

3A-3D

# DECEMBER

December 1-5, 2025

newsletter

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

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

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

November 17-21

## Homework:

### Monday

**No HW: ELA FAST PM 2 TOMORROW!**

Get a good night's rest! 😊

### Tuesday

**No HW: ELA FAST PM 2**

### Wednesday

IXL:

**A5Q:** Identify the Author's Purpose

Complete "The Constitution" practice page-  
this is a **Social Studies Homework Grade**

### Thursday

IXL:

**NHQ:** Use Key Details to Determine the Main  
Idea

Spelling Word Search

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

**Grammar Slides & Comprehension slides  
posted in Archie resources**

## Reminders:

**Bring novels daily**

**3A:** *The BFG*

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

**Tuesday,**

**December 2**

**FAST PM 2**

## Important Dates:

**Spelling Quiz:**

**3 Letter Blends**

TBA

**Grammar Quiz:**

**Past, Present, Future Tense**

TBA

**Reading Comprehension Test:  
Central Idea, Author's Purpose,**

**Text Structure, Summarize**

Friday, December 12

# SPELLING WORDS

Spelling  
Word Cards  
3.1

Name \_\_\_\_\_

## Spelling Word Cards: Three-Letter Blends

splash

strange

scratch

squeeze

squeak

squeal

screen

split

splat

sprain

sprint

strip

strap

scrap

straddle

splurge

scrawl

squirrel

# Weekly Reading Skills

## 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.

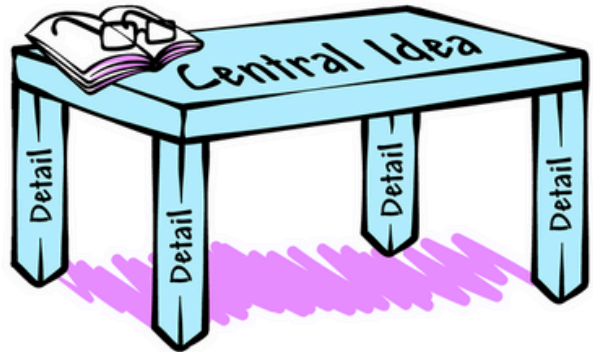
**Transition Words:** *problem, solution, difficulty, the answer is*

## Central Idea

The **Central Idea** is what the text is mostly about.

Look for **text clues.**

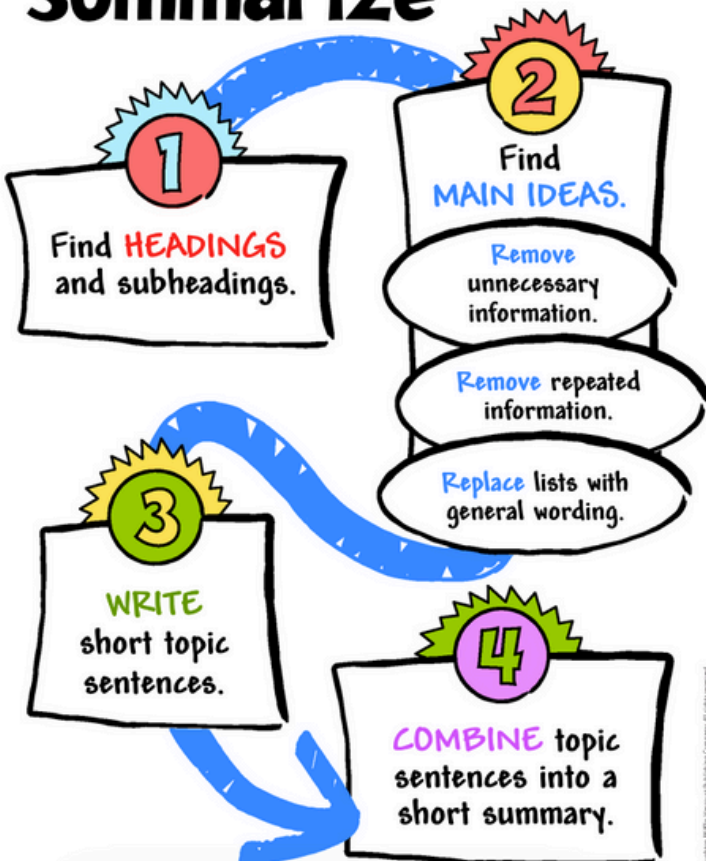
- Headings
- Visuals
- First or Last Sentence
- Repeated Words



Evaluate **details** to determine **key ideas** that support the central idea.

- Examples
- Facts
- Evidence
- Description

## Summarize



## Author's Purpose

An author's purpose is his or her reason for writing a text. Knowing the purpose helps you recognize the author's message.

If the author's purpose is to . . .

### Persuade



then the author wants readers to think or act in a certain way.

### Inform



then the author wants to share information about a topic.

### Entertain



then the author wants readers to enjoy a story.

How can you figure out the author's purpose?

**FIRST...**

think about the genre.

**THEN...**

ask questions about what you read and find answers.

# Vocabulary

## Multiple-Meaning Words

**Multiple-meaning words** are words that are spelled the same but have more than one meaning. One meaning may be for one part of speech, such as a noun, and another meaning may be a verb, an adjective, or an adverb.

When you see a multiple-meaning word in a sentence, you can often figure out the correct meaning from the context, or the words and sentences around the word. You can check a dictionary or thesaurus to see all the meanings of a multiple-meaning word and decide which one makes sense.

### Examples:

**kind**

**meaning 1:** good to others; considerate (adjective)

**meaning 2:** a class or group of individuals (noun)

**can**

**meaning 1:** is able to (verb)

**meaning 2:** a type of container (noun)

© Houghton Mifflin Harcourt Publishing Company. All rights reserved.

## Generative Vocabulary 3.4a

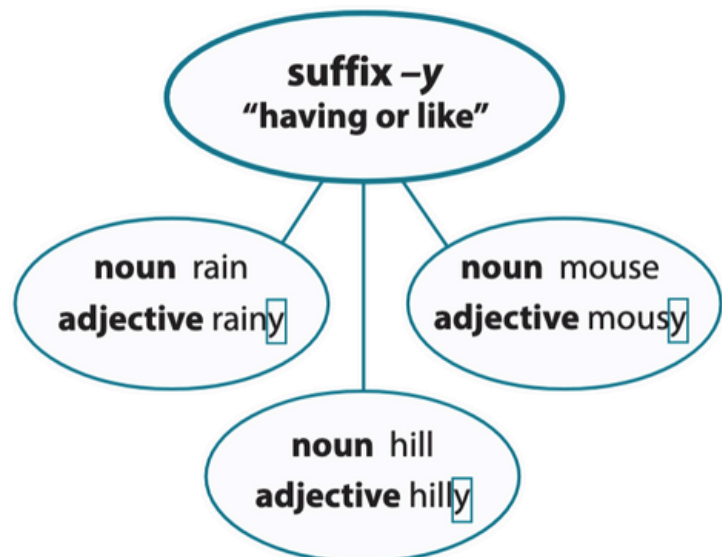
### Suffixes **-y**, **-less**; Prefix **dis-**

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

The suffix **-y** means “having or like” something. It changes a base word into an adjective.

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

The prefix **dis-** means “apart or



© Houghton Mifflin Harcourt Publishing Company. All rights reserved.

## The Constitution

**We the People** of the United States, in order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.



The Constitution is the highest law in the United States. The Constitution was written in 1787 and has changed through “amendments” passed by the states. The first ten amendments describe the rights of all Americans. They are called The Bill of Rights. The Constitution also describes the three main branches of government and their responsibilities. The judicial branch explains and interprets the law. This branch includes judges and the Supreme Court. The legislative branch makes the laws. It is made up of senators and state representatives—Congress. The executive branch makes sure the law is followed. This branch is headed up by the President of the United States, Vice President and executive officers.

Fill in the blanks to the following sentences about the above passage.

1. The constitution was written in \_\_\_\_\_.
2. States can change it by passing an \_\_\_\_\_.
3. The three main branches of government are: \_\_\_\_\_ , \_\_\_\_\_ , and \_\_\_\_\_ .

Why do you think the Constitution is important?

---

---

---

---

---

---

---

---

# Thursday

## Spelling Word Search

S Q U E E Z E V L B V S S O Z Z W E R L  
M T M Y Y V Z D E U J J V Q Y G X O M Y  
E O R S T R I P O S P L I T U L H A S O  
S X H L Z A O K E Q X L K J F E E R B Y  
Z K K R M L R L J A W C S O S Q A F H A  
U S P R I N T A G K K F C B P Y N K M X  
O B F U P Y H X J J I W R B R A R W J T  
G I S V J A D F S W P V E F A S Y X N I  
A O T G G S Z S A C U P E J I C B E T V  
L T R M I O P I Q F R G N L N A S E U N  
R Y A N D S B L M U I A D S R A W M Z N  
U H P Y Z C X D U P I Z T P H G C I E Q  
S H Z Z H R W T S R M R Y C K D R V M S  
P Q S T R A N G E T G U R F H I R N P P  
T B I C P P C P D M R E N E W V X A X L  
T K S Q U E A L Y I O A L I L A O N H A  
E D O S C D N U Q L E G D N O Z W Y G T  
F I G I H Y B F D F H L R D C H Q L P J  
V W S P L A S H V G X U X I L L N J W G  
W H Q P T R Y A S C R A W L I E B V Q X

straddle

squirrel

scratch

split

strange

squeeze

splurge

strip

splash

squeak

squeal

splat

screen

sprain

sprint

scrawl

strap

scrap

®

Build your own custom worksheet at [education.com/worksheet-generator](https://www.education.com/worksheet-generator)

© 2007 - 2025 Education.com