splashes in the water.
- 6 Five **sheep** are taking a nap in the straw.

## Review Plural Nouns

If a noun ends with a consonant and *y*, change the *y* to *i*, and add *-es* to form the plural.

Sometimes, instead of adding *-s* or *-es* to a singular noun, the entire word changes. Some of these **irregular plural nouns** are *children, feet, geese, mice, and women*.

The spelling of some nouns does not change when they become plural. Some examples of this kind of **irregular plural noun** are *fish, deer, and sheep*.

*irregular plural noun*

The pilots are **women**.

*irregular plural noun*

Four **fish** ate food.

# Review Plural Nouns

Identify the plural form of the noun in blue to complete each sentence.

- 1 This airplane will fly to three different **city** today.
- 2 Are any **child** traveling alone?
- 3 **Goose** do not fly higher than a plane.
- 4 **Sheep** in the field look like tiny cotton balls.
- 5 Both **man** want to sit by the window.
- 6 I found three **penny** in my seat.
- 7 I cannot wait to see all the **fish** at the aquarium!
- 8 Store your backpack by your **foot** while the plane lands.

## Connect to Writing: Using Plural Nouns

Good writers pay attention to the spellings of plural nouns. Your writing will be clearer if you spell plural nouns correctly. Remember that not every noun is made plural by adding *-s* or *-es*.

*irregular plural noun*

The **mice** ate the cheese.

*irregular plural noun*

The **fish** ate the worms.

# TYPES OF POETRY



3rd Grade ELA

# FREE VERSE

- Has no regular rhyme or rhythm
- Has no pattern of syllables
- Can be long or short
- Can be about any topic

## Free Verse Poem



Nature

It's a beautiful thing

We go outside and it's right there

But we do not seem to notice it

With trees growing all around us

Birds soaring in the air

Flowers of many colours with sweet scents

Animals resting in the shade

Water flowing through rivers, lakes, seas and oceans

Fish swimming in the flowing water

Forests growing high into the sky

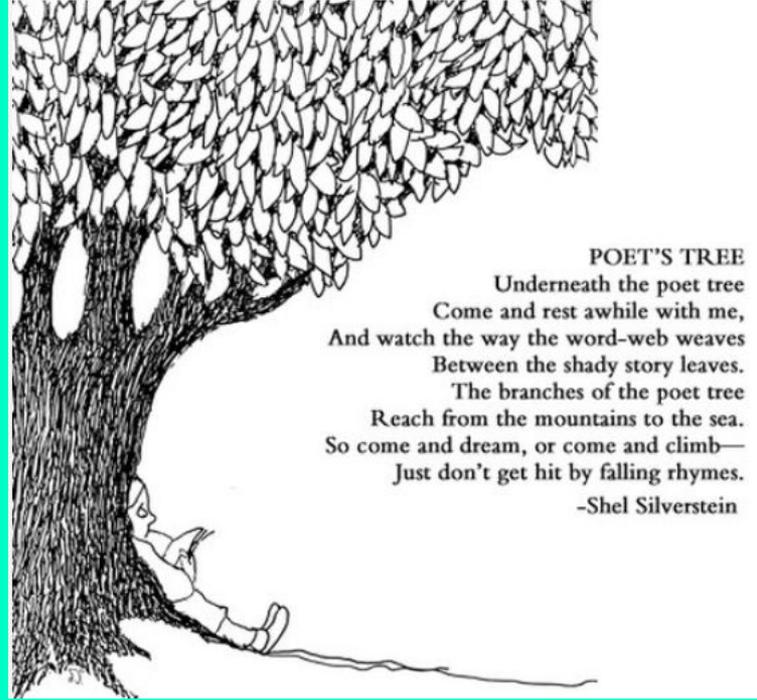
We all must try to keep it so

It's a beautiful thing

Nature

# RHYMED VERSE

- Has a regular rhyme pattern, usually at the end of each line
- Might have a fixed rhythm
- Might have a pattern of syllables
- Can be long or short
- Can be about any topic

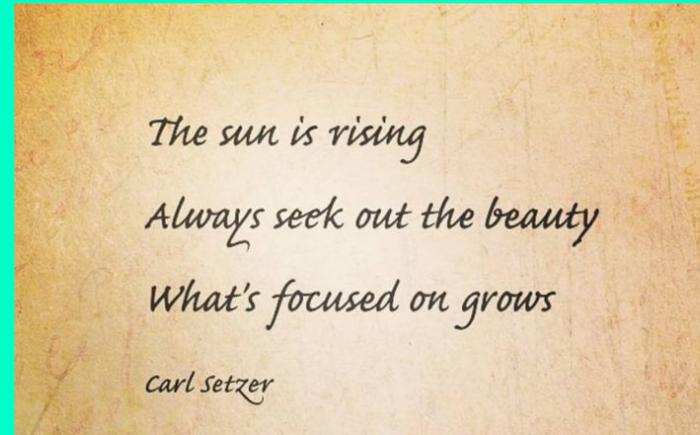


POET'S TREE  
Underneath the poet tree  
Come and rest awhile with me,  
And watch the way the word-web weaves  
Between the shady story leaves.  
The branches of the poet tree  
Reach from the mountains to the sea.  
So come and dream, or come and climb—  
Just don't get hit by falling rhymes.

-Shel Silverstein

# HAIKU

- A form of Japanese verse with a strict syllable pattern
- Exactly 3 lines
- The most common form has a 5/7/5 syllable pattern
- No rhyme pattern
- Often use nature or seasons as the topic
- Often use imagery and personification

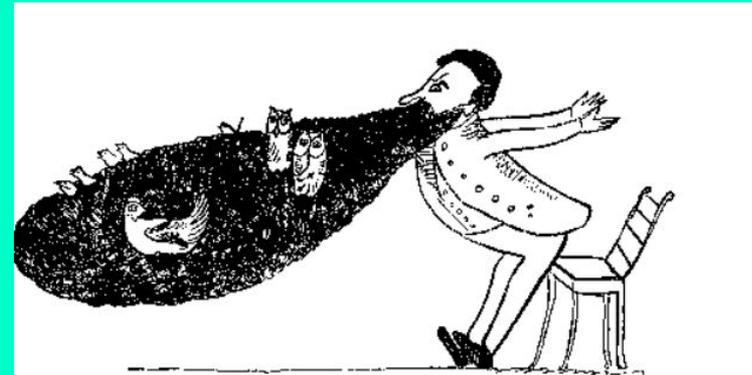


# LIMERICK

- Often humorous and nonsensical
- Often describes a silly character
- Has 5 lines
- Lines 1, 2, 5 have 7-10 syllables and rhyme
- Lines 3, 4 have 5-7 syllables and rhyme
- Rhyme pattern AABBA

There was a young girl on a tower  
Who looked just as fresh as a flower.  
Her hair was like silk,  
Her skin smooth as milk,  
But her breath made the strongest knight cower.

\_ Author Unknown



There was an Old Man with a beard,  
Who said, 'It is just as I feared!  
Two Owls and a Hen,  
Four Larks and a Wren,  
Have all built their nests in my beard!'