

NAME: _____ **SECTION:** _____

Complete the attached worksheets and turn in entire packet on Friday.

HOMEWORK: 3A, 3D



Week of: September 8-12

Weekly Homework

Monday Re-read "Marisol McDonald Doesn't Match" in HMH

Tuesday Short Vowel Practice p. 4

Wednesday "Reading to Max" read passage and answer q. 1-3

Thursday "Reading to Max" re-read passage and answer q. 4-5 (#5 should be in **complete** sentences)

Module 1 Week 1 Assessment: Friday, September 12

Spelling

1. crop
2. plan
3. thing
4. smell
5. shut
6. sticky
7. spent
8. lunch
9. pumpkin
10. clock
11. gift
12. class
13. skip
14. swing
15. wedge

Weekly Spelling Quiz: Thursday, 9/11

Grammar Quiz: Thursday, 9/11

Homework Completion

😊 Monday

😊 Tuesday

😊 Wednesday

😊 Thursday

Reminders

September 9 Open House

September 10 FAST ELA MAKE-UP

September 23 Teacher Planning Day

Purchase and bring novels Friday, 9/12

3A: *The BFG*

3D: *Charlie and the Chocolate Factory*

Teacher Email: kathryn.aroche@archimedean.org

WEEKLY READING SKILLS FOCUS

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

Be kind to others.

Friends are important.

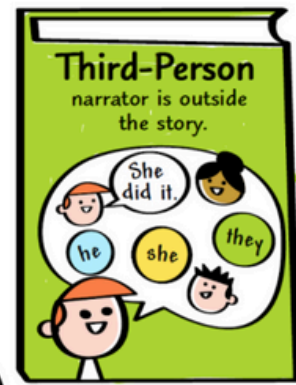
Don't give up.

Point of View

Who is telling 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.



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.

Make and Confirm Predictions

A prediction is a guess you make about what is going to happen in a selection or story.

Before READING

- Look at the cover and read the title.
- Look at the text features and illustrations.
- Then predict what the text will be about.



During READING

- Stop and think about what you read.
- What do you think will happen next?



After READING

- Confirm or adjust your prediction.
- Ask: Was I right?



Literary Elements

Literary elements are the pieces that make up a story.

Characters:

the people and animals in a story



- What do they say and think?
- What do they do?
- What do other characters say and think about them?

Setting:

where and when the story takes place



- affects the plot because certain events happen in certain settings
- affects the plot by creating its mood

Plot:

Conflict

the main problem that the characters face

Resolution

how the conflict or problem is solved

Events:

things that happen in a story

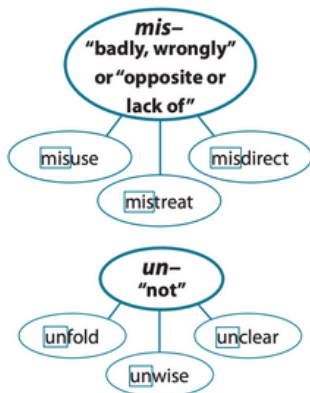
- to **change** a character
- to **affect** the mood
- to **build** the plot

VOCABULARY STRATEGIES

Prefixes *mis-* and *un-*

A **prefix** is a word part added to the beginning of a base word that changes the meaning of the word.

The prefix *mis-* means “badly, wrongly” or “opposite or lack of.” It changes the meaning of a verb. The prefix *un-* means “not.” It changes the meaning of an adjective or verb.



Context Clues

Context is the words and sentences around a word. **Context clues** are words that help you understand the meaning of an unfamiliar word.

Sometimes context clues give a definition of the word. Other times they give an example that helps you understand the word's meaning. Context clues may also help you make an inference, or a smart guess, about the word's meaning.

Examples:

- 1 Margot is a geologist, a scientist who studies rocks and other substances that make up our planet.
- 2 Elias plays the conga. Do you see him behind that barrel-shaped drum?
- 3 A raptor, or bird of prey, may eat mice, rabbits, fish, or even other birds.

GRAMMAR

Grammar 1.1.1a

The Subject of a Simple Sentence

A **simple sentence** is a group of words that tells a complete thought. It has a naming part and an action part.

The **subject** is the naming part of the sentence. It tells who or what does or did something. The subject can be one word or more than one word. The complete subject includes all of the words in the subject. **Compound subjects** are joined by the coordinating conjunction *and*.

subject
Our team won the soccer game.

compound subject
Mark and Ava scored goals.
coordinating conjunction

The Predicate of a Simple Sentence

Every simple sentence has two parts. The subject is one part of the sentence. The other part of the sentence is the predicate.

The **predicate** is the part of a sentence that tells what the subject does or is.

The predicate can be one word or more than one word. The **complete predicate** includes all of the words in the predicate. **Compound predicates** are joined by conjunctions.

predicate
David eats a snack before school.

compound predicate
complete predicate
The students visit the library and choose books.

Name _____

Short Vowels **a, e, i, o, u**

Read each sentence. Identify the vowel sound in the underlined word.

Below the sentence, circle the correct vowel sound.

1. Have you seen my yellow hat?

short *a* short *e* short *i* short *o* short *u*

2. Mom went for a walk.

short *a* short *e* short *i* short *o* short *u*

3. It is Rami's job to wash the dishes after dinner.

short *a* short *e* short *i* short *o* short *u*

4. Lia will turn ten years old next month.

short *a* short *e* short *i* short *o* short *u*

5. We like to play in the sand at the beach.

short *a* short *e* short *i* short *o* short *u*

6. Ouch, that pin is sharp!

short *a* short *e* short *i* short *o* short *u*

7. Jared fed the dog.

short *a* short *e* short *i* short *o* short *u*

8. The purple rug felt soft under my feet.

short *a* short *e* short *i* short *o* short *u*

9. The ship had many sails.

short *a* short *e* short *i* short *o* short *u*

10. I got mud on my boots when I played in the rain.

short *a* short *e* short *i* short *o* short *u*



Name: _____

Class: _____

Reading to Max

By Heather Klassen

2016

Heather Klassen has written for Highlights. In this short story, a boy reads to a cat at an animal shelter. As you read, take notes on the relationship between the boy and the cat.

[1] "This Saturday, we'll be visiting cats at the animal shelter. If you'd like to join us, here's a flyer,"¹ said Ms. Delgado, the school librarian.

Ben loved cats, and he had always wanted one. He hurried to grab a flyer. Then Ms. Delgado added, "We'll be reading to the cats."

Ben stopped. Reading was hard. Still, he really wanted to visit the cats, so he took a flyer anyway.

After school, Ben showed the flyer to Dad.



"Ben started reading, and Max purred." by Renee Kurilla is used with permission.

[5] "That sounds great," Dad said.

On Saturday, Ben and Dad met some of Ben's classmates and their parents at the shelter.

"This is Max," the shelter worker told Ben as she handed him a gray cat.

Ben carried Max to a beanbag chair. When Ben sat down, Max settled onto his lap.

"Here's my book," Ben told Max. He had taken a book he'd been working on. He started reading, and Max purred. After a few minutes, Ben looked up. Some of the cats stayed on his classmates' laps, but other cats roamed² the room while the kids read.

Ben stroked Max's back. *I'm glad Max is staying and listening to me read*, he thought.

[10]

1. a piece of paper advertising something
2. **Roam(verb)** to go from place to place without purpose

On the way home, Ben told Dad, "Max is the best cat ever."

"I'm glad you two are buddies," Dad said. All week, Ben waited for Saturday. When it arrived, Ben got to read to Max again. Ben read and read while Max purred and purred.

"What if someone adopts Max?" Ben asked Dad later.

"I guess you'd read to a different cat," Dad said.

[15] *But I don't want a different cat,* Ben thought.

Ben even told his next-door neighbor, Mrs. Patel, about Max.

"Max sounds like a special cat," said Mrs. Patel.

Ben agreed.

Every Saturday, Ben read to Max. "I wish we could adopt Max," Ben said to Dad. He knew they couldn't. Mom had allergies.

[20] Dad nodded. "But it's nice you can see Max at the shelter, right?"

"Yeah," said Ben. One day at school, Ben realized that reading seemed easier. Still, he was surprised when Ms.

Delgado gave him the Most Improved Reader award. "I want to show my award to Max," Ben told Dad.

But on Saturday, Ben couldn't find Max at the shelter. "Someone must have adopted Max.

What if I never see him again?" Ben said, frowning. Just then, Mrs. Patel walked into the visitors' room, carrying Max.

[25] "Max is a special cat," Mrs. Patel said. "So I'm adopting him. You can come over every day to visit him."

Having Max next door will be almost like having him as my own cat, Ben thought. He smiled at Mrs. Patel.

"Now we can read every day," Ben told Max as he stroked the cat's back.

Max purred.

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: What is the main theme of the short story?
 - A. There's nothing harder than losing a close friend.
 - B. With enough practice, you can improve at anything.
 - C. It's important to help animals in need, when you can.
 - D. Humans and animals can offer each other support and friendship.

2. PART B: Which detail from the story best supports the answer to Part A?
 - A. "Ben stopped. Reading was hard. Still, he really wanted to visit the cats, so
 - B. he took a flyer anyway." (Paragraph 3)
 - C. "When it arrived, Ben got to read to Max again. Ben read and read while
 - D. Max purred and purred." (Paragraph 12)
"I wish we could adopt Max,' Ben said to Dad. He knew they couldn't. Mom had allergies." (Paragraph 19)
"Still, he was surprised when Ms. Delgado gave him the Most Improved Reader award." (Paragraph 22)

3. How does Ben feel about Max getting adopted?
 - A. He doesn't want to lose his reading buddy.
 - B. He wants Max to find a good family.
 - C. He thinks that Max would miss him a lot.
 - D. He doesn't want Max to be taken from the other cats.

4. How does reading to Max affect Ben?
 - A. He learns to develop better social skills.
 - B. He realizes how much he loves animals.
 - C. He decides he wants to work with animals when he grows up.
 - D. He becomes much better at reading.

5. Why is it important to the story that Ben talks to Mrs. Patel about Max?
