

Reading/ELA Homework

MONDAY

- Complete **1 Lesson** on **iReady** (3 lessons per week)

TUESDAY

- Spelling Choice Board (Complete **2** activities)

WEDNESDAY

- Complete **1 Lesson** on **iReady** (3 lessons per week)
- Read **The Flag Maker** on HMH & Take Selection Quiz

THURSDAY

- Spelling Choice Board (Complete **2** activities)

FRIDAY

- Complete **1 Lesson** on **iReady** (3 lessons per week)
- Review Anchor Charts
- Review & re-read this week's stories to apply skills

Tests/Quizzes

Module 3 Wk 1 Test **Tuesday 10/22**
Spelling Test - **Friday 10/25**
Grammar Quiz - **Friday 10/25**

Weekly Vocabulary

endowed
declaring
Independence
presented

Reminders

- **HW Passages will continue to be iReady. ComonLit will now be used for Classwork only.**
- All homework is found on Archie
- Homework for each day is checked the following morning, all HW is due Friday.
- Read the 3rd Grade Newsletter (sent by Mrs. Diana Charaf each Monday)
- Please make sure your student brings their iPad to school everyday and that they have headphones

From Ms. Alvarez & Ms. Llanes

Spelling Choice Board

Spelling Words:

Pattern VCe Words

1 slight	2 blind	3 midnight
4 frighten	5 height	6 silent
7 excite	8 combine	9 tight
	10 pilot	

Complete choice board activities on paper.

1. *able*
2. *canopy*
3. *select*

ABC ORDER

Write the 10 spelling words in alphabetical order.

c
ca
can
cano
canop
canopy

WORD PYRAMIDS

Make a stacked pyramid with each word.

1. *canopy*
2. *select*

RAINBOW WRITE

Write each word using a different color for each letter.

We set up a canopy to stay dry from the rain.

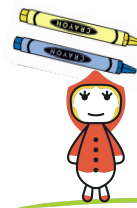
SENTENCES

Write the 10 spelling words in alphabetical order.

canopy

COLOR CODE

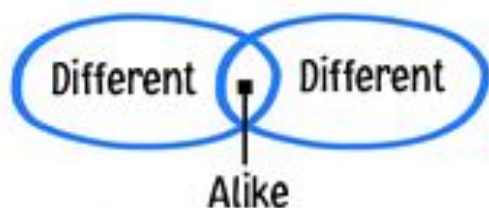
Write the 10 spelling words. Trace the **vowels** in blue and **consonants** in red.



ILLUSTRATOR

Write each word and draw a picture to show each word.

Comparison/Contrast



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



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



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

Transition Words:

before, first, next, then, last, after

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

TEXT FEATURES

present important parts of the story in a different way.

Punctuation, such as ellipses, em dashes, and colons, can indicate important text will follow.

Kinds of **type** can show emphasis or indicate a title.

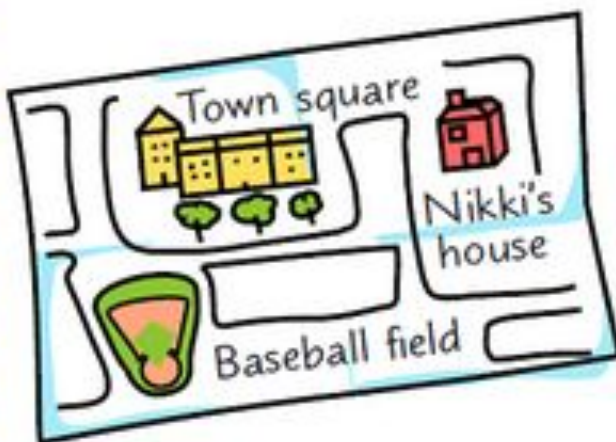
Boldface

CAPITAL LETTERS

Italic **Large** small
Color

GRAPHIC FEATURES

are visuals, such as illustrations, diagrams, maps, and speech bubbles, that help explain ideas in the text.



Point of View

Who is telling the story?

First-Person

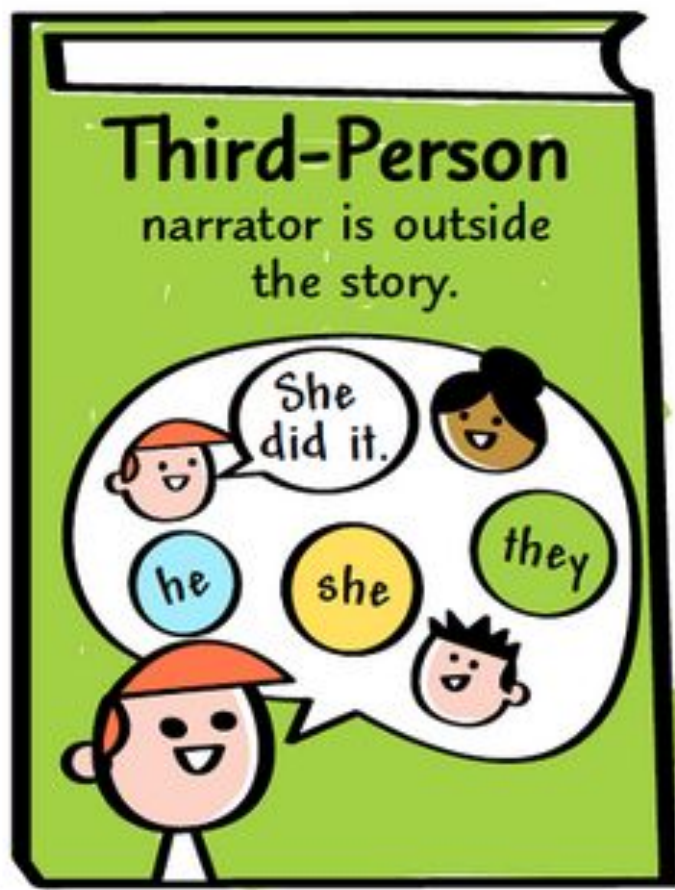
narrator is part of the story.



A story told in **first-person point of view** has a character in the story as the narrator. Readers learn about other characters from what they say to the narrator.

Third-Person

narrator is outside the story.



A story told in **third-person point of view** has an outside narrator. The narrator can tell readers what all of the characters are saying, doing, and thinking.

POINT VIEW

Different people have different points of view.



AUTHOR'S POINT OF VIEW

What does the author think or feel about the topic?



SUBJECT'S POINT OF VIEW

What do the people in the text think or feel about the topic?



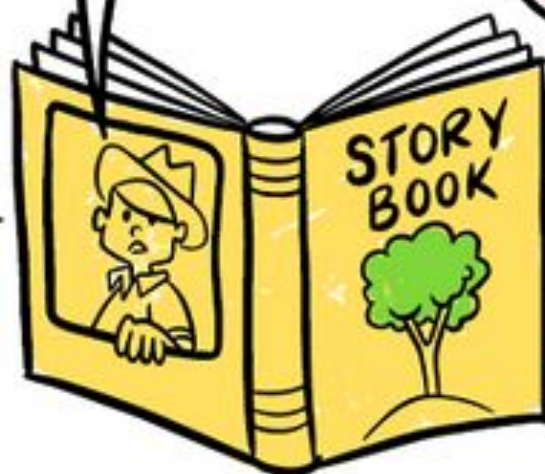
READER'S POINT OF VIEW

What do you think or feel about the topic?

THAT IS GREAT!



SHE THINKS IT'S JUST OK.



I DON'T LIKE THIS!

