

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

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

# Yinghua Academy-English Language Arts

ELA 3 HOMEWORK

30

Reading Log – Term 3, Week 4 (April 13-17)

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, April 17<sup>th</sup>.

Weekly Homework and Reading Log				
Day	Nightly Homework	Number of Minutes Read (Average 25-30 min/day)	Title	Author
Friday 4/10	pgs. 2-9			
Saturday 4/11				
Sunday 4/12	↓			
Monday 4/13	pg. 10			
Tuesday 4/14	pg. 11			
Wednesday 4/15	pg. 12			
Thursday 4/16	pg. 13			



Circle one of the books you read this week. What is the GENRE (fiction, nonfiction, fantasy, mystery, etc.) of the story? Explain your answer in 2-3 sentences.

---

---

---

---

---

Name \_\_\_\_\_

# Family Times

## Summary

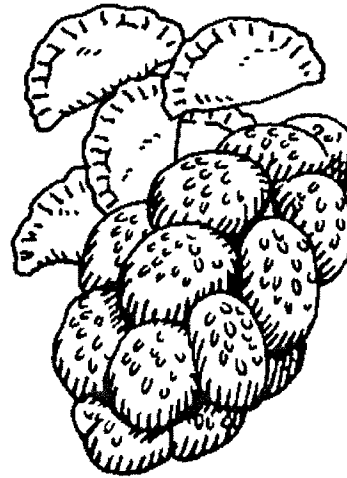
### *Jalapeño Bagels*

Our narrator is trying to decide what treat to take to his class at school. As he helps his parents make food items in the bakery shop, he goes over his choices. Able to draw from his mother's Latin American heritage and his father's Jewish heritage, he has an unusual array of choices.

### Activity

#### **What Traditions Does Your Family Have?**

Make a list of all the foods, traditions, decorations, or routines that your family has inherited from its heritage. Do you have a favorite soup passed down from your grandmother? Do you have a favorite saying that your mother learned from her mother?



## Comprehension Skill

### Draw Conclusions

A **conclusion** is a decision or opinion that makes sense based on facts and details.

### Activity

**Riddles** Take turns reading from a book of riddles. Riddles require you to use what you already know and the information given in the riddle to draw a conclusion. What a funny way to practice this important skill!

## Lesson Vocabulary

### Words to Know

Knowing the meanings of these words is important to reading *Jalapeño Bagels*. Practice using these words.

### Vocabulary Words

**bakery** a place where breads, pies, cakes, and pastries are cooked in ovens

**batch** a group of something prepared or gathered together

**boils** liquid gets hot enough to bubble and give off steam

**braided** woven or twined together

**dough** thick mixture of flour and water that is usually baked

**ingredients** parts that go into a mixture

**mixture** something made up of different things that are put together

## Conventions

### Comparative and Superlative Adverbs

Some **adverbs** compare actions. To compare two actions, add *-er* to many adverbs. To compare three or more actions, add *-est* to many adverbs.

### Activity

**Describe That Action** Write these verbs and adverbs about things we can do in the kitchen on cards as shown below. Have each student choose a card and create a sentence using either the comparative or superlative form of the adverb to describe the verb.

twist (tight)	mix (fast)
stir (slow)	bake (long)
wrap (loose)	remove (soon)

## 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 - Vowel Patterns ei, eigh

height	weigh
weight	neither
sleigh	ceiling
either	freight
protein	receive

Challenge Words!

receipt	deceitful
---------	-----------

## Sorting Chart

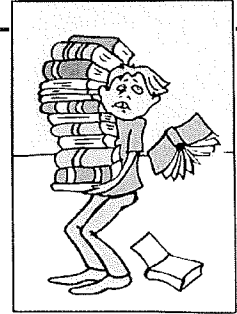

Name: \_\_\_\_\_

## Hyperbole

A hyperbole is an exaggerated statement that is not meant to be taken literally.

example: **Keith has a ton of homework tonight.**

Of course, if Keith put his homework on a scale and weighed it, it wouldn't really weigh a ton (2,000 pounds). This sentence is an exaggeration that shows he has lots of homework.



Tell whether each sentence uses hyperbole.

Write hyperbole or not hyperbole on each line.

- \_\_\_\_\_ I have a million things to do today.
- \_\_\_\_\_ Harold ate a large sandwich for lunch.
- \_\_\_\_\_ Mary will be back in just a second.
- \_\_\_\_\_ Ken will be back in about an hour.
- \_\_\_\_\_ When Jamie told us the joke, we nearly died laughing.
- \_\_\_\_\_ My grandmother will turn 67 years old tomorrow.
- \_\_\_\_\_ My mother is always working.
- \_\_\_\_\_ Notre Dame has a terrific football team this year.

Rewrite each sentence. Add hyperbole to your new sentence.

9. Uncle Larry is very smart.

---

---

10. My friend is a fast runner.

---

---

Name \_\_\_\_\_

## Complete the Alliterations #1

Date \_\_\_\_\_

An alliteration is the repetition of initial sounds in neighboring words. Find a noun that begins with the same sound as each of the following adjectives.

- |                |     |                  |
|----------------|-----|------------------|
| 1. tiny _____  | toy | 8. clean _____   |
| 2. bad _____   |     | 9. rough _____   |
| 3. great _____ |     | 10. hot _____    |
| 4. silly _____ |     | 11. dull _____   |
| 5. cold _____  |     | 12. fresh _____  |
| 6. red _____   |     | 13. many _____   |
| 7. long _____  |     | 14. pretty _____ |

Find an adjective that begins with the same sound as each of the following nouns.

- |          |        |        |           |       |
|----------|--------|--------|-----------|-------|
| 1. _____ | simple | stars  | 8. _____  | nap   |
| 2. _____ |        | flag   | 9. _____  | lemon |
| 3. _____ |        | guitar | 10. _____ | paper |
| 4. _____ |        | book   | 11. _____ | wasps |
| 5. _____ |        | drum   | 12. _____ | mice  |
| 6. _____ |        | rose   | 13. _____ | toy   |
| 7. _____ |        | bread  | 14. _____ | car   |

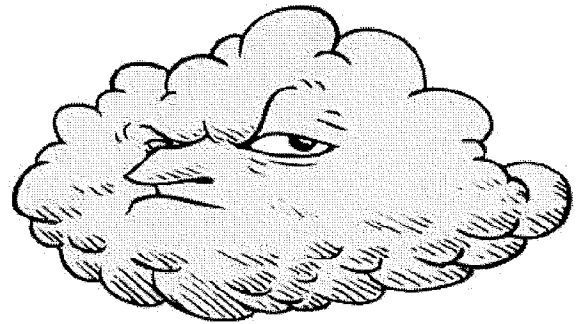
Name: \_\_\_\_\_

Personification (pronounced: PER-son-if-i-kay-shun) is when a writer makes a non-human object or idea seem like a person. How many times is personification used in this poem?

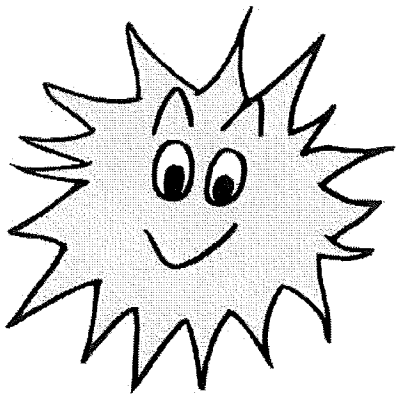
# Personification

by Lill Pluta

I know that clouds aren't people,  
but they're looking glum today.  
So I say that they are pouting,  
as I watch the sky turn gray.



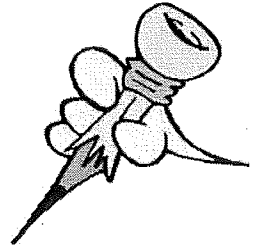
Now, the sky is not a person,  
but I feel its raindrop tears.  
So I say that it is crying,  
and then the sun appears.



The sun is not a person,  
but its warmth spreads like a grin.  
So I say the sun is smiling,  
and the sky cheers up again.

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

# Personification



Read each sentence. First, tell what object is given human qualities. Then, tell what the sentence means.

1. I could hear the wind whistling through the trees.

What object is given human qualities? \_\_\_\_\_

What does this sentence mean? \_\_\_\_\_

2. The old car died on the side of the road.

What object is given human qualities? \_\_\_\_\_

What does this sentence mean? \_\_\_\_\_

3. Bright flashes of lightning were dancing in the sky.

What object is given human qualities? \_\_\_\_\_

What does this sentence mean? \_\_\_\_\_

Try to write two of your own sentences that have personification.

---

---

---

---

---



Name \_\_\_\_\_

## Vowel Patterns *a, au, aw, al, augh, ough*

**Directions** Each word contains a blank space. Replace the blank space with the letter or combination of letters that makes the vowel sound in the word *ball*. Write the word on the line.

1. \_\_\_\_\_most \_\_\_\_\_
2. sm\_\_\_\_\_ll \_\_\_\_\_
3. b\_\_\_\_\_t \_\_\_\_\_
4. cl\_\_\_\_\_ \_\_\_\_\_
5. \_\_\_\_\_ful \_\_\_\_\_
6. st\_\_\_\_\_k \_\_\_\_\_
7. f\_\_\_\_\_lt \_\_\_\_\_
8. s\_\_\_\_\_ce \_\_\_\_\_

**Directions** Each sentence contains two words in ( ). Underline the word that is spelled correctly.

9. Another word for *clumsy* is (akward, awkward).
10. We missed the bus, so we had to (walk, wauk) to school that morning.
11. My brother Theo is the (tallest, taulest) person in the family.
12. I (toot, taught) my little brother how to paint.

**Directions** Choose three words from the above list and write a sentence for each word.

13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_



**Home Activity** Your child spelled words with the vowel sound in *ball*. These vowel patterns are *a, au, aw, al, augh, and ough*. Read and prepare a favorite recipe with your child. Find words with vowel patterns *a, au, aw, al, augh, and ough* in the recipe and have your child spell them correctly.

## Vowel Patterns *ei, eigh*

**Generalization** The letters *ei* make the long e vowel sound. The letters *eigh* make the vowel sound in *height* or *weight*.

**Word Sort** Sort the list words by words you know how to spell and words you are learning to spell. Write every word.

**words I know how  
to spell**

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

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

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

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

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

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

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

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

**words I am learning  
how to spell**

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

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

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

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

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

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

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

### Spelling Words

1. height
2. weight
3. sleigh
4. either
5. protein
6. weigh
7. neither
8. ceiling
9. freight
10. receive



Name \_\_\_\_\_

# Draw Conclusions

- A **conclusion** is a decision or opinion that makes sense based on facts and details.
- You can also use what you **already know** to draw a conclusion.

Directions Read the following passage.

**M**y mom is making crepes for breakfast. My dad said that crepes are the same things as blintzes. *Crepe* is a French word, so I guess crepes are the French version of blintzes. He said that blintzes are from Europe. A blintz is a thin pancake that's rolled around a filling. Dad likes cheese in his, but I like mine with strawberries and sour cream. Mom likes

hers with cheese and blueberries.

To make crepes or blintzes, first you have to make the pancake. Then you fill it and either fry it or bake it—we like ours fried. You can put whatever topping you want on them. Dad says they're good with whipped cream, but Mom won't let me have whipped cream for breakfast. I love crepes! I love blintzes too!

Directions Answer the questions in boxes 1–4. Then write a conclusion about what you read.

**1. Fact:**

True or false?  
Crepes and blintzes are the same thing.

**2. Fact:**

Blintzes are from which part of the world?

**3. Fact:**

What's one thing you can put on or in a blintz or crepe?

**4. What I Know:**

**5. Conclusion:**

Copyright © Pearson Education, Inc., or its affiliates. All Rights Reserved. 3



**Home Activity** Your child learned about drawing conclusions. Have your child tell you about something that happened to him or her during the school day. Then help your child summarize what happened and draw a conclusion from it.



Name \_\_\_\_\_

# Sequence

- **Sequence** is the order in which things happen in a story—what happens first, next, and last.
- Sometimes a writer uses **clue words** such as *first*, *then*, and *after*.

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

<p><b>M</b>y grandma woke me up this morning. She wanted me to help her make lasagna for our family dinner. First, I helped her mix the ingredients for the sauce, which cooked slowly for a long time on the stove. We kept taking little tastes as it cooked. When the sauce was about done, Grandma put water on the</p>	<p>stove for the pasta. After the water came to a boil, I added the pasta and cooked it just enough. Then Grandma and I started to put together the sauce, noodles, and cheeses. Last, we popped the lasagna in the oven to bake for about 45 minutes. It smelled delicious! Everyone loves Grandma’s lasagna.</p>
---	--

1. What is the first thing grandma has the writer do?

---



---

2. Did Grandma make the sauce before or after she cooked the noodles?

---

3. Underline clue words in the story.

4. What is the last thing they did to finish the lasagna?

---

5. What do you think happened after the lasagna came out of the oven?

---



---

Copyright © Pearson Education, Inc., or its affiliates. All Rights Reserved. 3



**Home Activity** Your child answered questions about the sequence of events in a story. Have your child help you prepare a meal. Take turns asking and answering questions about the order of events during the process.

Name \_\_\_\_\_

## Comparative and Superlative Adverbs

**Directions** Underline the adverb that compares in each sentence.

1. Thomas makes pizza dough faster than Kenneth.
2. Kenneth makes sandwiches more quickly than Thomas.
3. Michael prepares salads the earliest of all the chefs.
4. The sandwich is done sooner than the pizza.
5. Which of the three boys worked the longest at Mr. King's restaurant?
6. Of the three boys, Michael works most carefully.

**Directions** Circle the correct word in ( ) to complete each sentence.

7. Of all the students, George worked on his speech the (harder, hardest).
8. Jay speaks (loudest, louder) than Katie.
9. Katie speaks (more quietly, most quietly) than the teacher.
10. George talked (more excitedly, most excitedly) of all the speakers.
11. Jay talked (longer, longest) than Katie did.
12. Katie spoke the (slower, slowest) of all the students.



**Home Activity** Your child reviewed adverbs that compare. While driving in the car, have your child compare the actions of some other cars by using the verb *move* and the following words: *faster*, *fastest*, *slower*, *slowest*.