

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

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

(30)

## Yinghua Academy-English Language Arts

## ELA 3 HOMEWORK

## Reading Log – Term 2, Week 3 (December 15-19)

Please complete the attached homework pages for each day of the week. The homework packet **MUST** come back and forth between school and home every day in your child's take-home English folder. Please do not go ahead in the packet. The homework packet will be turned in on Friday, December 19<sup>th</sup>.

Weekly Homework and Reading Log				
Day	Nightly Homework	Number of Minutes Read (Average 25-30 min/day)	Title	Author
Friday 12/12	P. 4-7			
Saturday 12/13	↓			
Sunday 12/14	↓			
Monday 12/15	p. 8			
Tuesday 12/16	p. 9			
Wednesday 12/17	p. 10			
Thursday 12/18	p. 11			



Circle one of the books you read this week. What is the **SETTING** of the story? Remember the setting includes **WHERE** and **WHEN** the story takes place.

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(1)

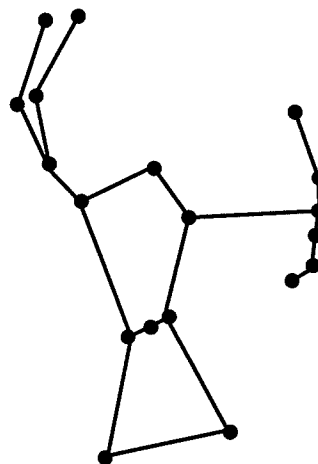
Name \_\_\_\_\_

# Family Times

## Summary

### Seeing Stars

Stars look like tiny diamonds, but they are actually giant balls of fire. You can only see stars at night, because daylight makes them invisible. It's hard to see them even at night if you live in a well-lit place like a big city. You can see stars close-up if you look through a telescope. The map of stars in the sky appears to change because the Earth moves through the sky. In long-ago times, people "connected the dots" in the sky to form constellations, such as Orion.



### Activity

**Fun with Astronomy** Go online or to the library to find out which constellations appear in the sky at this time of year. On a bright, clear night, go outside with an adult or big brother or sister, and look at the stars. Which constellations can you see? How does looking at the stars make you feel?

## Comprehension Skill

### Graphic Sources

**Maps, charts, diagrams, illustrations, and photos** are examples of **graphic sources**. They help us understand information as we read a text.

### Activity

**Around Your Home** Go on a hunt around your home for graphic sources. You might find a street map of your neighborhood or town, a monthly calendar, or a diagram in an owner's manual. Talk about the information you can learn from each graphic source. How is the graphic source helpful?

## Lesson Vocabulary

### Words to Know

Knowing the meanings of these words is important to reading *Seeing Stars*. Practice using these words.

### Vocabulary Words

**shine** to give off light

**gas** a naturally occurring fluid, often used for fuel

**gigantic** very large

**dim** poorly lit

**temperature** measure of heat or cold

**patterns** regular formations

**ladle** spoon with a long handle and a deep bowl

## Conventions

### Subject-Verb Agreement

The **subject** of a sentence tells who or what performs the main action.

The **verb** tells what the main action is. The subject and verb must **agree**.

A singular subject gets a singular verb. A plural subject gets a plural verb.

The actor speaks his lines loudly and clearly.

The actors speak their lines loudly and clearly.

	Subject	Verb
<b>Singular</b>	actor	speaks
<b>Plural</b>	actors	speak

### Activity

**Agree or Disagree?** Play a game with a partner. One player writes down a subject on a card. The other writes down a verb. On a signal, turn the two cards face up. Call out “Agree” if subject and verb agree and “Disagree” if not. The first player to shout the correct answer gets 2 points.

## Practice Tested Spelling Words

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

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

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

## Spelling

ELA3D

**Directions:** We will be having a practice spelling test on **Friday**. Study the following words so that all students can be successful with these words. Please use the sorting chart to practice.

### Word Sort Focus – spelling of /j/,/s/,/k/ sounds

clock	page
gem	pocket
mark	crack
lock	edge
rage	orange

Challenge Words!

pledge	advantage
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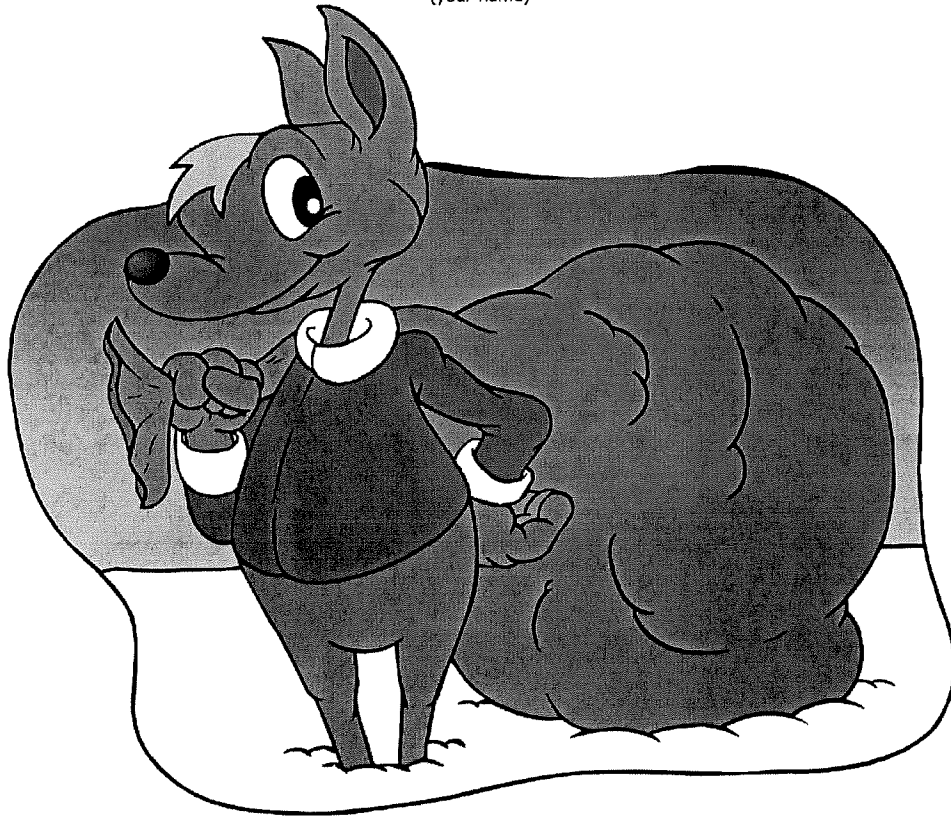
### Sorting Chart


Fri/Sat/Sun

**Directions:** Write a story to go along with the picture.

(title)

Written by: \_\_\_\_\_  
(your name)



Page \_\_\_\_\_

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

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Name \_\_\_\_\_

Fri / Sat / Sun

# Prefixes *un-*, *re-*, *mis-*, *dis-*, *non-*

**Directions** Add the prefix *un-*, *re-*, *mis-*, *dis-*, or *non-* to each base word. Write the new word on the line.

1. *non-* + sense = \_\_\_\_\_
2. *un-* + happy = \_\_\_\_\_
3. *re-* + write = \_\_\_\_\_
4. *mis-* + place = \_\_\_\_\_
5. *dis-* + obey = \_\_\_\_\_
6. *mis-* + understand = \_\_\_\_\_
7. *un-* + kind = \_\_\_\_\_
8. *re-* + create = \_\_\_\_\_

**Directions** Add *un-*, *re-*, *mis-*, *dis-*, or *non-* to the base word in the ( ) to best complete each sentence. Use the box for help. Write the new word on the line.

disliked mislead nonprofit recharge remove unwrap

- \_\_\_\_\_ 9. We always recycle the paper after we (wrap) our gifts.
- \_\_\_\_\_ 10. To (charge) the battery, plug the cell phone into the wall.
- \_\_\_\_\_ 11. If you tell him to turn right, you will (lead) him about his route.
- \_\_\_\_\_ 12. For tax purposes, the theater is a (profit) business.
- \_\_\_\_\_ 13. We (liked) having to wait so long.



**Home Activity** Your child wrote words with the prefixes *un-* (*unhappy*), *re-* (*rewrite*), *mis-* (*misplace*), *dis-* (*disobey*), and *non-* (*nonsense*). Name some base words such as *take*, *fold*, and *file*. Ask your child to make new words using the prefixes he or she practiced on this page.



Name \_\_\_\_\_

Mon.

## Spellings of /j/, /s/, /k/

**Generalization** The sound /j/ can be spelled **ge** and **dge**: large, edge.  
The sound /k/ can be spelled **ck** and **k**: clock, mark.

**Word Sort** Sort the list words by the sound /j/ spelled *ge* and *dge*, and the /k/ sound spelled *ck* and *k*.

**ge**

**ck**

1. \_\_\_\_\_ 9. \_\_\_\_\_

2. \_\_\_\_\_ 10. \_\_\_\_\_

3. \_\_\_\_\_ 11. \_\_\_\_\_

4. \_\_\_\_\_ 12. \_\_\_\_\_

**dge**

**k**

5. \_\_\_\_\_ 13. \_\_\_\_\_

6. \_\_\_\_\_ 14. \_\_\_\_\_

7. \_\_\_\_\_ 15. \_\_\_\_\_

8. \_\_\_\_\_

### Spelling Words

1. clock
2. large
3. page
4. mark
5. kitten
6. judge
7. crack
8. edge
9. pocket
10. brake
11. change
12. ridge
13. jacket
14. badge
15. orange



**Home Activity** Your child is learning to spell words with *ge*, *dge*, *ck*, and *k*. To practice at home, have your child read the list words and listen as you spell them.



## Graphic Sources

- **Graphic sources** are sources of information such as **maps, charts, diagrams, and illustrations.**
- **Graphic sources** help us understand the text we read.

**Directions** Read the following passage and look at the diagram. Then answer the questions.

**I**n our solar system, the planets revolve in orbits around the sun, which is a star. Mercury is the planet closest to the sun. As you might imagine, it is fiery hot on Mercury. Venus, also very hot, is second closest to the sun. Venus is similar in size to Earth, the third planet from the sun.

Earth's atmosphere, size, and distance from the sun make it a place where plants and animals can survive. Farther out in the solar system, the fourth planet from the sun is Mars, sometimes called the Red Planet. It is very cold and dry on Mars.

1. What is this article about?

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2. Why did the author include a diagram in the article?

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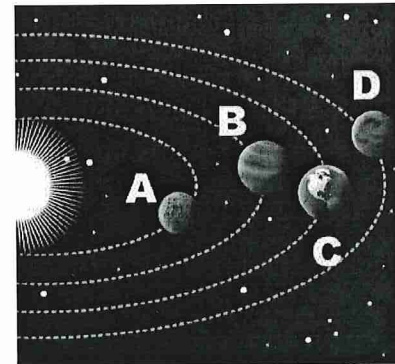
3. Use information from the article and the diagram to write the names of the four planets shown in the diagram.

Planet A: \_\_\_\_\_

Planet B: \_\_\_\_\_

Planet C: \_\_\_\_\_

Planet D: \_\_\_\_\_



Planets closest to the sun in our solar system



**Home Activity** Your child used a graphic source to better understand the information in an article. Find another article that has a map, illustration, diagram, or chart. Help your child use the graphic source to understand facts about the topic.

Name \_\_\_\_\_

Wed.

## Author's Purpose

- The **author's purpose** is the reason an author writes something.
- An author's purpose may be to inform, to persuade, to entertain, or to express ideas and feelings.
- Sometimes an author may have more than one purpose for writing.

**Directions** Read the following passage. Then answer the questions below.

**D**o you think you want to be an astronomer? Keep reading to find out whether astronomy is a good "fit" for you. First, are you a naturally curious person? People who become astronomers probably began asking questions as soon as they could talk. Astronomers are excellent observers. They have to be because they spend a lot of time looking through a

telescope. Are you a patient person, or do you get restless if things don't happen right away? Astronomers do a lot of waiting because few things happen quickly in space. Another thing to consider is how much you like math. If you enjoy numbers and solving puzzles, astronomy might be just the right fit for you.

1. What is the purpose of this article?

2. Underline a sentence that tells why the author wrote the article.

3. Did the author write this article to inform or to persuade? How do you know?

4. Why does the author say that astronomers should be patient people?



Name \_\_\_\_\_

Thur.

## Subject-Verb Agreement

**Directions** Choose the verb in ( ) that agrees with the subject. Write the verb.

1. Stars (helps, help) people with directions. \_\_\_\_\_
2. Sailors (gazes, gaze) at stars. \_\_\_\_\_
3. The North Star (stays, stay) over the North Pole. \_\_\_\_\_
4. It (is, are) a guide for sailors and pilots. \_\_\_\_\_

**Directions** Choose the verb in ( ) that agrees with each subject. Write the sentence.

5. Sometimes planets (looks, look) like stars.

- \_\_\_\_\_
6. Those (is, are) shooting stars.

- \_\_\_\_\_
7. A comet (seem, seems) like a star with a tail.

- \_\_\_\_\_
8. The skies (is, are) full of bright objects.

**Directions** Write a sentence about something you like about stars. Underline the verb. Make sure it agrees with the subject of the sentence.



**Home Activity** Your child reviewed subject-verb agreement. Say the names of some people and groups of people in your family and neighborhood. Have your child make up a sentence in the present tense about each with a verb that agrees with the subject.