Yinghua Academy - English Language Arts

ELA 3 HOMEWORK

Reading Log - Term 3, Week 10 (May 26-29)

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, May 29.

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<tr>
<th>Day</th>
<th>Nightly Homework</th>
<th>Number of Minutes Read</th>
<th>Title</th>
<th>Author</th>
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<td>Friday 5/22</td>
<td>p.2-3</td>
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<td>Saturday 5/23</td>
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<td>Monday 5/25</td>
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<td>Tuesday 5/26</td>
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<td>Wednesday 5/27</td>
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<td>Thursday 5/28</td>
<td>p.7-8, 1</td>
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Circle your favorite book you read this week. What was your favorite part of the book?

__________________________________________________________________________________

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__________________________________________________________________________________
Which superpower would you most like to have: invisibility, super strength, or the ability to fly? Describe what you would do with your powers.
Read the story.

Answer the questions.

The 54th Regiment

In the 1860s, the Civil War tore the United States apart. Slavery was on everyone's mind. In the North, African Americans were free. In the South, they were still slaves.

Many African Americans in the North felt that it was important to fight against the South and get rid of slavery. They wanted to join the North's army, known as the Union Army.

At first, because of an old law, African Americans were not allowed to join the Union Army. Then, in 1863, things changed. African American soldiers were allowed to enlist. Over the next several years, more than 180,000 African Americans would fight for the Union Army. Perhaps the most famous of these soldiers fought in the 54th Regiment.

The 54th Regiment was a unit made up entirely of African American soldiers. Even in the army, these soldiers had to face a lot of prejudice and hatred. But in July of 1863, the soldiers of the 54th got a chance to prove their worth.

The Union Army wanted to capture Fort Wagner in South Carolina. On July 18, the 54th Regiment led the attack on the fort. The soldiers charged at the fort as their enemies fired shot after shot at them. Out of 600 men, 116 were killed, including the leader, Colonel Robert Shaw.

Home Activity: Your child identified a statement of fact and a statement of opinion in a nonfiction text. Read a short newspaper article with your child and take turns identifying statements of fact. Then ask your child to find a statement of opinion in the article.
The battle for Fort Wagner was lost, but the 54th Regiment's great bravery impressed other Union troops. Many of the 54th Regiment's soldiers received medals. They went on to fight in other battles.

One battle they fought and won was with their own army. African American soldiers were paid less than white soldiers in the Union Army. The men of the 54th Regiment thought this was unfair. They protested to the government and refused to take their pay unless it was equal to that of white soldiers.

Other African American regiments heard about the 54th Regiment and began to do the same thing. Finally, in 1864, the 54th and other African American regiments began receiving equal pay.

1. Find a statement of fact in the passage that tells something about the men in the 54th Regiment. Write the statement.

2. Reread the second paragraph. Write an opinion the men in the 54th Regiment had. Underline the word that helps you know this is an opinion.

3. In paragraph 5, it says that Colonel Robert Shaw was killed during the attack on Fort Wagner. How can you prove that this is a statement of fact?
Vocabulary

crown liberty models symbol
tablet torch unforgettable unveiled

Directions Write the correct word from the box next to its definition.

1. memorable; permanently impressed on one’s memory
2. the freedom to act, speak, or think as one pleases
3. a long stick with material that burns at one end
4. a covering for the head worn by kings and queens
5. revealed from under a large cloth
6. small-size copies of something larger
7. a thin, flat surface that has writing on it
8. something that represents something else

Directions Each sentence is missing one word. Find the missing word in the box above. Write it on the line.

9. My first trip to see the Statue of Liberty was an ______________ experience.
10. My grandfather first saw the light of the statue’s ______________ in the 1920s.
11. He saw the Statue of Liberty as a ______________ of hope.
12. In Italy, my grandfather had carved ______________ in a sculptor’s studio.
13. He carried a ______________ on which he had written the name and address of his friends in New York.
14. He looked up at the Statue of Liberty’s pointed ______________ and wished for a good life in America.
15. When my grandfather ______________ some of his work for New York artists, one hired him right away.

Home Activity Your child used vocabulary words from The Story of the Statue of Liberty to complete sentences and match definitions. Have your child summarize the story orally or in writing. Challenge your child to use all eight vocabulary words correctly.
Read the story. Then follow the directions and answer the questions.

Margaret

My mother always enjoys telling me stories about my great-great-great grandmother. Her name was Margaret and she was born a slave. She grew up on a plantation in the South, until the Civil War gave her freedom.

According to my mom, Margaret never stopped cherishing her freedom. Since she was free, she could finally go to school and learn to read and write. She began keeping a journal, which my mother still has today.

My mother says Margaret was just one in a long line of strong, free women, and that I will be one too, when I grow up. It sounds good to me! I would love to lead a life like Margaret’s.

When the Civil War ended, Margaret had no place to live. So she moved north to Chicago. There she started a business baking pies and selling them to men working downtown. Because her pies were so good, she made lots of money. Soon she had enough to buy a little house for herself.

Then she met her husband, Richard. They got married and lived in her little house. That’s where my great-great grandmother was born.

Soon, Margaret and Richard had five children. Richard worked on the railroad and Margaret kept making pies. Because of the money she earned selling those pies, all of their children got to go to college.
The pies come up a lot in Margaret’s journal. Apparently, she learned to make them from her mama on the plantation. But right before the Civil War, her mama was sold, and Margaret never saw her again.

Margaret wrote that making pies brought her mama back to her. She imagined her mama, free like her, baking in her kitchen, just as Margaret was. So she poured all of her love for her mama into her delicious pies.

Sometimes, when I close my eyes, I can smell those pies and taste the love she put into them. My mother says that love is still in me today.

1. Underline a sentence in the second paragraph that shows a cause-and-effect relationship. Circle the cause and effect signal word.

2. What caused Margaret to gain her freedom?

3. What were two effects of Margaret’s successful pie business?