

3A-3D

October newsletter

NAME: _____

SECTION: _____

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

Week of October 13-17

Homework:

Monday

Grammar: Writing Compound
Sentences

Tuesday

Grammar: Subject Predicate
Practice

Wednesday

IXL: Z59-Determine the Meanings of
Similes

Thursday

IXL: 5A8 -Use Context to Identify the
Meaning of a Word



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

Reminders:

Bring novels daily

3A: *The BFG*

3D: *Charlie and the Chocolate
Factory*

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

Important Dates:

Monday

October 20th

Teacher
Planning Day

Monday

October 27th

Picture Day

Friday

October 31st

Storybook
Character Day

Assessment Dates:

Wednesday: October 15: Grammar Test

Friday: October 17: Social Studies Test

Thursday: October 16: HMH Reading
Comprehension Test (week 2&3)

**Study materials are posted under
Archie resources reading tab**



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.

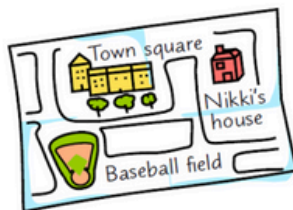
Punctuation, such as ellipses, em dashes, and colons, can indicate important text will follow.

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

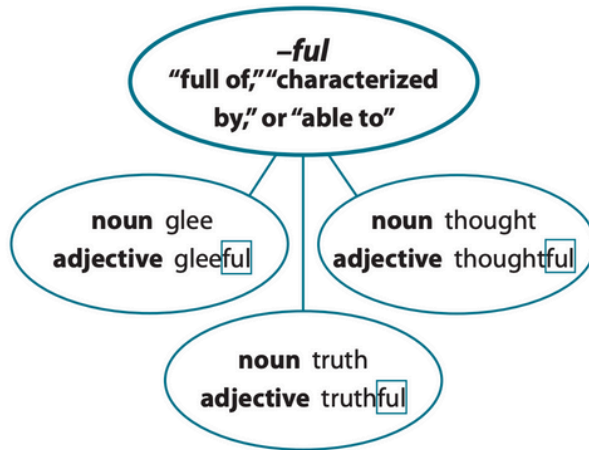
Generative Vocabulary 1.13a

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.

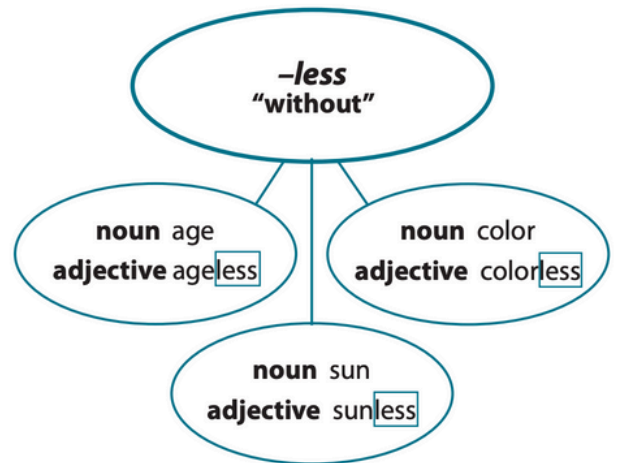


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Generative Vocabulary 1.13b

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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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, but they broke.
You can eat an apple. You can eat an orange.	You can eat an apple, or you can eat an orange.
Marie and Phil were hungry. She made a sandwich. She made a salad.	Marie was hungry, so she made a sandwich and a salad.

Writing Compound Sentences

Compound sentences are formed by connecting two complete sentences (independent clauses) with a comma and a coordinating conjunction. The sentences may also be combined with a semi-colon.

Examples:

Independent clauses: Maria made the birthday cake.
Eli bought the candles.

Compound sentence 1: Maria made the birthday cake, and Eli bought the candles.

Compound sentence 2: Maria made the birthday cake; Eli bought the candles.

Combine each pair of independent clauses into a compound sentence. Use the coordinating conjunction in parentheses in the first four pairs. Use a semi-colon in the last three pairs.

1. The rain pounded against the windows. The wind wailed through the trees. (and)

2. We couldn't go outside to play. We were happy the drought had ended. (but)

3. Would you like to play chess to pass the time? Would you rather play Monopoly? (or)

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MONDAY

4. I knew it would rain all afternoon. I decided to bake cookies. (so)

5. In some places, it rains too much in the summer.
In others, it doesn't rain enough. (;)

6. The children splashed in the muddy puddles.
They didn't care if their clothes got messy. (;)

7. We put our umbrellas on the porch.
They dried quickly. (;)

Now write two compound sentences of your own. In the first, include a comma and a coordinating conjunction. In the second, include a semicolon.

8. _____

9. _____

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TUESDAY

Subjects & Predicates

The **subject** of a sentence tells who or what the sentence is about.

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

example: The woman with the green hat ate lunch.

*The woman with the green hat is the subject, and
ate lunch is the predicate.*



Draw one line under the subject of each sentence.
Draw two lines under the predicate of each sentence.

1. Three pelicans flew over the beach.
2. The children built a sandcastle.
3. Ben played chess with Alex.
4. Everyone in the stadium watched the game.
5. The microwave beeped.
6. Malcom is a very thoughtful person.
7. The seagull's feathers were white.
8. The moon shines down on the water.
9. The bicycle's back tire needed air.
10. Bart, Mike, and Jim went bowling.
11. The fire truck sirens were very loud.
12. The giant oak tree is over a hundred years old.

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TUESDAY

Subjects & Predicates

Add a predicate to each sentence below.

13. The police officer _____.

14. The boat captain _____.

15. The rusty old car _____.

16. The garden in our backyard _____.

17. The lady with the green dress _____.

Add a subject to each sentence below.

18. _____ was singing a cheerful song.

19. _____ made a creaking sound.

20. _____ was old and dusty.

21. _____ wouldn't eat her dinner.

22. _____ is the best restaurant in town.