

3rd Grade ela NEWSLETTER

March 23-27, 2026

Name: _____

Section: __



Homework

Monday

Read "Me and My Giant" and label the type of poem: Haiku, Limerick, Free Verse, or Rhymed Verse
Number the lines, highlight rhyming words

Tuesday

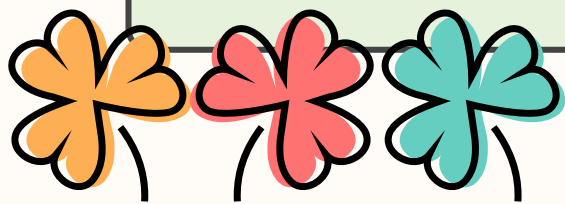
Read "Me and My Giant" and answer q. 1-5, highlight text evidence for each question

Wednesday

Read "Sick" and label the type of poem: Haiku, Limerick, Free Verse, or Rhymed Verse
Number the lines, highlight rhyming words

Thursday

Read "Sick" and answer q. 1-5, highlight text evidence for each question



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.



Assessments

- Tuesday Grammar Test
- Wednesday Portfolio
- Thursday Portfolio MAKEUP

Novel Studies

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

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



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



Personification Gives human qualities or characteristics to an animal or object



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.

© Harcourt. All rights reserved.

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.

© Harcourt. All rights reserved.

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.

© Harcourt. All rights reserved.

Name: _____

Class: _____

Me and My Giant

By Shel Silverstein
2002

Sheldon Allan "Shel" Silverstein (1930-1999) was an American poet, cartoonist, screenwriter, and author of children's books. In this poem, a speaker shares how they spend time with a giant. As you read, take notes on the speaker's point of view on the giant.

[1] I have a friend who is a giant,
And he lives where the tall weeds grow.
He's high as a mountain and wide as a barn,
And I only come up to his toe, you know,

[5] I only come up to his toe.

When the daylight grows dim¹ I talk with him
Way down in the marshy² sands,
And his ear is too far away to hear,
But still he understands, he 'stands,

[10] I know he understands.

For we have a code³ called the "scratch-tap
code,"

And here is what we do —
I scratch his toe... once means, "Hello"
And twice means, "How are you?"

[15] Three means, "Does it look like rain?"
Four times means, "Don't cry."
Five times means, "I'll scratch you a joke."
And six times means, "Goodbye," "Goodbye,"

Six times means, "Goodbye."

[20] And he answers me by tapping his toe —
Once means, "Hello, friend."
Two taps means, "It's very nice to feel your scratch again."
Three taps means, "It's lonely here"

1. **Dim**(*adjective*)not well lighted; dark
2. **Marsh**(*noun*)a low, wet area, often thick with tall grasses
3. **Code**(*noun*)actions or pictures used to send messages



"Untitled" by Shel Silverstein is used with permission.

With my head in the top of the sky."
[25] Four taps means, "Today an eagle smiled as she flew by."
Five taps means, "Oops, I just bumped
my head against the moon."
Six means, "Sigh" and seven means, "Bye"
And eight means, "Come back soon, soon, soon,"
[30] Eight means, "Come back
soon."

And then I scratch a thousand times,
And he taps with a bappity-bimm,
And he laughs so hard he shakes the sky —
[35] That means I'm tickling
him!

Where the Sidewalk Ends by Shel Silverstein Illustrated By: Shel Silverstein COPYRIGHT (C) 1974, renewed 2002 EVIL EYE MUSIC, LLC. Reprinted with permission from the Estate of Shel Silverstein and HarperCollins Children's Books.

Unless otherwise noted, this content is licensed under the [CC BY-NC-SA 4.0 license](https://creativecommons.org/licenses/by-nc-sa/4.0/)

Text-Dependent Questions

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

1. What is the main message of this poem?
 - A. Talking to friends can be scary.
 - B. It is important to be nice to giants.
 - C. People and giants cannot be friends.
 - D. Friendship comes in many shapes and sizes.

2. How does the giant feel when the speaker says goodbye?
 - A. He wants the speaker to visit again.
 - B. He wants the speaker to leave him alone.
 - C. He wants the speaker to stop scratching his toe.
 - D. He wants the speaker to make friends with other giants.

3. Which detail best explains why the speaker and the giant have their own code?
 - A. "When the daylight grows dim I talk with him" (Line 6)
 - B. "And his ear is too far away to hear," (Line 8)
 - C. "I scratch his toe...once means, 'Hello'" (Line 13)
 - D. "And he taps with a bappity-bimm," (Line 33)

4. What do the words "come up" mean in lines 4-5?
 - A. as tall as
 - B. as loud as
 - C. to smell like
 - D. to move forward

5. How do lines 13-19 help readers understand the "scratch-tap code"?
 - A. The speaker tells readers why everybody should be using a code to talk.
 - B. The speaker shows how scratching a certain number of times makes giants laugh.
 - C. The speaker explains that the number of scratches and taps changes what they say to the giant.
 - D. The speaker shows readers the problem from scratching and tapping a certain number of times.

6. What is the speaker's point of view on being friends with a giant?

Name: _____

Class: _____

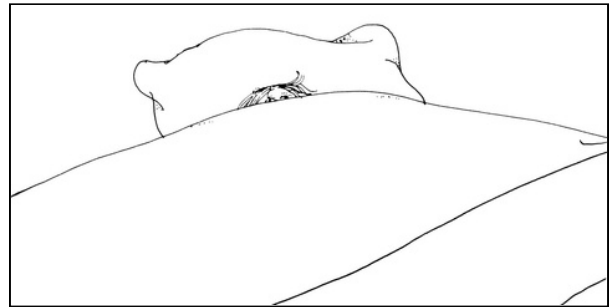
Sick

By Shel Silverstein

2002

Sheldon Allan "Shel" Silverstein (1930-1999) was an American poet, cartoonist, and author of children's books. In this poem, the speaker explains why she cannot go to school. As you read, take notes on examples of unusual illnesses.

- [1] "I cannot go to school today,"
Said little Peggy Ann McKay.
"I have the measles and the mumps,
A gash,¹ a rash² and purple bumps.
- [5] My mouth is wet, my throat is dry,
I'm going blind in my right eye.
My tonsils are as big as rocks,
I've counted sixteen chicken pox
And there's one more — that's seventeen,
And don't you think my face looks green?
My leg is cut, my eyes are blue —
It might be instamatic flu.
I cough and sneeze and gasp³ and choke,
I'm sure that my left leg is broke —
My hip hurts when I move my chin,
My belly button's caving in,
[15] My back is wrenched,⁴ my ankle's sprained,⁵
My 'pendix⁶ pains each time it rains.
My nose is cold, my toes are numb,
I have a sliver⁷ in my thumb.
- [20] My neck is stiff, my voice is weak,
I hardly whisper when I speak.



"Untitled" by Shel Silverstein is used with permission.

1. a long deep cut
2. red bumps or spots that break out on the skin
3. **Gasp(verb)** to take in air through the mouth suddenly and quickly
4. hurt by turning in the wrong direction
5. **Sprain(verb)** to hurt a body part by twisting it
6. short for the word appendix, an organ in the body
7. a small chip of wood or glass that has broken off

My tongue is filling up my mouth, I think my
hair is falling out. My elbow's bent, my spine
[25] ain't straight, My temperature is one-o-
eight. My brain is shrunk,⁸ I cannot hear,
There is a hole inside my ear. I have a
hangnail, and my heart is — what? What's
that? What's that you say? You say today
[30] is... Saturday? G'bye, I'm going out to play!"

*Where the Sidewalk Ends by Shel Silverstein Illustrated By: Shel Silverstein COPYRIGHT (C) 1974,
renewed 2002 EVIL EYE MUSIC, LLC. Reprinted with permission from the Estate of Shel Silverstein and
HarperCollins Children's Books.*

Unless otherwise noted, this content is licensed under the [CC BY-NC-SA 4.0 license](https://creativecommons.org/licenses/by-nc-sa/4.0/)

8. **Shrink**(*verb*)to get smaller

Text-Dependent Questions

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

1. Another title for this poem could be —
 - A. A Big Lie.
 - B. Medicine.
 - C. The School Day.
 - D. The Hospital Trip.

2. How is Peggy Ann able to go outside at the end of the poem?
 - A. She takes medicine.
 - B. She was never really sick.
 - C. She gets help from a friend.
 - D. She asks her parents to let her.

3. The word "numb" in line 19 of the poem most closely means —
 - A. smelly.
 - B. very big.
 - C. full of holes.
 - D. not able to feel.

4. How do lines 31-32 add to the reader's understanding of the poem?
 - A. They help the reader understand why the speaker was acting sick.
 - B. They help the reader figure out who is speaking in the poem.
 - C. They help the reader know where the poem is taking place.
 - D. They help the reader picture what the speaker looks like.

5. How does the poet show that Peggy Ann is not telling the truth?
