

# 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

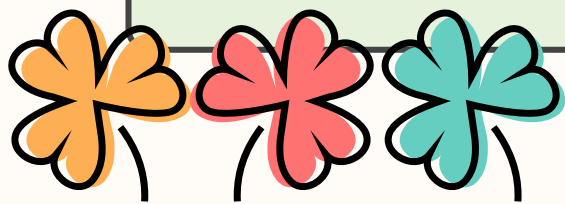
Read "Me and My Giant" and answer q. 1-5, highlight text evidence for each question

### 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



**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 5.3.1a

## Quotation Marks

**Quotation marks** (“ ”) show dialogue, or the exact words a person or character says.

Put quotation marks at the beginning and the end of a person’s or character’s exact words.

Jean said, *quotation marks* “**I am going to bed early tonight.**”  
*exact words*

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Grammar 5.3.2a

## Capitalizing and Punctuating Quotations

Always capitalize the first word of the speaker’s exact words.

If a sentence starts with a quotation, add a comma, question mark, or exclamation point inside the **quotation marks** at the end of the speaker’s words, and add a period at the end of the sentence.

If the quotation comes last, add punctuation inside the quotation marks.

*quotation marks* “**That tree is tall!**” he exclaimed.  
*exact words*

Jean said, *quotation marks* “**You’re right, it’s huge!**”  
*exact words*

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# 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 <b>foxes</b> have a den.	It is the <b>foxes'</b> den.
The toys belong to the <b>babies</b> .	They are the <b>babies'</b> 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 <b>his</b> .	The Smiths bought <b>their</b> first house.
<b>My</b> purple coat is on the hook.	<b>Ours</b> is right across the street.

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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 dim<sup>1</sup> I talk with him  
Way down in the marshy<sup>2</sup> 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 code<sup>3</sup> 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!

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## 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?

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

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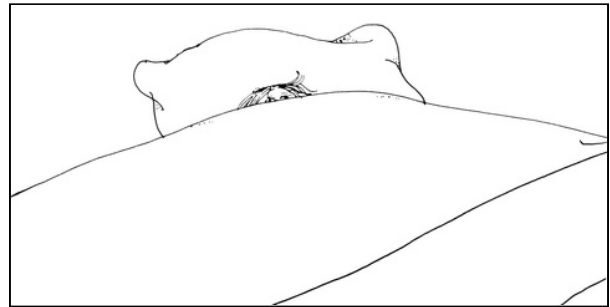
## Sick

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,<sup>1</sup> a rash<sup>2</sup> 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,  
[10] 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 gasp<sup>3</sup> and choke,  
I'm sure that my left leg is broke —  
My hip hurts when I move my chin,  
[15] My belly button's caving in,  
My back is wrenched,<sup>4</sup> my ankle's sprained,<sup>5</sup>  
My 'pendix<sup>6</sup> pains each time it rains.  
My nose is cold, my toes are numb,  
I have a sliver<sup>7</sup> 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,<sup>8</sup> 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!"

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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?

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