

Name: _____

Class: _____

Yinghua Academy-English Language Arts

ELA 3 HOMEWORK

3D

Reading Log – Term 3, Week 5 (April 17- May 1)

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 30th.

Weekly Homework and Reading Log				
Day	Nightly Homework	Number of Minutes Read (Average 25-30 min/day)	Title	Author
Friday 4/17	Pgs. 2-6			
Saturday 4/18	↓			
Sunday 4/19	↓			
Monday 4/20	Pg. 7			
Tuesday 4/21	Pg. 8			
Wednesday 4/22	Pgs. 9-12			
Thursday 4/23	↓			
Friday 4/24	↓			
Saturday 4/25	↓			
Sunday 4/26	↓			
Monday 4/27	Pg. 13			
Tuesday 4/28	Pg. 14			
Wednesday 4/29	Pg. 15			
Thursday 4/30	Pg. 16			

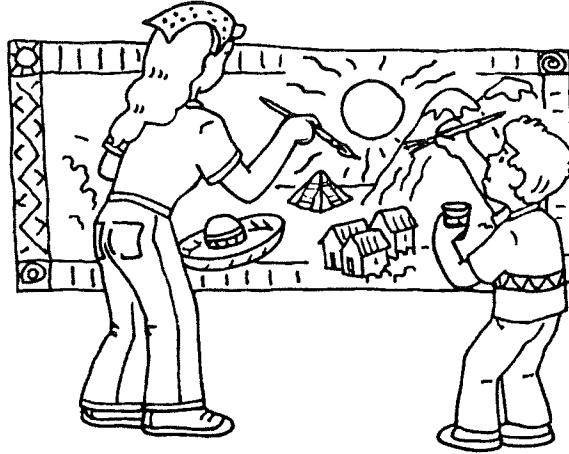
Name _____

Family Times

Summary

Me and Uncle Romie

Romare Bearden was a famous painter and collage artist of the Harlem Renaissance. This realistic fiction selection explores what it would have been like if Romare Bearden had had a nephew who came to New York. The story is told from the point of view of the fictitious nephew.



Activity

Imagine If Together, talk about different kinds of artwork and how the art reflects what the artist thinks and feels. What kind of artwork would best reflect your life and culture? Take an afternoon to shape things from clay, paint a picture, draw with colored pencils, or make music as a family.

Comprehension Skill

Author's Purpose

The **author's purpose** is the reason the author has for writing. There are many reasons for writing: to persuade, to inform, to entertain, or to express ideas and feelings. Read carefully to draw conclusions about the author's purpose.

Activity

Conduct an Interview With a family member, take turns pretending to be the author of a favorite book. The other player should pretend to be a reporter who interviews the author to learn why he or she wrote the book.

Lesson Vocabulary

Words to Know

Knowing the meanings of these words is important to reading *Me and Uncle Romie*. Practice using these words.

Vocabulary Words

fierce dangerous or wild

cardboard heavy, stiff paper used to make boxes and posters

ruined destroyed or spoiled

feast a large, rich meal on a special occasion

treasure anything that has great value or importance

flights sets of stairs from one story of a building to another

stoops porches or entryways to homes

pitcher a baseball player who throws the ball to the batter

Conventions

Conjunctions

A **conjunction** is a word that connects words or groups of words. To add information, you can use the conjunction *and*. To show a choice, you can use the conjunction *or*. To show a difference, you can use the conjunction *but*. You can use a conjunction to combine two sentences that make sense together.

Activity

Using Conjunctions Have each student write a sentence using each of the conjunctions. Working in pairs, have one student read his or her sentence leaving out the conjunction. The other student should fill in the blank with the correct conjunction. After each pair has read their sentences and provided the conjunction, the pairs can switch partners with another group.

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 – Suffixes -y, -ish, -hood, -ment

rocky	payment
rainy	childhood
selfish	bumpy
childish	foolish
movement	parenthood

Challenge Words!

livelihood	environment
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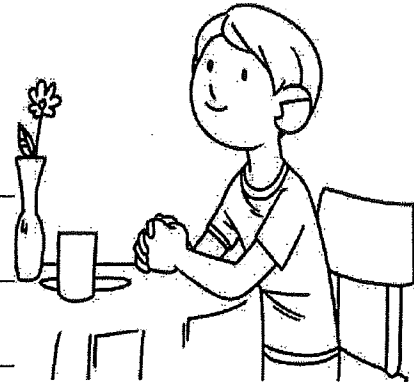
Sorting Chart

Name: _____

Fri/Sat/Sun

Celebrity Lunch

If you could have lunch with any famous person, who would it be? What would you talk about?



Name: _____

Page _____

Celebrity Lunch

Name _____

Mon.

Vowel Patterns *ei, eigh*

Directions Read each word. Write the vowel sound for the underlined letters.

- | | |
|---------------------------|--------------------------|
| 1. <u>n</u> ighbor _____ | 5. <u>ce</u> iling _____ |
| 2. <u>re</u> indeer _____ | 6. <u>sle</u> igh _____ |
| 3. <u>h</u> eight _____ | 7. <u>re</u> ceive _____ |
| 4. <u>w</u> eigh _____ | 8. <u>w</u> eird _____ |

Directions Choose a word from the box that completes each sentence. Write it on the line.

either neighs deceive receipt weight reins seize

- The guard yelled, "_____ her!"
- Save the _____ in case you want to return the shirt.
- Amazingly, the horse _____ to count objects.
- The veterinarian checked the dog's _____ on the scale.
- We will meet _____ Kara or her mother at the school.
- The rider held tightly to the horse's _____.
- The child tried to _____ her parents.



Home Activity Your child identified and wrote words with the vowel patterns *ei* and *eigh*. Tell your child about a family event. Have your child identify and spell words with the vowel patterns *ei* and *eigh*.

Name: _____

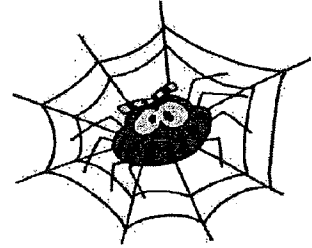
W Tue

Writing Couplets

A couplet is a two-line poem. The last word of each line rhymes.

example:

A baby spider played in the sun.
Bouncing on a web is so much fun.



Circle three pairs of rhyming words from the box below.
Write a couplet for each.

tree, bee

red, bed

book, look

dad, glad

ball, small

rocket, pocket

double, trouble

kite, height

crown, brown

baker, maker

jump, thump

roar, more

pop, stop

green, seen

carrot, parrot

fly, try

1. _____

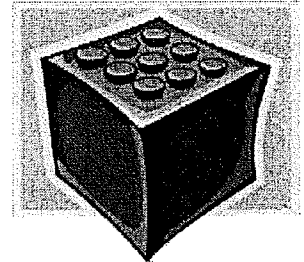
2. _____

3. _____

Let Go of My Lego!

by Nikki Aksamit

One Saturday afternoon, Mark and his friend Lance sat playing with Lego blocks on the carpet in Mark's room.



"I bet you don't know what 'Lego' means!" Lance said, snatching a red block right from out of Mark's hand. He stood and held the Lego block tight and put his hand behind his back.

"Lance!" Mark cried out as he jumped up, grabbing at his friend's hand.

"If you can tell me what 'Lego' means, I will give it back." Lance teased with a grin, twisting to keep the block away from his friend.

Mark tried to wrestle the Lego away, but it was no use. "I don't know," he said, plopping down with a big sigh.

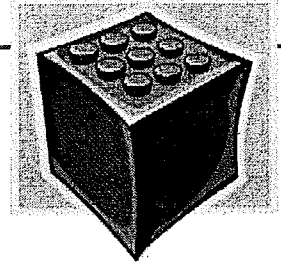
Lance gave a knowing smile as he held out the block. "See the way the dots are raised here, and they fit with the holes in another block? Lego means '*fit together*' in a language called Latin."

Mark's mother had been watching from the doorway. "It also means '*play well*' in Danish." she said as she came into the room. Frowning, she took the red Lego from Lance's hand and **gave it back** to Mark. This time, it was Mark's turn to smile.

Name: _____

Let Go of My Lego!

by Nikki Aksamif



1. Why is Mark upset in this story?
 - a. because his mother said he can't play with his Lego blocks
 - b. because Lance ruined his Lego creation
 - c. because Lance took a Lego block and won't give it back
 - d. because he doesn't know what the word 'lego' means

2. What does the Latin word 'lego' mean?

3. What does the Danish word 'lego' mean?

4. Why did Mark smile at the end of this story?

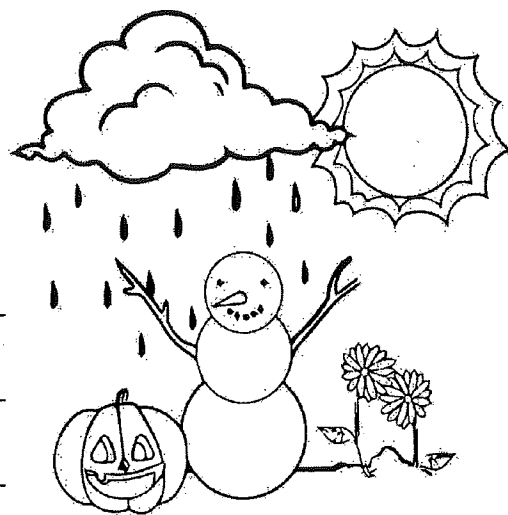
- a. Lance gave him his Lego back.
- b. Mom gave him his Lego back.
- c. Lance taught him a new fact.
- d. Mom started playing with the Legos.

5. What is the setting of this story?

Name: _____

My Favorite Season

Describe your favorite season (fall, winter, spring, or summer). Tell what kinds of things you like to do during that season.





Name: _____

Page _____

Wed. - Sun.

My Favorite Season

Name _____

Monday

Suffixes

Generalization When **-y**, **-ish**, **-hood**, or **-ment** is added to most base words, the base word stays the same: **rocky**, **foolish**, **childhood**, **treatment**.

Word Sort Sort the list words by the suffixes **-y**, **-ish**, **-hood**, and **-ment**.

-y

-hood

1. _____ 9. _____

2. _____ 10. _____

3. _____ 11. _____

4. _____

-ment

5. _____ 12. _____

-ish

13. _____

6. _____ 14. _____

7. _____ 15. _____

8. _____

Spelling Words

1. rocky
2. rainy
3. selfish
4. childish
5. movement
6. payment
7. childhood
8. bumpy
9. foolish
10. parenthood

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Home Activity Your child is learning to spell words with the suffixes **-y**, **-ish**, **-hood**, and **-ment**. To practice at home, have your child spell each word.

Name _____

Mo Tues.

Author's Purpose

- The **author's purpose** is his or her reason for writing a story or article. Authors often write with more than one purpose. The purposes might be to entertain, to persuade, or to inform.

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

Swimming is a great sport. It is one of the best activities a person can do. There are lots of good reasons to learn to swim and to do it often.

In the first place, knowing how to swim might save your life. If you fall out of a boat, or if someone pushes you into a pool, you can swim to safety.

Swimming is also great for keeping fit, no matter how young or old you are. It

exercises and tones all of your muscles. It's good for your heart rate and helps build up strength. If you're overweight, swimming can help you lose extra fat. Being in the water is great therapy for the whole body.

Most of all, swimming is just plain fun. It feels great to be in the water on a hot day. You can race with your friends, set yourself a distance to swim, or just enjoy the cool blue water.

1. Do you think the author wrote to entertain, persuade, or inform?

2. How can you tell?

3. How would this passage be different if the author's purpose were to entertain?

4. Do you think the author's purpose was achieved?



Home Activity Your child answered questions about author's purpose. Read an article in a newspaper. Have your child identify the author's purpose.

Name _____

Wed,

Author's Purpose

- The **author's purpose** is the reason the author has for writing.
- An author usually writes to inform, to persuade, to entertain, or to express an opinion.

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

<p>Is there really such a thing as pepper jelly? There sure is! And the main ingredient is, of course, peppers. Green peppers, red peppers, and jalapeño peppers are mixed with vinegar, sugar, and cayenne pepper. Cayenne pepper is red and a little spicy. You also add pectin to your pepper</p>	<p>jelly mixture. After this is cooked the jelly will gel. Add a little green food coloring to make it really green. When the jelly is set, it's ready to eat. Spread cream cheese on a cracker and top it with the jelly. Your taste buds will thank you!</p>
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1. What might be the primary purpose for writing this piece?

2. What might be the secondary purpose for writing this piece?

3. Do you think the author likes pepper jelly or not? What makes you think that?

4. How would this passage be different if the author's purpose changed?

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Home Activity Your child learned about the reasons an author has for writing. Look through the newspaper with your child for articles that are written to entertain, inform, persuade, or express an opinion. Cut them out and label them. Discuss with your child why the authors of the articles might have written them the way they did.

Name _____

W of Thu.

Conjunctions

Directions Circle the conjunction in () that best completes each sentence.

1. Should we go to the museum (but, or) to the art gallery?
2. That artist's works are not in the museum, (but, or) they are in a gallery.
3. We saw paintings (but, and) collages at the art gallery.
4. The paintings were big (but, and) colorful.
5. Sean's favorites were the paintings, (or, but) mine were the collages.

Directions Use *and*, *but*, or *or* to combine each pair of short sentences. Remember to use a comma. Write the new sentences.

6. Many artists make collages. This has become a popular art form with students.

7. I have never made a collage. It's never too late to try one.

8. I have some bright yarns. They will look good in my picture.

9. You must use glue carefully. Your collage will be messy.

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Home Activity Your child reviewed conjunctions. While outdoors, have your child make up short sentences about something he or she observes. Then have your child combine the sentences using a conjunction.