

**3B-3C-3E**

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

# NOVEMBER

## newsletter

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

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

November 17-21

### Homework:

#### Monday

1. Read poem "The Mysterious Egg" and answer questions #1-3  
(This is a sample of test format)

#### Tuesday

1. Re-read the poem "The Mysterious Egg" and answer questions #4-6  
(This is a sample of test format)

#### Wednesday

1. Read the poem "Recess! Oh Recess!" and answer #questions 1-3, highlight text evidence

#### Thursday

1. 1. Re-read the poem "Recess! Oh Recess!" and answer questions #4-5, highlight text evidence

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

### Reminders:

#### Bring novels daily

**3B & 3C:** *The BFG*

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

**Friday**

**November 21st**

Friendsgiving

**November 24-30**

*No School*

*Thanksgiving Break*

### Important Dates:

Grammar Quiz: Singular and  
Plural Nouns

Monday, 11/17/25

Comprehension Test

Monday, 11/17/25

**Spelling Quiz: Long I**

Wednesday, 11/19/25

**HMH Module 2**

**Comprehension Test**

Thursday, 11/20/25

# PHONICS STRATEGIES

## More Long *i* Spellings

Other long *i* spelling patterns include *i*, *ie*, *igh*, and *y*.

### Spelling Word List

### More Long *i* Spelli

slight

mild

sight

pie

mind

tie

pilot

might

lie

tight

blind

fight

height

midnight

frighten

silent

excite

combine

# Weekly Reading Skills

## Elements of Poetry

Poetry can tell a story, describe a situation, or appeal to the senses.

### Structure

- Line break** → where each line of texts ends
- Stanza** → a group of lines within a poem

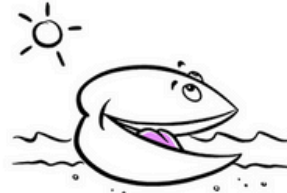
### Literary Devices

- Rhyming words** → words with the same ending sounds at the end of lines or stanzas
- Rhythm** → a pattern of stressed syllables that create a **beat**
- Imagery** → words that create images that appeal to the senses
- Alliteration** → the same sound or letter at the beginning of words or lines
- Onomatopoeia** → a word that imitates the sound it represents, like **...buzz** and **THUD**
- Repetition** → lines or words that are repeated to stress importance

## Figurative Language

**Figurative Language** 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”



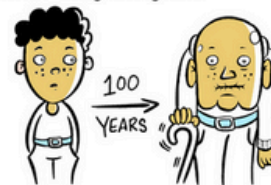
I'm happy as a clam!

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

you must be a walking encyclopedia to know all those facts.



**Hyperbole** Exaggerations that make things sound bigger, better, or more than what they truly are



I waited for 100 years!

**Idiom** An expression that means something different from the meaning of its individual words



I feel sick as a dog.

## TEXT FEATURES

present important parts of the story in a different way.

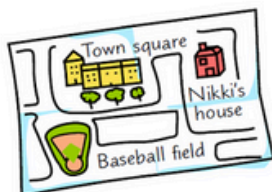
**Punctuation**, such as ellipses, em dashes, and colons, can indicate important text will follow.

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.



## ASK AND ANSWER

### QUESTIONS

Asking and answering questions before, during, and after reading helps you

- make predictions.
- clarify things that might seem unclear.
- think more deeply about the text.

What will this be about?

When is this happening?

Where in the text can I find an answer to my question?

Who is this person?

Why did the author write this?

# Grammar and Vocabulary

Vocabulary Strategy 2.7

## Synonyms and Antonyms

A **synonym** is a word that means the same or almost the same as another word. One synonym can replace another in a sentence without changing the meaning, or without changing it very much.

An **antonym** is a word that is opposite in meaning to another word. Antonyms show how two things are different.

Identifying and understanding synonyms and antonyms can help you expand your vocabulary and better understand what you read.

### Examples:

- 1 A synonym for big is large.
- 2 An antonym for big is small.
- 3 A synonym for noisy is \_\_\_\_\_.
- 4 An antonym for noisy is \_\_\_\_\_.

© Houghton Mifflin Harcourt Publishing Company. All rights reserved.

~ Plural Nouns ~		
A plural noun names more than one person, place, animal, thing or idea.		
<b>Add -s</b> dream ~ dreams flower ~ flowers shoe ~ shoes	<b>Add -es</b> lunch ~ lunches flash ~ flashes mess ~ messes box ~ boxes	
<b>Drop the y, add -ies</b> baby ~ babies family ~ families story ~ stories	<b>Drop the f, add -ves</b> wolf ~ wolves shelf ~ shelves wife ~ wives	
<b>Irregular nouns</b> mouse ~ mice man ~ men foot ~ feet person ~ people deer ~ deer		child ~ children tooth ~ teeth woman ~ women goose ~ geese fish ~ fish

# MONDAY AND TUESDAY

## Reading

► Read the selection and answer each question.

### The Mysterious Egg

The farm slept through the windy storm  
all tucked away inside and warm,  
while the roof shook and floorboards squeaked,  
shutters banged and branches creaked.

<sup>5</sup> The night was dark. The wind blew strong.  
A little egg was blown along.  
Small and silent, round and white,  
it rolled up to the barn that night.

Bright sky, pink clouds, the rising sun,  
<sup>10</sup> Rooster called, "The morning's come."  
But then he noticed things amiss.  
He crowed, surprised, "Whose egg is this?"

The chickens cackled from their pens,  
"If there's an egg, it's from us hens."  
<sup>15</sup> "Don't be so quick," said Goose and Duck.  
"Perhaps that egg is mine," they clucked.

Cow yawned and stretched and rolled from bed.  
"I might have lost an egg," she said.  
Then Rooster crowed, "Whose egg are you?"  
<sup>20</sup> The little egg gave not a clue.

The chickens ran to clean the roost.  
"I'll dig up tasty slugs," said Goose,  
while Duck fixed up a bed of reeds.  
Cow polished, vacuumed, dusted, sneezed.

# MONDAY AND TUESDAY

<sup>25</sup> Then all raced back to wait and see,  
each wondering, "Will it look like me?"  
Small and silent, round and white,  
the egg held to its secret tight.

"I think the egg looks very goosey,"  
<sup>30</sup> Goose declared. "I'll name it Lucy."  
But Duck believed the shape so neat  
was just the space for two webbed feet.

The chickens fluttered in a snit.  
"That egg says hen all over it."  
<sup>35</sup> Cow, unsure of what to do,  
said she thought she heard it moo.

They huddled up all close together.  
No one moved beak, hoof, or feather.  
Small and silent, round and white,  
<sup>40</sup> that egg was watched all through the night.

Then *clunk*, then *crunch*, then *crackle-crack*.  
Then *wiggle*, *waggle*, *woggle*, *whack*.  
And then a *snap*—the eggshell spread.  
Out popped a baby turtle's head.

<sup>45</sup> They clapped and hugged and named her Sue.  
She loved her roost, and learned to moo.  
She found those slugs the best to eat,  
and thought her bed of reeds a treat.

The mystery's solved; the story's done.  
<sup>50</sup> The egg belonged to everyone!

# MONDAY AND TUESDAY

.....

1 Who is telling the story in the poem?

- (A) a narrator
- (B) Rooster
- (C) Goose
- (D) Cow

2 Read line 4 of the poem.

*shutters banged and branches creaked.*

What does the author show by using onomatopoeia in this line?

- (A) how safe the barn is
- (B) how bad the storm is
- (C) why the egg is a surprise
- (D) why the egg comes into the barn

3 At the beginning of the poem, what is similar about the characters?

- (A) They all clean before the egg hatches.
- (B) They all like the shape of the egg.
- (C) They all think the egg is theirs.
- (D) They all find food for the egg.

4 Read line 22 of the poem.

*"I'll dig up tasty slugs," said Goose,*

Think about the suffix *-y*. What does the word tasty mean above?

- (A) having no taste
- (B) having a good taste
- (C) having a lasting taste
- (D) having an unusual taste

# MONDAY AND TUESDAY

- 5 Read line 42 of the poem.

*Then wiggle, waggle, woggle, whack.*

What is the author describing in this line?

- Ⓐ what the chickens look like
  - Ⓑ how the egg sounds
  - Ⓒ what the chickens sound like
  - Ⓓ how the egg moves
- 6 How is Sue like the different animals on the farm? Use details from the poem to support your answer.

---

---

---

---

---

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

Class: \_\_\_\_\_

## Recess! Oh, Recess!

By Darren Sardelli

2009

*In this poem, the speaker shares their feelings about recess. As you read, take notes on the speaker's point of view about recess.*

[1] Recess! Oh, Recess!  
We love you! You rule!  
You keep us away  
from the teachers in school.

[5] Your swings are refreshing.<sup>1</sup>  
Your slides are the best.  
You give us a break  
from a really hard test.

Recess! Oh, Recess!  
[10] We want you to know,  
you're sweeter than syrup,  
you're special like snow.  
You don't assign<sup>2</sup> homework.  
You make the day fun.

[15] You let us play kickball  
and run in the sun.

Recess! Oh, Recess!  
You're first on our list.  
We'd be in despair<sup>3</sup>  
[20] if you didn't exist.<sup>4</sup>  
We're happy we have you.  
You're awesome and cool.  
Recess! Oh, Recess!  
We love you! You rule!



*"Untitled" by Elisa Kenemer is licensed under CC0.*

1. making one feel less tired
2. to give as something to finish
3. a complete lack of hope
4. to stay alive; live

## Text-Dependent Questions

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

1. What is the theme of the poem?
  - A. Kids learn more at recess than in class.
  - B. Recess should be used for trying new things.
  - C. Kids love recess more than their teachers do.
  - D. Recess is an important part of the school day.
  
2. Who is the speaker addressing in the poem?
  - A. recess
  - B. a friend
  - C. a teacher
  - D. the audience
  
3. What does the poet mean when he describes recess as "special like snow" in line 12?
  - A. Recess is best during the winter.
  - B. Recess only comes a few times a year.
  - C. Recess brings enjoyment like a snowfall does.
  - D. Recess should take place during all types of weather.
  
4. Which line from the text is an example of how the poet uses a comparison (metaphor) to describe recess?
  - A. "Your slides are the best." (Line 6)
  - B. "You give us a break/ from a really hard test." (Line 7-8)
  - C. "you're sweeter than syrup," (Line 11)
  - D. "We're happy we have you." (Line 21)

# WEDNESDAY AND THURSDAY



5. What does the speaker's point of view reveal about recess?

---

---

---

---

---

---

---

---