



March 16-20



3rd Grade ELA Newsletter

Name: _____

Section: _____

Homework:

Monday

Read "Leprechaun Language" and answer q. 1-4, highlight your text evidence

Tuesday

Do the challenge for "Leprechaun Language:" Write your own poem about a leprechaun and illustrate it

****Counts as a writing classwork grade****

Wednesday

Read "The Snowbird's Song" and answer q. 1-5, highlight your text evidence

Thursday

Re-read "The Snowbird's Song" and answer q. 6-9, highlight your text evidence

Reminders

Portfolio every Wednesday!

Pass 2 iReady lessons in your green lesson path by Sunday at 11:59 PM.

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

Novel Studies:

3A, 3B, 3C: Charlotte's Web
3D, 3E: I Survived the Great Chicago Fire

Assessments

- Portfolio #7: 3/18/2026
- Grammar Quiz: 3/20/2026

Weekly Reading Skills



TYPES of POEMS

Poems are a collection of words that express an emotion, idea, or story, sometimes with a specific sound or rhythm.

Rhymed Verse

has a pattern of rhyming words in the poem, also known as a rhyme scheme.

Haiku

a type of poetry from Japan that has 3 lines and 17 syllables. Does not rhyme. Uses sensory language and describes a scene or a moment.

Free Verse

often uses descriptive words and figurative language. It does not have a regular pattern of rhyme or rhythm

Limerick

a humorous poem that uses rhyming words. Has 5 lines. Has an AABBA rhyme scheme.



Figurative Language creates a special effect or feeling or makes a point.

Onomatopoeia A word that imitates the sound of what it describes



Personification Gives human qualities or characteristics to an animal or object



Alliteration A sound device used to repeat the same consonant sound at the beginning of nearby words



Imagery Language that describes how something looks, sounds, feels, smells, or tastes



I bit into the juicy, sweet apple.

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

Grammar

Grammar 2.5.1a

Singular Possessive Nouns

A **singular possessive noun** shows that a person, animal, place, or thing has or owns something.

Add an apostrophe and *-s* to form a singular possessive noun.

singular possessive noun

The **alligator's** hide is bumpy.

singular possessive noun

The **king's** horse has a braided mane.

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Plural Possessive Nouns

To form a **plural possessive noun**, add an apostrophe to the end of a plural noun that ends in *s*.

Plural Noun That Ends in <i>s</i>	Plural Possessive Noun
The foxes have a den.	It is the foxes' den.
The toys belong to the babies .	They are the babies' toys.

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Possessive Pronouns

A **possessive pronoun** can take the place of a possessive noun to show who or what owns something. No apostrophe is used with possessive pronouns.

Singular Possessive Pronouns	Plural Possessive Pronouns
<i>her, hers, his, my, mine</i>	<i>our, ours, their, theirs</i>
The red jacket is his .	The Smiths bought their first house.
My purple coat is on the hook.	Ours is right across the street.

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Name: _____

Monday

Leprechaun Language

By Alice Knisley Matthias



I couldn't believe what I stumbled upon,
There he was before me- a real leprechaun.
He said "I just woke from my long morning nap,"
Stretching his arms, he fixed his giant black cap.
"I didn't see you there when I first woke up,
I'm making some tea now, would you like a cup?"
He had bright blue eyes and a rather long nose
With emerald green shoes that turned up at the toes
We chatted together while drinking our tea
Just the two of us- the leprechaun and me
He said "You know that soon it's St. Patrick's Day?
I'll share with you, friend, something the Irish say.
They have a saying that is oh, so clever,
Erin Go Bragh means Ireland forever!"

Name: _____

Monday

Leprechaun Language

By Alice Knisley Matthias



1. What did the leprechaun do right after he woke up?
- a. stretched his legs
 - b. made some tea
 - c. sang a song
 - d. danced a jig

2. What does the Irish phrase "Erin Go Bragh" mean?

3. Which piece of information is *not* mentioned in the poem?
- a. The leprechaun has blue eyes.
 - b. The leprechaun had a green hat.
 - c. The leprechaun had emerald shoes.
 - d. The leprechaun had a long nose.

4. Which word best describes the leprechaun in this poem?

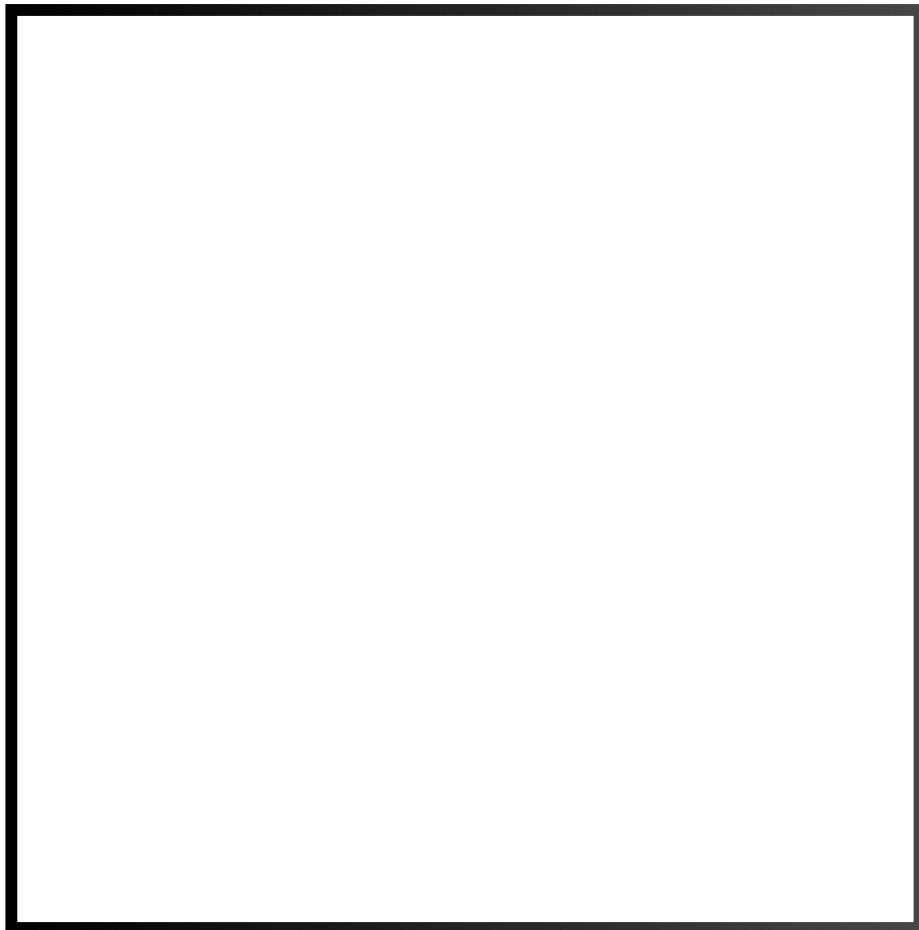
clever sneaky friendly

Tell why you chose this word.

Challenge: On a separate sheet of lined paper, write your own poem about a leprechaun. Draw an illustration to go along with your poem.

Tuesday

Write your own poem about a leprechaun and write it on this page,
along with an illustration:



The Snowbird's Song

by Francis C. Woodworth

The ground was all covered with snow one day,
And two little sisters were busy at play,
When a snowbird was sitting close by on a tree,
And merrily singing his chick-a-de-dee,
Chick-a-de-dee, chick-a-de-dee, 5
And **merrily** singing his chick-a-de-dee.

He had not been singing that **tune** very long,
Ere Emily heard him, so loud was his song:
"Oh, sister, look out of the window," said she;
"Here's a dear little bird singing chick-a-de-dee. 10

"Oh, mother, do get him some stockings and shoes,
And a nice little frock, and a hat if he choose;
I wish he'd come into the parlor and see
How warm we would make him, poor chick-a-de-dee."
Chick-a-de-dee, chick-a-de-dee. 15

"There is one, my dear child, though I cannot tell who,
Has **clothed** me already, and warm enough too.
Good morning! Oh, who are so happy as we?"
And away he went singing his chick-a-de-dee.
Chick-a-de-dee, chick-a-de-dee. 20

Name: _____ Date: _____

1. What is the snowbird singing?

- A. "cuckoo, cuckoo"
- B. "chick-a-de-dee"
- C. "Oh, sister!"
- D. "cheep, cheep, cheep"

2. Which word in the second stanza rhymes with "chick-a-de-dee"?

- A. "tune" (line 7)
- B. "long" (line 7)
- C. "song" (line 8)
- D. "she" (line 9)

3. The snowbird is happy.

What evidence in the poem supports this conclusion?

- A. The snowbird is merrily singing.
- B. The snowbird is sitting on a tree.
- C. Emily hears the snowbird.
- D. Emily wishes the snowbird would come inside.

4. Read these lines from the poem.

He had not been singing that tune very long,
Ere Emily heard him, so loud was his song:
"Oh, sister, look out of the window," said she;
"Here's a dear little bird singing chick-a-de-dee.

"Oh, mother, do get him some stockings and shoes,
And a nice little frock, and a hat if he choose;
I wish he'd come into the parlor and see
How warm we would make him, poor chick-a-de-dee."

Based on these lines, what has Emily concluded about the snowbird?

- A. The snowbird is evil.
- B. The snowbird is scared.
- C. The snowbird is cold.
- D. The snowbird is friendly.

5. What is this poem mostly about?

- A. a game that two sisters are playing one winter day
- B. the song of a snowbird on a snowy day
- C. the type of clothing a snowbird likes to wear
- D. where snowbirds usually live during the winter time

6. Read this stanza from the text.

"Oh, mother, do get him some stockings and shoes,
And a nice little **frock**, and a hat if he choose;
I wish he'd come into the parlor and see
How warm we would make him, poor chick-a-de-dee."
Chick-a-de-dee, chick-a-de-dee.

As used in the text, what does the word "**frock**" most nearly mean?

- A. hat
- B. umbrella
- C. pair of shoes
- D. piece of clothing

7. Choose the answer that best completes the sentence.

Emily wants to give the snowbird some clothing _____ she hears him singing.

- A. although
- B. so
- C. before
- D. after

8. Why might Emily want the bird to come into the parlor? Use evidence from the poem to support your answer.

9. Who or what might be the speaker of lines 16-18? Use evidence from the poem to support your answer.
