



# WEEKLY HOMEWORK AGENDA

Home Learning: 3A, 3B, 3C, 3D, 3E

February 19<sup>th</sup> – 23<sup>rd</sup>



## **Monday, February 19<sup>th</sup>:**

- **No School:** President's Day

## **Tuesday, February 20<sup>th</sup>:**

- **I-ready:** Pass **one** lesson in your green lesson path

## **Wednesday, February 21<sup>st</sup>:**

- **CommonLit:** "The Child"

## **Thursday, February 22<sup>nd</sup>:**

- **I-ready:** Pass **one** lesson in your green lesson path
- **HMH:** Re-read "Two Bear Cubs" in preparation for Friday's selection quiz

## **Friday, February 23<sup>rd</sup>:**

Have a wonderful weekend!

## **Weekly Class Reminders**

- **Portfolio Assessment:** Thursday, February 22<sup>nd</sup>
- **Grammar/Spelling Quiz:** Friday, February 23<sup>rd</sup>
- **Optional Extra Practice:** HMH: Module 4 Comprehension Practice

# SKILLS REVIEW

## 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.

## Elements of Poetry

Poetry can tell a story, describe a situation, or appeal to the senses.

### Structure

- Line break** → where each line of texts ends
- Stanza** → a group of lines within a poem

### Literary Devices

- Rhyming words** → words with the same ending sounds at the end of lines or stanzas
- Rhythm** → a pattern of stressed syllables that create a **beat**
- Imagery** → words that create images that appeal to the senses
- Alliteration** → the same sound or letter at the beginning of words or lines
- Onomatopoeia** → a word that imitates the sound it represents, like **buzz** and **thud**
- Repetition** → lines or words that are repeated to stress importance

## THEME

The **theme** is the main message, lesson, or moral of the text.

The theme can be stated in text. Fables and myths might tell the theme at the end.

The theme can be implied. Use text clues to figure it out.

- What happens to the characters?
- How do the characters react?
- What do the characters learn?
- How do the characters grow or change?

**ASK** What is the author trying to teach me?

### EXAMPLES

More can be achieved by working together.

It is best to tell the truth.

Don't give up.

## Vocabulary

## Grammar

## 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**.

Grammar 2.4.4a

## 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.