



# WEEKLY HOMEWORK AGENDA

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

March 18<sup>th</sup> – 22<sup>nd</sup>, 2024



## Monday, March 18<sup>th</sup>:

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

## Tuesday, March 19<sup>th</sup>:

- **HMH:** Re-read “How Do You Raise a Raisin?” in preparation for Wednesday’s selection quiz

## Wednesday, March 20<sup>th</sup>:

- **HMH:** Watch the assigned video “Carrots, Farm to Fork” and complete “Media Techniques” page 199 (located in purple folder)

## Thursday, March 21<sup>st</sup>:

- **HMH:** Re-watch “Carrots, Farm to Fork” and take the assigned selection quiz

## Friday, March 22<sup>nd</sup>:

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

Have a wonderful weekend!

## Weekly Class Reminders

- **Portfolio Assessment:** Thursday, March 21<sup>st</sup>
- **Focus Friday:** March 22<sup>nd</sup>
- **Grammar Quiz:** Verbs, Monday, 3/25

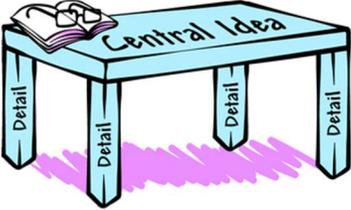
# SKILLS REVIEW

## Central Idea

The **Central Idea** is what the text is mostly about.

Look for **text clues**.

- Headings
- Visuals
- First or Last Sentence
- Repeated Words



Evaluate **details** to determine **key ideas** that support the central idea.

- Examples
- Facts
- Evidence
- Description

### Comparison/Contrast

Different — Different  
|  
Alike

**Author's Purpose:** The Comparison/Contrast text structure helps authors describe how things are alike and different.

**Transition Words:** *but, both, however, and*

### Cause/Effect

Cause → Effect

**Author's Purpose:** The Cause/Effect text structure helps authors explain what happened and why it happened.

**Transition Words:** *because, so, in order to, as a result*

## TEXT STRUCTURE

Authors choose text structures that best fit their purposes for writing a text.

### Sequence

First → Next → Last

**Author's Purpose:** The Sequence text structure helps authors explain events in order.

**Transition Words:** *before, first, next, then, last, after*

### Problem/Solution

Problem → Solution

**Author's Purpose:** The Problem/Solution text structure helps authors explain how a problem is solved.

**Transition Words:** *problem, solution, difficulty, the answer is*

## Figurative Language

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



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

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



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

*The moon follows me when I walk at night.*



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

*Sally sent Susan some samples of soup.*



**Assonance** A sound device used to repeat the same vowel sounds in nearby words

*The cat ran past the man.*



**Sensory Language** Words that appeal to the five senses

*The summer breeze smelled like fresh-cut grass.*



# Vocabulary

## Context Clues

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.

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**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.



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**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

Grammar 3.1.5

## Connect to Writing: Using Action and Being Verbs

A word that shows action, or something that is done, is an **action verb**.

**Being verbs** show or tell what something is or was. Being verbs are *am, is, are, was, and were*.

Combining two sentences with the same subject can make your writing clearer. Join the predicates and put the word *and* between them to form a compound sentence.

John **builds a sandcastle**. John **takes a picture of it**. (*These two sentences are short and choppy.*)

John **builds a sandcastle and takes a picture of it**. (*This one sentence is longer and smoother.*)