3rd grade lesson plans   Week of May 4th-May 8th, 2020

	Math	Science/Social Studies
Standards	2,3,7,8,13,14,22, 24, 25	SS: 4, 5, 7, 11, 13 Science: 1, 2, 3
Monday 5/4/2020	Daily Warm-up: • 5-A-Day Week 31 (Monday) • Word problem #157 (Complete problem marking keywords and important numbers.) • Homework sheet (Monday) Math lesson: Topic 15, Lesson 2, Metric Units of Capacity *video on pearsonsuccessnet.com Math book pages 376-377 Reteaching/Practice workbook page 15-2	Studies Weekly Newspaper: Week 24, Why Do People Move? • Read articles and find key vocabulary words. • Vocabulary: abundant, blight, depression, drought, famine, immigrant, migration, overpopulation, persecution, scarcity
Tuesday 5/5/2020	Daily Warm-up: • 5-A-Day Week 31 (Tuesday) *video reviewing M/T • Word problem #158 (Complete problem marking keywords and important numbers.) • Homework sheet (Tuesday) *video reviewing M/T Math lesson: Topic 15, Lesson 3, Units of Mass *video on pearsonsuccessnet.com Math book pages 378-379 Reteaching/Practice workbook page 15-3	Studies Weekly Newspaper: Week 24 Why Do People Move? • Reread articles and complete online activities and/or newspaper activities. • Review vocabulary words Complete Vocabulary Quiz
Wednesday 5/6/2020	Daily Warm-up: • 5-A-Day Week 31 (Wednesday) • Word problem #159 (Complete problem marking keywords and important numbers.) • Homework sheet (Wednesday) Math lesson: Topic 15, Lesson 4, Units of Weight *video on pearsonsuccessnet.com Math book pages 380-381 Reteaching/Practice workbook page 15-4	Mystery Science Lesson Online: How can you go faster down a slide? • Watch the videos and answers online questions. • Science Book: Chapter 2: Lesson 1, What are some forms of energy? Read through the lesson on pages 46-51. Complete questions/activities throughout lesson. **Only one of the science lessons has to be completed.**

3rd grade lesson plans

Thursday 5/7/2020	Daily Warm-up: • 5-A-Day Week 31 (Thursday) *video reviewing W/TH • Word problem #159 (Complete problem marking keywords and important numbers.) • Homework sheet (Thursday) *video reviewing W/TH Math lesson: Topic 15, Lesson 5, Problem Solving: Draw a Picture *video on pearsonsuccessnet.com Math book pages 382-383 Reteaching/Practice workbook page 15-5	Mystery Science Lesson Online: How can you go faster down a slide? • Complete the Friction Investigation activity. Science Book: Chapter 2: Lesson 2 How does energy change form? • Read through lesson on pages 53-57. Complete questions/activities throughout lesson. **Only one of the science lessons has to be completed.**
Friday 5/8/2020	Weekly Assessment Additional Activity: Freckle.com: Complete 20 minutes of fact practice and/or complete a lesson.	Studies Weekly Week 23 Questions: Answer questions in complete sentences.

Assignments to be turned in: Science: Choose 1 activity or lesson to turn in.

Online Links:

Pine Level Youtube Channel: https://www.youtube.com/playlist?list=PL_XTzpfJVMIlXXRccj7cORaP8EcAErB-b

Studies Weekly: https://app.studiesweekly.com/online/

Mystery Science Lesson Online: How can you go faster down a slide?

https://mysteryscience.com/forces/mystery-3/friction-pattern-of-motion/44?code=NTUyMTI4ODM&t=student

Pearson Success Net

Topic 15 Powerpoint: This will be available online for parents to access to use to assist in teaching the topic.

Grade3EnvisionsMathTopic15CommonC

<u>Math Book Lesson Guide: May 4th-May 8th</u>

*For each lesson review the information at the top of the page and work through the guided practice and practice problems before moving to the workbook. The reteaching side of the workbook reviews the skill as well.

Lesson 15-2: Metric Units of Capacity

In this lesson the students will learn about two metric units of capacity, milliliters and liters.

1,000 milliliters = 1 Liter

Lesson 15-3: Units of Mass

Mass is a measure of the amount of matter in an object. Grams and kilograms are two metric units of mass.

1,000 grams = 1 kilogram

Lesson 15-4: Units of Weight

The weight of an object is a measure of how heavy the object is. Ounces, pounds, and tons are units of weight.

16 ounces (oz.) = 1 pound (lb.)

2,000 pounds = 1 ton

Lesson 15-5: Problem Solving: Draw a Picture

In this lesson students will draw a picture to solve a problem involving units of capacity and mass. Use the math practices listed on page 382. Remember to underline the problem and circle important numbers and keywords.

Name:_____ Date:_____

5-A-Day Math Review: Week 31

Monday

①

Round	10	100
232		
847		
781		

②
$$218 \atop +292$$ $$278 \atop +651$$ $$129 \atop +745$$

③ Complete the fact family.

$4 \times 11 = $ _____

$11 \times 4 = $ _____

$44 \div 11 = $ _____

$44 \div 4 = $ _____

④ What is the area of this figure?

side lengths: _____ × _____

area = _____

⑤
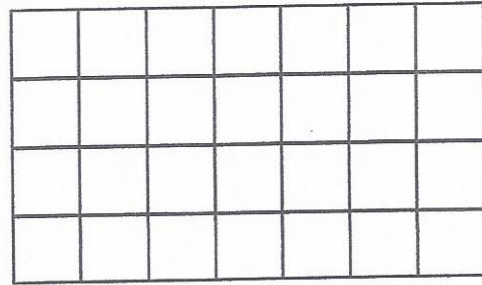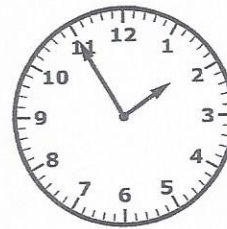
The time is_____

43 minutes ago
it was_____.

Tuesday

① Circle the shapes to model:

$6 \times 6 = $ _____
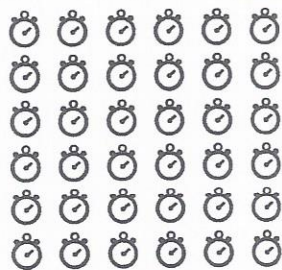
② Name the fraction.

0 ————————————— 1

$\boxed{} \over \boxed{}$
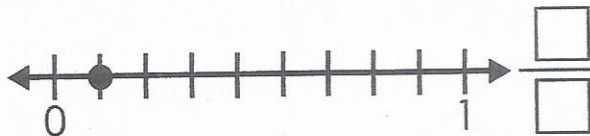
③ Find the missing numbers.

$9 \times \boxed{} = 72$ $9\overline{)72}$

$6\overline{)18}$ $6 \times \boxed{} = 18$

④ Measure to the nearest $\frac{1}{4}$ inch.

0 1 2 3 4 5 6
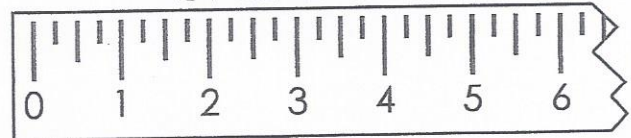
⑤ Commutative Property: Solve and circle the shapes to model.
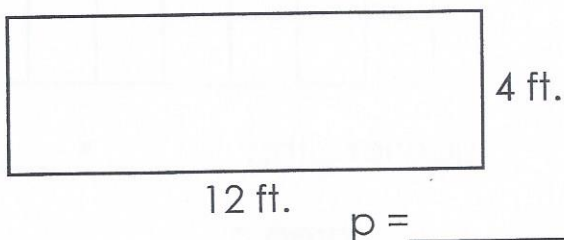
$8 \times 6 = \boxed{} \times 8$

Book 3
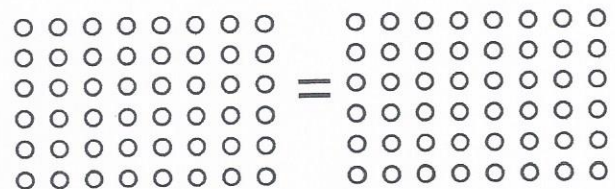
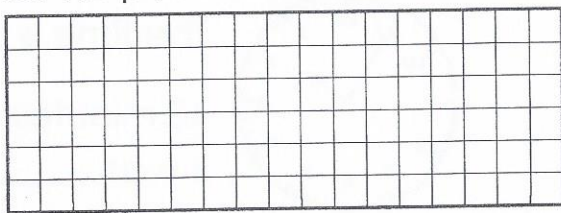# 5-A-Day Math Review: Week 31

Wednesday

① Write an equivalent fraction.

$$\frac{4}{5} = \frac{\square}{\square}$$

② Find the perimeter.

4 ft.

12 ft.

p = _____

③ Draw a quadrilateral that has no parallel sides.

④ Gail has 72 stamps in her collection. She places 8 on each page of her album. How many pages are in her album? Draw a model to show your work.

⑤ Find the area.

3 in.

5 in.

7 in.

4 in.

6 in.

12 in.

Thursday

Favorite Place

Places: Zoo, Park, Beach, River

0 10 20 30 40 50 60

Number of Voters
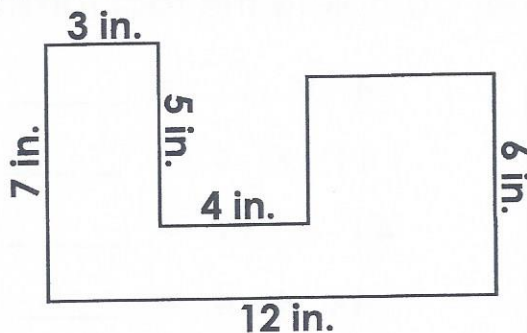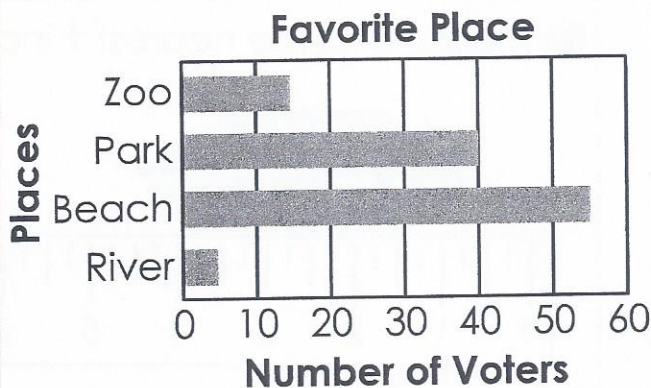
① How many fewer people like the zoo than the beach?

② How many more people like the park than the river?

③ How many people like going to the river, the park, or the zoo?

④ Lin packed bags of cookies with 9 cookies in each bag. She had 25 ginger cookies and 38 oatmeal cookies. How many bags did she use?

⑤ Compare the fractions.

$$\frac{7}{8} \bigcirc \frac{7}{9}$$

Name: _____

157. Jessica was given a dinner bell as a gift. The dinner bell is in the shape of a triangle. If all sides of the triangle are 12 cm long, what is the perimeter of the triangle?

Show Work

Answer: _____

158. The skate park is in the shape of a hexagon. If one side of the skate park is 9 feet long, what is the perimeter of the skate park?

Show Work

Answer: _____

159. The farmer has planted new seed in his field. He wants to put the rope around his field so no one will enter it. If this field is in the shape of a rectangle the long side is 11 m and the short side is 9 m. How many meters of the rope will the farmer need?

Show Work

Answer: _____

160. There is a sidewalk going around a square playground. If one side of the sidewalk is 9 yards how long is the sidewalk?
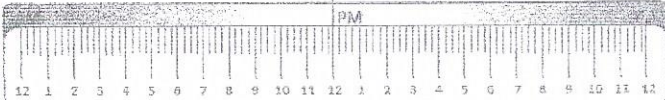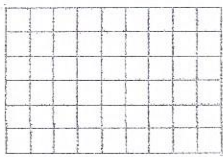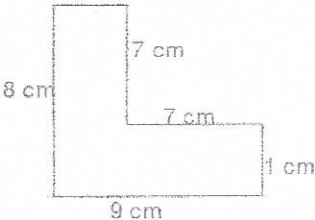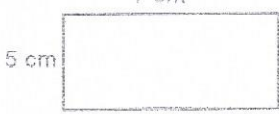
Show Work

Answer: _____

Monday	Tuesday	Wednesday	Thursday
Order the numbers from greatest to least. 903 309 994	Round each number to the nearest 10 and 100. <table><tr><td></td><td>10</td><td>100</td></tr><tr><td>678</td><td></td><td></td></tr><tr><td>298</td><td></td><td></td></tr><tr><td>305</td><td></td><td></td></tr></table>	Write the number 806 in each form. Word: Expanded:	There are 471 trees at Berchmeer Park. To the nearest hundred, about how many trees are there at Berchmeer Park?
Vanessa has 498 baseball cards. Her dad buys her the latest set of 792 cards. How many cards does Vanessa now have?	There are 48 cookies at the holiday party. 8 of the party guests are going to share the cookies. How many cookies will each guest receive?	Carlos does 138 jumping jacks during gym class. John only does 89. How many more jumping jacks did Carlos do than John?	On Valentine's Day, Jessie wants to give each of his 8 best friends 3 lollypops. How many lollypops will he need to buy?

Find the product.
 	
2 x 5 = _____   4 x 8 = _____
 	
   3   0   8
 x 10   x 5   x 9
	Find the quotient.
	
	28 ÷ 7 = _____ 66 ÷ 11 = _____
	
	60 ÷ 6 = _____ 56 ÷ 8 = _____
		Find the product.
		
		5 x 7 = _____ 7 x 12 = _____
		
		   6 7 6
		 x 12 x 9 x 4
			Find the quotient.
			
			45 ÷ 5 = _____ 48 ÷ 8 = _____
			
			45 ÷ 9 = _____ 36 ÷ 12 = _____

What are the attributes of the shape below? □	Draw a fraction that is equivalent to 1/4.	Draw a shape with 4 equal sides.	Fill in the missing number. $\dfrac{6}{2} = \boxed{}$ $\dfrac{5}{5} = \boxed{}$
Compare the fractions using >, <, or =. $\dfrac{8}{12}$ ◯ $\dfrac{4}{12}$	Buddy the dog ate 1/3 of a bowl of food. Freddy the dog ate 1/4 of a bowl of food. Who ate more food?	Compare the fractions using >, <, or =. $\dfrac{4}{8}$ ◯ $\dfrac{4}{12}$	On Monday, Luis watched 1/2 hour of TV. On Tuesday, he watched 1/6 of an hour of TV. On which day did Luis watch more TV?
Jan and Susan went to the movies. It was 2 hours and 18 minutes long. It ended at 6:00pm. What time did it start?		Jan and Susan went to the movies. The movie started at 5:45 and ended at 7:33. How long was the movie?	
Sandra has 5 toy cars. Each toy car has a mass of 8 grams. What is the total mass of all 5 cars?	For snack, Carlos is eating a banana and a bowl of grapes. The banana has a mass of 75 grams, and the grapes have a mass of 48 grams. What is the total mass of Carlos's snack?	A pencil has a mass of 25 grams. If there are 8 pencils, what is the total mass of all the pencils?	A strawberry has a mass of 18 grams. If there are 10 strawberries, what is the total mass of all the strawberries?
What is the perimeter of the rectangle below? What is the area?	Find the perimeter and area. 2 cm 7 cm 8 cm 7 cm 1 cm 9 cm	Find the perimeter of the rectangle. 7 cm 5 cm What is the area?	The perimeter of a regular hexagon is 18 inches. What is the length of each side? Hint: Regular hexagons have 6 equal sides.

1.   3.NBT.A.2, 3.NBT.A.1

This month Traci used her cell phone for 439 minutes. Last month she used it for 688 minutes. How many minutes did she use her cell phone in all?

Round your answer to the nearest 100.

2.   3.OA.A.3, 3.NBT.A.1

Wendy made 7 shots during each quarter of the basketball game. How many shots did she make altogether?

Round your answer to the nearest 10.

3.   3.MD.C.7.D

Find the total area.

3 in.
6 in.
1 in.
7 in.
8 in.
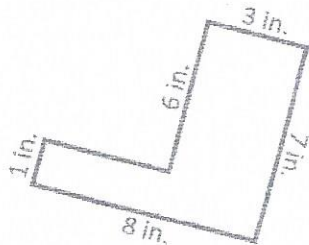
4.   3.NF.A.2.A, 3.NF.A.2.B

Name and draw a fraction that is equivalent to 3/5.

5.   3.NF.A.3.D

Evan ate 1/8 of the pizza while Tommy ate 3/8 of the pizza. Who ate more pizza? Draw a picture to represent how much each person ate.

6.   3.MD.A.1

Amanda's dentist appointment was 1 hour and 15 minutes long. She left the dentist's office at 3:00 pm. What time did she arrive?

7.   3.MD.A.2

One paperclip has a mass of 2 grams. What is the mass of 6 paper clips?

8.   3.MD.D.8

The perimeter of the square is 24 feet. What is the measure of each side length?
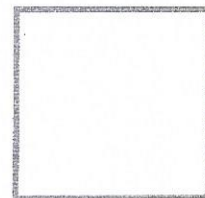
Studies Weekly Week 24 Vocabulary

migration— to move from one place to settle in another

famine— severe and prolonged scarcity of food

drought— severe and prolonged lack of rain

scarcity— the lack of a resource

overpopulation— the condition of having too many people living in a certain area

blight— a plant disease

persecution— to treat someone cruelly or unfairly especially because of race or religious or political beliefs

immigrant— people who move to a new country

abundant— have a lot of something

depression— a period of time with little economic activity and many people out of work

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Studies Weekly Vocabulary Quiz
Week 24

Name _____

Choose the correct vocabulary word for each definition. Use a capital letter.

_____ 1. severe and problematic lack of rain

     a. drought   b. persecution   c. depression   d. abundant

_____ 2. severe and prolonged scarcity of food

     a. blight   b. famine   c. immigrant   d. overpopulation

_____ 3. the lack of a resource

     a. migration   b. drought   c. abundant   d. scarcity

_____ 4. a plant diseases

     a. persecution   b. famine   c. blight   d. depression

_____ 5. to move from one place to settle in another

     a. immigrant   b. migration   c. overpopulation   d. scarcity

_____ 6. to treat someone cruelly or unfairly especially because of face or religious or political beliefs

     a. persecution   b. famine   c. depression   d. blight

_____ 7. people who move to a new country

     a. immigrant   b. scarcity   c. drought   d. migration

_____ 8. the condition of having too many people living in a certain area

     a. abundant   b. overpopulation   c. famine   d. persecution

_____ 9. a period of time with little economic activity and many people out of work

     a. immigrant   b. scarcity   c. drought   d. depression

_____ 10. having a lot of something

     a. abundant   b. migration   c. blight   d. overpopulation

Studies Weekly
Week 24 Questions   Name _____

1. What is *scarcity*? _____
_____

2. Give one cause and one effect of the Irish Potato Famine.

    Cause: _____
    _____

    Effect: _____
    _____

3. Give one cause and one effect of the famine in 1889 in Ethiopia.

    Cause: _____
    _____

    Effect: _____
    _____

_____ 4. What is NOT a problem that might face immigrants in a new place?

    a. They might not speak the language.

    b. Their customs may be different.

    c. The weather may not be nice there.

_____ 5. Which of these is a reason people have moved to California?

    a. They came to find gold in the 1840s.

    b. They came because of severe draught in the 1930s.

    c. Today, they come from Mexico looking for a better life.

    d. all of the above

6. List one reason that farmers caused the problems with crops in the 1920s and 1930s. _____
_____

_____

7. What were Franklin Roosevelts Four Freedoms? _____
_____

_____

_____

Try This!

Make some sliders — Construction Tips

- To get a slider moving, add some weight to the material you're testing. We suggest using pennies. How many pennies you use on each slider is up to you.
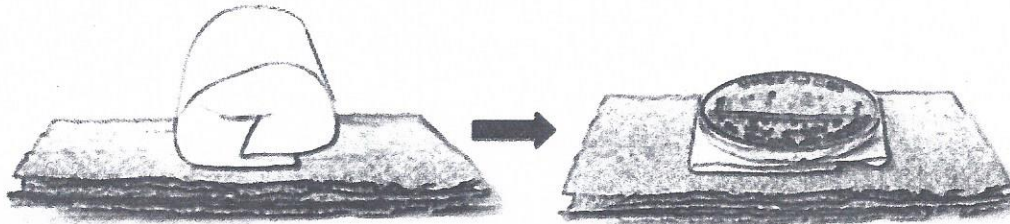
You can use a loop of tape to add a penny, like this.

Or you can put a strip of tape over the pennies like this.

- You're testing the material, not the tape you use to hold the weight on. Make sure you don't cover the bottom of the slider with tape.

Make a slide

To make your cardboard into a slide, set one end on a stack of books and the other on the table.

You can change how steep a slide is by adding more books.
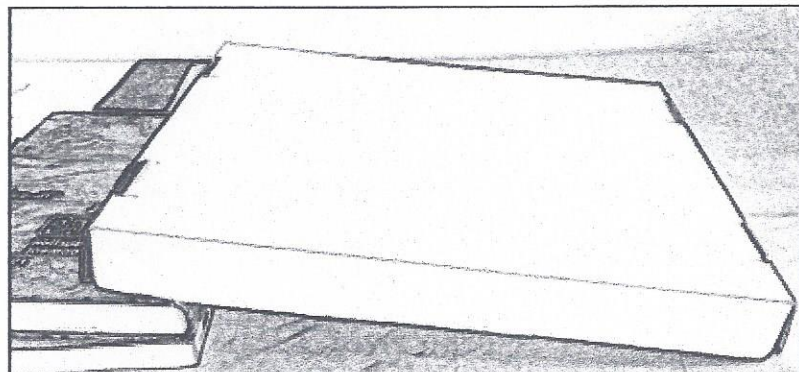
Try This! (page 2)

Experiment with your sliders and write down what you see.

1. What happens if I put all my sliders on the slide when it's flat, and then slowly raise one end of the slide?

Answer: _____

2. What happens if I race a cardboard slider with 5 pennies against a cardboard slider with no pennies at all?

Answer: _____

Come up with at least 3 questions and answers of your own.

3. What happens if I _____

Answer: _____

4. What happens if I _____

Answer: _____

5. What happens if I _____

Answer: _____

(If you have more questions, write on them on the back of this page.)

If you get stuck, think about:
- how many pennies will you put on each slider?
- how you will start the sliders moving? (by setting them on a steep slide? by raising the slide?)
- how steep you will make your slide?
- how many sliders you will test at a time?
- how will you decide which slider has the least friction?

Friction Investigation Worksheet

Name: _____

1. Experiment to find the answer to this question: Which materials have the MOST friction and which materials have the LEAST friction?

2. Method:

We built sliders like this: (draw a picture of a slider)	We set up each trial like this: (draw your slide)

3. Describe what you will do in each trial:

- How will you start your sliders sliding? _____
  _____

- How many sliders will you test together? _____

- How will you decide which slider has the least friction? _____
  _____

- How will you decide which has the most friction? _____
  _____

Friction Investigation Worksheet

Name: _____

4. Data Collection:

Complete four trials of your experiment.

Trials	Observations / Measurements
In each box below, write down the materials you tested.	Write down observations or measurements for each trial. For example, *"We observed that the cardboard began sliding first.."*
Trial 1:	
Trial 2:	
Trial 3:	
Trial 4:	

Friction Investigation Worksheet

Name: _____

5. Claims and Evidence

Our claim: We think _____ has the **most** friction.
(material)

Evidence that supports this claim: _____

_____

Our claim: We think _____ has the **least** friction.
(material)

Evidence that supports this claim: _____

_____

Our claim: We think _____ (list materials)

have more friction than _____ (list materials).

Evidence that supports this claim: _____

_____

6. Additional Investigation

Next time, we want to try _____

_____

because_____

_____

Third Grade   Language Arts   5/4-5/8

Unit 6 Week 4   Two Bad Ants

Video Link: https://www.youtube.com/playlist?list=PL_XTzpfJVMIlXXRccj7cORaP8EcAErB-b

Required Workbook Pages: p. 427 (Spelling), p. 428 (Grammar), p. 419 (Reading)

Critical Standards Covered This Week:

READING
(12) Students will identify the plot and theme while reading an animal fantasy.
(21) Students will read grade level text fluently. Students will practice their oral and silent reading fluency as they read Talking Walls: Art for the People
SPELLING
(20) Students will know and apply grade-level phonics and word analysis skills in decoding words and spelling words with the most common prefixes and derivational suffixes.
GRAMMAR
(38) Students will demonstrate a command of the conventions of standard English grammar and usage when writing or speaking. Students will use commas in writing.

Use the following packet to guide your E learning.

Use videos as an additional instructional tool if you have access to the Internet.

Spelling

It is very important that you learn and apply grade-level phonics and word decoding skills. This week you will learn about words with common prefixes and suffixes.

re- do again	im-not/opposite
over- too much	un-not/opposite
ship- forms a noun	ly- in a way that is
able- able to	ful- full of
ing- happening now	ed-happened in the past
ment- resulting state	

leadership	impossibly	gracefully	refreshment	uncomfortable
overdoing	remarkable	carefully	unbearably	ownership
unacceptable	reappeared	unprepared	oncoming	misbehaving

Monday 5/4

Complete workbook p. 418. **(optional)**

Tuesday 5/5

Practice writing your spelling words in your neatest handwriting today. **(optional)**

Wednesday 5/6

Use the words written yesterday to divide them into syllables. Remember you can clap the syllables to hear them more clearly. Read and spell your words to yourself or a family member. **(optional)**

Thursday 5/7

Complete workbook p. 423 for practice **(optional)**

Friday 5/8

Complete workbook p. 427 for practice. **(required)**

GRAMMAR

A good writer knows when to use commas. Below is a list of comma rules and examples.

Join Two Sentences

Example: There was a crumb on the table, and the ant crawled toward it.

Separate words in a series

Example: We had sandwiches, cookies, and fruit at the picnic.

After the greeting and closing in a friendly letter

Example: Dear Jake, Your friend,

Between the name of a city and the state in an address

Example: Chico, CA 95926

To separate the month and day from the year

Example: July 21, 2020

Monday 5/4

Read the explanation of joining sentences on workbook p. 422 and complete items 1-5 for **optional** practice.

Tuesday 5/5

Notice when commas are used as you read your textbook, trade books, and things in your home environment. **(optional)**

Wednesday 5/6

Write an example for each of the comma requirements given above.
(optional)

Thursday 5/7

Complete workbook page 428 by reading the paragraph and choosing the correct way to use commas in the text. **(Required)**

Friday 5/8

Write an informal letter to a friend using commas. **(Optional)**

READING

A good reader identifies plot and theme when reading.

The plot is the beginning, rising action, climax, falling action, and ending. It's like the story is a roller coaster and important events mark the ride.

The theme of a story is the lesson or the message that the author wants you to learn from the story. The theme is a life lesson that can be applied to a person's life.

Theme Topics: compassion, courage, perseverance, friendship, honesty, cooperation
Examples of themes: always be yourself, laziness can have negative consequences, in order to have friends, you must be a friend, work hard and do your best, be honest and always tell the truth, treat others the way you want to be treated

Monday 5/4

Look over the vocabulary for the week. Read Two Bad Ants.
Pay attention to the plot (Beginning, Middle, and End) as you read and identify the theme or message the author wants you to learn.

Vocabulary	
crystal	A solid, glass-like item
disappeared	Vanished from sight
discovery	The action of finding something
goal	An aim or desired result
journey	A long trip
joyful	Feeling great happiness
scoop	A spoon-shaped tool; the amount taken up by such a tool
unaware	Having no knowledge of something

Tuesday 5/5

Practice sequencing or ordering the plot of Two Bad Ants using the graphic organizer on p. 424.

Workbook p. 424 (optional)

Wednesday 5/6

Good readers are constantly learning how to read new words and what they mean. Review the vocabulary for this week and try to explain what they mean in your own words.

Workbook p. 425 (optional)

Thursday 5/7

Good readers read fluently. They read and sound the same as when they talk. We are aiming for 110-120 words per minute to aid in comprehension. If we read too slowly, we will forget what we have read. Read your story to yourself or a family member as fluently as you can.

Friday 5/8

Good readers identify plot and theme as they read. Remember plot is the beginning, middle, and end of a story. The theme is the big idea or lesson the author wants you to learn.

Workbook p. 419 (Required)

Prefixes *im-, in-*

Directions For each definition, write a word on the line that beings with **im-** or **in-**.

1. not mature   _____

2. not efficient   _____

3. not sincere   _____

4. not polite   _____

5. not perfect   _____

6. not mortal   _____

7. not adequate   _____

8. not capable   _____

9. not partial   _____

10. not possible   _____

11. not correct   _____

12. not direct   _____

13. not practical   _____

14. not probable   _____

15. not pure   _____

Directions Now write three sentences of your own. In each sentence include at least one of the **im-** or **in-** words from above.

16. _____

17. _____

18. _____

School + Home

Home Activity Your child used words with the prefixes *im-* and *in-*, which mean "not." Read a newspaper or magazine article with your child. Point out words with the prefixes *im-* and *in-* and have your child explain what they mean.

Literary Elements • Plot and Theme

- The important events in a story make up the **plot** with a beginning, middle, and end.
- The "big idea" of the story is called the **theme**. It can be stated in a single sentence.

Directions Read the following story. Then fill in the chart below.

The ants felt sorry for the grasshopper. He'd saved no food and was starving. So they shared what they had. The grasshopper swore he'd remember their kindness and repay them someday. When summer came, the ants were playing outside and accidentally hurt themselves.

How would they gather their food? Just then the grasshopper stopped by. When he heard what happened, he told the ants to climb on his back. The ants told the grasshopper where to go and what to gather. Soon the trio had all the food they needed for the winter ahead.

What happened at the beginning of the story?

1. _____

What happened in the middle of the story?

2. _____

What happened at the end of the story?

3. _____

4. What is the "big idea" of this story?

_____

Home Activity Your child identified the plot and theme of a story. Read a favorite story together. Ask your child to retell the beginning, middle, and end of the story and to say one sentence that tells the "big idea."

Name _____

Commas

Use a **comma** and a conjunction to join two sentences.

    There was a crumb on the table**,** and the ant crawled toward it.

Use **commas** to separate words in a series.

    We had sandwiches**,** cookies**,** and fruit at the picnic.

Use a **comma** after the greeting and the closing of a friendly letter.

    Dear Jake**,**
    Your friend**,**

Use a **comma** between the name of a city and a state in an address.

    Chico**,** CA 95926   Berea**,** Kentucky

Use a **comma** to separate the month and day from the year.

    July 21**,** 2006

Directions Write *C* if commas are used correctly in the sentence. Write *NC* if commas are not used correctly.

1. Some kinds of ants are army ants, honey ants, and dairying ants.   _____

2. Army ants travel in lines and they hunt other insects.   _____

3. Dear Amy   _____

Directions Write each sentence. Add commas where they are needed.

4. Some ants eat other insects but many do not.

_____

_____

5. The newspaper had an article about ants on November 14 2005.

_____

_____

School + Home

Home Activity Your child learned about commas. Have your child point out five commas in a book that you are reading together.

Multisyllabic Words

Spelling Words				
leadership	gracefully	refreshment	uncomfortable	overdoing
remarkable	carefully	unbearably	ownership	unacceptable
impossibly	reappeared	unprepared	oncoming	misbehaving

Missing Syllables Add the missing syllables and write the list words.

1. The deer moved <u>grace</u>   .

1. _____

2. He was <u>   bear   </u> rude.

2. _____

3. Watch out for <u>   com   </u> cars.

3. _____

4. That is a <u>   mark   </u> carving!

4. _____

5. Juice is my favorite <u>   fresh   </u>.

5. _____

6. Sam is <u>   fort   </u> in crowds.

6. _____

7. Do the addition <u>care</u>   .

7. _____

8. He took a <u>lead</u>   position.

8. _____

9. She gets tired from <u>   do   </u>.

9. _____

10. Sue was <u>   pos   </u> stubborn.

10. _____

Definitions Write the list word with the same meaning as the underlined words.

11. He was <u>not prepared</u> for the test.

11. _____

12. The sun <u>appeared again</u> from behind the clouds.

12. _____

13. The puppy kept <u>behaving badly</u>.

13. _____

14. My score on the test was <u>not acceptable</u>.

14. _____

15. He claimed <u>to be the owner</u> of the stray cat.

15. _____

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School + Home **Home Activity** Your child spelled words with many syllables. Have your child draw lines to divide the list words into syllables.

Story Sequence B

Title	
Characters	**Setting**

↓

Events **1.** First	

↓

2. Next	

↓

3. Then	

↓

4. Last	

Vocabulary • Prefixes and Suffixes

- A **prefix** is a word part added to the beginning of a word. A **suffix** is added to the end of a word. **Prefixes** and **suffixes** can help you figure out the meaning of a word you don't know.
- The **prefixes** *un-* and *dis-* mean "not" or "the opposite of." The **suffix** *-ful* means "full of."

Directions Read each pair of sentences. Circle the word that has the same meaning as the underlined words.

1. The girl pushed ahead of me in line. That is <u>not fair</u>.

   unfair   unhappy

2. Climbing this mountain is too hard. I am <u>not able</u> to do it.

   disease   unable

3. My father did not climb the ladder. He is <u>full of fear</u> high above the ground.

   under   fearful

4. He does not keep his word. That's why I <u>do not trust</u> him.

   distrust   untrue

5. That dog is mean. I <u>do not like</u> her.

   hateful   dislike

Directions Read each sentence. Circle the underlined word that best fits the sentence.

6. My room is in such <u>disorder/unclear</u>, I can't find anything.

7. A hammer is a very <u>unused/useful</u> tool for nailing things together.

8. My mother <u>disapproves/unlike</u> of my staying up late.

9. The strong man had a very <u>unfair/powerful</u> handshake.

10. Please <u>unzip/disappear</u> your jacket and hang it in the closet.

Home Activity Your child identified and used prefixes and suffixes to understand new words. Read a story or magazine article together and encourage looking for words with prefixes and suffixes. Help your child use prefixes and suffixes to understand the meaning of unfamiliar words.

Multisyllabic Words

Spelling Words				
leadership	gracefully	refreshment	uncomfortable	overdoing
remarkable	carefully	unbearably	ownership	unacceptable
impossibly	reappeared	unprepared	oncoming	misbehaving

Proofread an Explanation Olivia wrote about how to bowl. Circle four spelling errors. Write the words correctly. Then add the missing comma.

Bowling is a remarkable sport. Almost every body likes it.

You should start with good equipment. Don't use a ball that is unbareably heavy and don't settle for unconfortable shoes.

When it's your turn, swing the ball back gracefully as you walk toward the pins. Let go when you reach the line. Always aim carefuly at the pins.

Frequently Misspelled Words
everybody everything
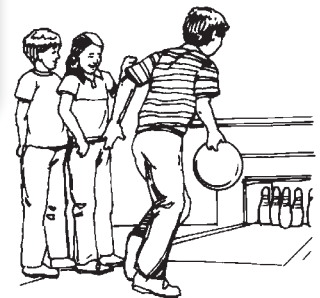
1. _____ 2. _____

3. _____ 4. _____

Correct the Words Write the correct spelling of each misspelled word.

5. unaceptable   5. _____

6. oncomeing   6. _____

7. missbehaving   7. _____

8. inpossibly   8. _____

9. reapeared   9. _____

10. leedership   10. _____

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Home Activity Your child is learning to spell words with many syllables. Have your child write a sentence using two or more of the list words.

Commas

Directions Read the selection. Then read each question that follows the selection. Decide which is the best answer to each question. Mark the space for the answer you have chosen.

Insect Communities

(1) Bees, wasps, termites and ants live in communities. (2) These insects work together to feed the community. (3) Other jobs in the community include builder soldier or, queen. (4) Communities are also called colonies. (5) They live in hives or nests. (6) Scientists study termite nests at the University of Kentucky in Lexington Kentucky.

1 What change, if any, should be made in sentence 1?

- ⬭ Place a comma after *termites*
- ⬭ Change *Bees, wasps* to **Bees and wasps**
- ⬭ Place a comma after *and*
- ⬭ Make no change

2 Which change, if any, should be made in sentence 2?

- ⬭ Place a comma after *insects*
- ⬭ Place a comma after *work*
- ⬭ Place a comma after *together*
- ⬭ Make no change

3 Which change, if any, should be made in sentence 3?

- ⬭ Change *builder soldier or, queen* to **builder, soldier or queen.**
- ⬭ Change *builder soldier or, queen* to **builder soldier, or queen.**
- ⬭ Change *builder soldier or, queen* to **builder, soldier, or queen.**
- ⬭ Make no change

4 Which answer correctly uses commas to combine sentence 4 and sentence 5?

- ⬭ Communities are also called colonies, they live in hives or nests.
- ⬭ Communities are also called colonies and live in hives or, nests.
- ⬭ Communities, also called colonies, live in hives, or nests.
- ⬭ Communities are also called colonies, and they live in hives or nests.

5 What change, if any, should be made in sentence 6?

- ⬭ Place a comma after *University of Kentucky*
- ⬭ Place a comma after *Lexington*
- ⬭ Place a comma after *nests*
- ⬭ Make no change

School + Home **Home Activity** Your child prepared for taking tests on commas. Have your child show you some sentences from a school paper or ad and explain why they need commas or not.