

3A-3D

# October newsletter

NAME: \_\_\_\_\_

SECTION: \_\_\_\_\_

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

Week of October 6-10

## Homework:

### Monday

Comprehension Practice: Theme-  
complete the worksheet

### Tuesday

POV Worksheet  
Grammar: Coordinating Conjunctions  
Practice

### Wednesday

Grammar Practice: Compound  
Sentences- complete worksheets

### Thursday

Vocabulary Practice: Suffixes-  
complete worksheet



**Complete 45 minutes of I-ready  
by Sunday at 11:59 PM.**

## Spelling Words:

Long E and A vowel patterns

- |         |              |
|---------|--------------|
| 1.lay   | 9. afraid    |
| 2.real  | 10. leave    |
| 3.trail | 11. speed    |
| 4.sweet | 12. bait     |
| 5.today | 13. flavor   |
| 6.dream | 14. between  |
| 7.sleep | 15. pavement |
| 8.treat |              |

## Reminders:

**Bring novels daily**

**3A:** *The BFG*

**3D:** *Charlie and the Chocolate  
Factory*

### Friday

**October 10**

World

Heritage Day

### Monday

**October 20th**

Teacher

Planning Day

**Bring iPads fully charged daily.  
Bring working headphones daily.**

## Assessment Dates:

**Thursday, October 9:** Spelling and  
Grammar Quiz

**Study materials for grammar  
and comprehension skills  
posted in Archie under Reading.**



# 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?

**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.

## TEXT FEATURES

present important parts of the story in a different way.

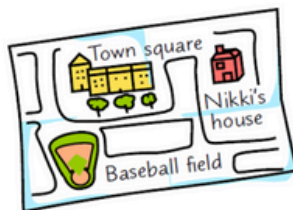
**Punctuation**, such as ellipses, em dashes, and colons, can indicate important text will follow.

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.



## Make Inferences

Authors may not tell everything in a text. Sometimes you have to make inferences to fill in the holes.

Use clues from the text plus what you know to make inferences.



Text Evidence



Background Knowledge

**understanding**

# VOCABULARY STRATEGIES

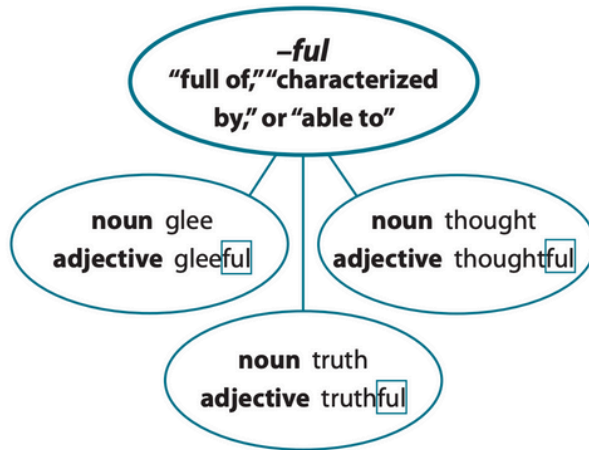
## Generative Vocabulary 1.13a

### Suffixes *-ful*, *-less*

A **suffix** is a word part added to the end of a base word that changes the meaning of the word.

The suffix ***-ful*** means “full of,” “characterized by,” or “able to.” It usually changes a base word into an adjective.

The suffix ***-less*** means “without.” It changes a base word into an adjective.

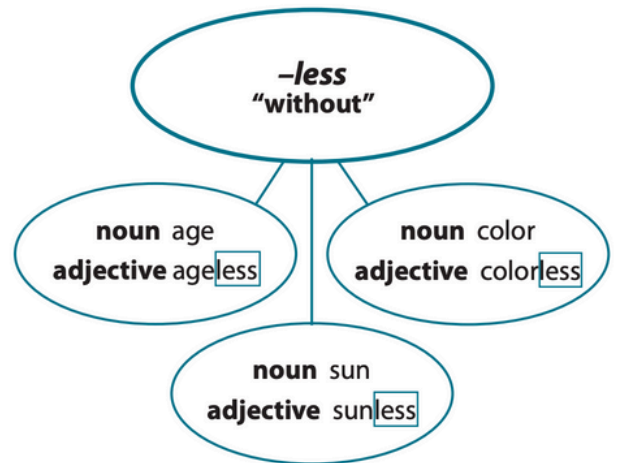


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## Generative Vocabulary 1.13b

### Suffixes *-ful*, *-less*

When you add either *-ful* or *-less* to a base word, the base word’s spelling may change slightly. For some words ending in *y*, the *y* changes to *i*.



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### 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.

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# PHONICS STRATEGIES

## More Long *a* and Long *e* Spellings

The vowel teams *ai*, *ay*, and *ea* make the long *a* sound. The vowel teams *ea*, *ee*, and *ie* make the long *e* sound.

# GRAMMAR STRATEGIES

Grammar 1.3.4a

## Review Compound Sentences

A **compound sentence** is made of **two simple sentences** joined by the **conjunctions** *and*, *but*, *or*, or *so*. A comma comes before the conjunction. Conjunctions also join compound subjects and predicates. No commas are needed.

Simple Sentences	Compound Sentences
I bought eggs. They broke.	I bought eggs, <b>but</b> they broke.
You can eat an apple. You can eat an orange.	You can eat an apple, <b>or</b> you can eat an orange.
Marie <b>and</b> Phil were hungry. She made a sandwich. She made a salad.	Marie was hungry, <b>so</b> she made a sandwich <b>and</b> a salad.

# Determine the Theme

Write the theme that closely matches the character's actions in the text.

Theme Word Bank:

sacrifice	teamwork	greed	friendship	loyalty
loss/grief	courage	honesty	never give up	
don't judge a book by its cover			it is better to give than to receive	

My best friend was having a party Friday night, but I also had a baseball game. This was going to be a tough decision. If I do not go to the game, I will let my team down.

Theme:

How did you know?:

She sobbed for hours trying to think of a way out of having to tell her father she wrecked her new car. After stewing over it for quite some time, she called her father on his cell phone. "Thank you," he said

Theme:

How did you know?:

The phone rang. She dropped the phone and tears began to drop onto her cheek. Her lip quivered as she pictured the scene that was described to her. "No!" she wailed

Theme:

How did you know?:

Ben knew his friend was about to receive a check for not being prepared for class. This would have been the third day in a row he would have to stand out. Ben gave the pencil to Tim. Later, Ben received a check and had to stand out.

Theme:

How did you know?:

Kim had gone through her closet with her mom over the weekend. She remembered a new girl at school who always seemed to wear the same pants over and over. Kim wondered what she could do with those clothes. She handed the new girl a bag as she passed her in the hallway.

Theme:

How did you know?:

There was a ragged old woman following behind me as I walked down each aisle. She had a strange look on her face, as her missing teeth distorted her smile. I rushed to try to avoid her, as I was a little nervous about what she might do. Come to find out, I dropped some money and she was trying to return it to me.

Theme:

How did you know?:

The three-year-old peered down from the diving board and looked back at his mother behind him. His knees began to buckle as he took another step forward. "Splash!"

Theme:

How did you know?:

Name: \_\_\_\_\_

Directions: Read the passages, highlight or underline the key words and then write if the story is written in first or third person. Make sure to include your evidence.

## Point of View Review

1. Claire was so excited to play in the snow! She ran downstairs, put on her snow boots and heavy jacket. "Claire!" shouted her mom, "don't forget your gloves!" Claire quickly grabbed her gloves and ran outside.

First or third person? \_\_\_\_\_

How do you know? \_\_\_\_\_

2. I absolutely love pancakes, they are my favorite food! On Sunday morning I went downstairs and made 20 pancakes for me and my friends! I cut up a bunch of strawberries and other fresh fruit. It was yummy!

First or third person? \_\_\_\_\_

How do you know? \_\_\_\_\_

3. Nick was nervous for his first basketball game. Nick's team was playing the best team in the whole state! Nick made sure to eat a good breakfast, stretch, and drink plenty of water before his basketball game. He ended up scoring 10 points! Nick was so happy!

First or third person? \_\_\_\_\_

How do you know? \_\_\_\_\_

Fill in the Blank: Fill in the blank with the correct words.

**Word bank: but, and, or, yet, so**

1. I wanted to go outside, \_\_\_\_\_ it started to rain.
2. Sarah finished her homework, \_\_\_\_\_ she forgot to put her name on it.
3. Do you want pizza \_\_\_\_\_ pasta for dinner?
4. The dog barked loudly, \_\_\_\_\_ the cat did not wake up.
5. Jamie wanted to play soccer, \_\_\_\_\_ he did not have a ball.

Multiple Choice Questions: Choose the correct answer from the choices for each question.

Which of the following is a compound sentence?

- a) The birds are singing.
- b) I like apples and oranges.
- c) I went to the park, but it was closed.
- d) Run fast!

Where does the comma go in this sentence?

I want to go swimming but I forgot my swimsuit.

- a) After "want"
- b) After "swimming"
- c) After "but"
- d) No comma needed

Which conjunction best completes the sentence?

I can have juice \_\_\_\_\_ milk with breakfast.

- a) but
- b) or
- c) so
- d) yet

What is the coordinating conjunction in this sentence?

We can play outside, or we can watch a movie.

- a) can
- b) outside
- c) or
- d) movie

Which sentence needs a comma?

- a) I like to read and draw.
- b) She danced and sang.
- c) He wanted to play, but it was raining.
- d) The cat slept.

Open-Ended Questions:

Answer the following questions in complete sentences.

Write your own simple sentence.

Handwriting practice lines for writing a simple sentence. Each line set consists of a solid top line, a dashed middle line, and a solid bottom line.

Write a compound sentence using the word "so" as a conjunction.

Handwriting practice lines for writing a compound sentence using "so" as a conjunction. Each line set consists of a solid top line, a dashed middle line, and a solid bottom line.

Why do we use a comma before a coordinating conjunction in a compound sentence?

Handwriting practice lines for answering the question about comma usage. Each line set consists of a solid top line, a dashed middle line, and a solid bottom line.

Name: \_\_\_\_\_

Thursday

## Suffixes: -ful and -less

The suffix **-ful** means full of.



Liz takes her time and paints with care.  
Liz is a **careful** painter.

The suffix **-less** means without.



Dave paints without caring.  
Dave is a **careless** painter.

Write a single word with **-ful** or **-less** to complete each sentence.

1. I am \_\_\_\_\_ **thankful** \_\_\_\_\_ to have such a loving family.  
(full of thanks)
2. Will saw a \_\_\_\_\_ puppy wandering around town.  
(without a home)
3. Carla, you look \_\_\_\_\_ in that dress.  
(full of beauty)
4. The squirrels in the backyard are \_\_\_\_\_.  
(without harm)
5. Did you see the \_\_\_\_\_ rainbow in the sky?  
(full of color)
6. This broken toy is a \_\_\_\_\_ piece of junk.  
(without worth)