Yinghua Academy-English Language Arts

ELA 3 HOMEWORK

Reading Log – Term 2, Week 10 (February 23-26)

***** NO SPELLING TEST THIS WEEK*****

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 Thursday, February 26.

<table>
<thead>
<tr>
<th>Day</th>
<th>Nightly Homework</th>
<th>Number of Minutes Read (Average 25-30 min/day)</th>
<th>Title</th>
<th>Author</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday 2/20</td>
<td>pgs. 4-6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Saturday 2/21</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sunday 2/22</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monday 2/23</td>
<td>pgs. 7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday 2/24</td>
<td>pgs. 8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday 2/25</td>
<td>pgs. 9-10</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
Unit 3 Selection Summaries

In Unit 3, you read these selections:

**Week 1 How Do You Raise a Raisin?**
This nonfiction story tells all kinds of facts about raisins—how they are grown, how they get to your table, and their importance to people throughout history.

**Week 2 Pushing Up the Sky**
Myths help us use our imagination to create stories that explain the natural world. This is a myth that explains how the sky moved to where it is today.

**Week 3 Seeing Stars**
Stars are always in the sky. Stars are spheres of fiery gas. Learn more facts about stars.

**Week 4 A Symphony of Whales**
A young girl has a special gift that helps her save the whales from certain death.

**Week 5 Around One Cactus**
In the harsh climate of the Sonoran desert, the saguaro cactus is critical to the survival of other creatures, from tiny hummingbirds to desert foxes.

**Activity**
**Living with Nature** The stories in Unit 3 are about nature and the skills that help living things thrive. Summarize one of the stories and discuss with someone in your family what you learned about nature from that story. How did the story affect the way you think about nature?

Comprehension Skills Review

These are some comprehension skills you learned about in Unit 3:

A **cause** tells why something happened. An **effect** is what happened.

When you **draw a conclusion**, you reach a decision after thinking about facts, details, and what you already know about something.

**Activity**
**Picture This** Draw a picture that shows something that happened in your favorite story in Unit 3. Draw another picture of something in the story that caused that event. Ask someone in your family to look at your drawings and decide which one is the cause and which one shows the effect. Discuss how he or she drew that conclusion from your pictures.
Vocabulary Skills Review

These are some vocabulary skills you learned about in Unit 3:

**Homophones** are words that are pronounced the same way but have different meanings and different spellings.

**Context clues** are words and sentences around an unknown word that help you figure out the meaning of the unfamiliar word.

A **dictionary** is a book that explains the meanings of words arranged in alphabetical order.

**Activity**

**Word Pairs** Here are some homophones from Unit 3. Have a family member pick one of the words from the list and use it in a sentence. Listen to the sentence, spell the word, and then explain how you knew the meaning of the word by using the clues from the sentence.

- herd
- would
- four
- knead
- world
- build

Spelling Review

Here are some of the words you learned to spell in Unit 3.

- change
- climb
- crack
- disagree
- disappear
- finally
- he’d
- I’d
- know
- let’s
- misspell
- quietly
- recall
- safely
- thumb
- you’ll

**Activity**

**Making Sentences** Play a game with someone in your family. Combine some of the words on the list to make a sentence. Use only the words on this list. See who can form the most sentences from the word list.

Unit Question

How are people and nature connected?

Write two Amazing Facts or Ideas that you learned in Unit 3 about nature.
Directions: You will write a composition that compares and contrasts the beach and the mountains. Before you start writing you will need to read how the beach and the mountains are similar and how they are different. Complete the Venn diagram below the passage to explain those places.

The Beach

Going to the beach is a lot of fun. At the ocean, you can see colorful fish and different kinds of birds. If the weather is warm enough, you can even go for a swim. Most beaches have lots of space to run, play, build sand castles, fly kites, and have a picnic. When you run on the sand, be careful that a jellyfish doesn't sting you!

The Mountains

Visiting the mountains is very exciting. You can see beautiful, tall trees and many different kinds of green plants. If you watch carefully and quietly, you might even see a deer, a squirrel, and or a snake. If you feel strong, you might go for a long hike on a trail or even climb to a mountaintop. There is plenty of space to play Frisbee, eat lunch outdoors, or play hide-and-go-seek. At night, you can build a bonfire. Be careful of the mosquitoes!

1. Use the Information from the two articles above to complete the Venn Diagram.
2. Write your composition describing what you have filled in your Venn Diagram. Your composition must have four paragraphs:

1. **Introduction.** Write down the two places (mountain and beach) that the Venn Diagram is showing. 1-2 Sentences

2. **Similarities.** Write down what the beach and the mountains have in common. 3-4 Sentences

3. **Differences.** Write down what makes the beach and the mountains different. 3-4 Sentences

4. **Conclusion.** 1-2 Sentences
**Contractions**

**Directions** Read the sentences. Underline the contractions. Then write the two words that make up the contraction on the line after the sentence.

1. Dan hasn’t played guitar before.

2. This year he decided he’d like to learn to play.

3. His dad and mom said they’d let him take lessons.

4. His dad said he wasn’t too young to start.

5. His sister said she’d like to learn drums.

6. Their parents weren’t too thrilled with that idea.

**Directions** Use each pair of words to make a contraction. Write the contraction on the line.

7. I am

8. have not

9. we will

10. has not

11. I would

12. you have

13. he is

14. they have

15. she will

16. she has

17. we will

18. they are

19. we have

20. you are

**Home Activity** Your child formed contractions by using an apostrophe to take the place of letters that are left out. Ask your child to write sentences using the contractions on this page.
Prefixes *un-*, *re-*, *mis-*, *dis-*, *non-*

**Directions** Use one of the prefixes in the box to make a word that matches the definition. Write the word on the line.

```
| mis- | dis- | re- | un- | non- |
```

1. heat again
2. not honest
3. put in the wrong place
4. not known
5. not making sense
6. not real
7. played again
8. not obey
9. write again

**Directions** Use one of the words you wrote above to complete each sentence. Be sure that the word makes sense in the sentence.

10. If the soup is not hot enough, Mary can ________________ it.

11. We enjoyed the CD so we ________________ it.

12. It is foolish to ________________ the traffic signals.

13. I made changes to my story, so now I will ________________ it.

14. Taking something that is not yours is ________________.

15. That story about the two-headed chicken is ________________.

**Home Activity** Your child used and identified meanings of the prefixes *un-*, *re-*, *mis-*, *dis-*, and *non-*. With your child, list more words with the same prefixes. Have your child use them in sentences.
Suffixes -ly, -ful, -ness, -less, -able, -ible

Directions Read the sentences. Add the suffix -ly, -ful, -ness, -less, -able, or -ible to the base word in ( ). Write the new word on the line to complete the sentence. Remember that you may have to change the spelling of the base word.

(grace) 1. Marcia is such a ___________ dancer.

(beauty) 2. She looks ________________ in her costume.

(quick) 3. She learned the new dances very ________________.

(happy) 4. You can tell she loves dancing. Her face shines with ________________ when she dances.

(enjoy) 5. She makes the dances look so ________________.

Directions Add the suffix -ly, -ful, -ness, -less, -able, or -ible to each base word. Write the new word on the line. Remember that you might have to change the spelling of the base word.

6. like + -able = ________________
7. kind + -ness = ________________
8. ill + -ness = ________________
9. convert + -ible = ________________
10. depend + -able = ________________
11. safe + -ly = ________________
12. play + -ful = ________________
13. happy + -ly = ________________
14. final + -ly = ________________
15. use + -less = ________________

Home Activity Your child wrote words with the suffixes -ly (safely), -ful (playful), -ness (illness), -less (useless), -able (dependable), and -ible (convertible). Write base words such as slow, thank, safe, kind, comfort, soft, and help on cards. Make other cards with the suffixes on this page. Ask your child to make new words by putting the words and the suffixes together.
Read the story. Then follow the directions and answer the questions.

**Hiking to the Top**

Gavin was excited. Today he was taking a hike with his dad. They were hiking to the top of Mount Randall. The whole hike would take about three hours.

Gavin loved to hike. He enjoyed looking at the plants on the trail. Sometimes, he even spotted animals. Once, a fox had run across the path, right in front of him!

When they got to the start of the trail, Gavin’s dad put on a knapsack filled with water and snacks.

"Are you ready?" he asked Gavin. "Let’s go."

The two of them began walking. The trail was made of dirt and leaves. There were giant trees all around them. The trees were taller than many buildings in Gavin’s town. Their green leaves cast shadows on the trail, making it cool and shady. The only sound was the crunch of dead leaves underfoot. Neither Gavin nor his dad said anything. Together, they enjoyed the silence.

Soon, the forest began to thin out. The trail wound through a meadow. The meadow was filled with grass and wildflowers. Gavin saw purple and yellow and pink flowers. Above him, birds flew through the air, twittering.
Suddenly, Gavin spotted something out of the corner of his eye. He turned toward it. It was a large brown rabbit. Its fur looked soft and shiny. The rabbit froze and looked at Gavin for what seemed like a long time. Then it bounded away.

Gavin and his dad kept walking. They had entered the last part of the hike. Here, there were a lot of rocks to climb over. Most of the trees had disappeared. Everything looked barren.

Gavin and his dad climbed up a large rock. Finally, they were at the top of the mountain. The sky was blue above them. Gavin could see for miles around. He could see his town, and Keyser Lake, down through a thicket of trees. The view was amazing.

Gavin smiled at his dad. This was why he loved hiking so much.

1. What can you generalize about hiking from the story?

________________________________________________________________________

________________________________________________________________________

2. There are different kinds of plants and animals to see when hiking up a mountain. Underline at least three things in the story to support this.