

Webster County Schools

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3rd Grade

Packet 4

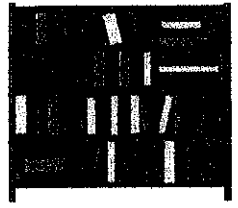
Cursive Writing Worksheets: Sentences

Write the sentences:

Make each day your masterpiece.

Learning never exhausts the mind.

Honesty is the best policy.

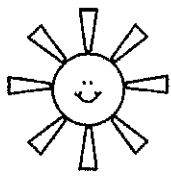


Books

Carefully and neatly copy the following passage

The bookshelves in my house holds many books. There are large books and small books. It is a tall bookcase. There are books for kids and books for adults. There is a picture of my mom and dad, and a picture of my family. I'm glad the books I like are on the lowest shelf.

Handwriting practice lines consisting of multiple sets of three horizontal lines (top, middle, bottom) for copying the text.



Good Morning, Sunshine!

Week 1

Name: _____ Week of: _____

Meaningful Monday

Date: _____

I know... Life is hard on a Monday, but it's time to awaken your brain! Let's make today a Meaningful Monday!

Starfish are beautiful sea creatures that come in a **variety** of colors and sizes! These marine animals are not actually fish. They do not have scales, gills, and fins like other fish. Starfish are more related to sand dollars, sea cucumbers, and other echinoderms. Echinoderms are **invertebrates** that can only live in the ocean and will not survive in fresh water. They have radial symmetry and bumpy skin. They also have top and bottom sides. The bottom part is filled with tiny tubes that work like suction cups. The top side is covered in bumpy spines that protect them from different **predators**. Most starfish species have five arms, but some can have more. They can also **regenerate** when they lose one of their arms. Although, it may take quite some time.



Use the text on the left to **color code** the vocabulary word on the left to its meaning on the right.

blue

variety

to grow again

green

invertebrates

an animal that hunts other animals

orange

predator

animals without a backbone

purple

regenerate

many different things

Synonyms or Antonyms?

1. triumph, loss _____
2. fake, false _____
3. sincere, phony _____
4. accident, chance _____
5. safety, jeopardy _____

Text Structure Tuesday

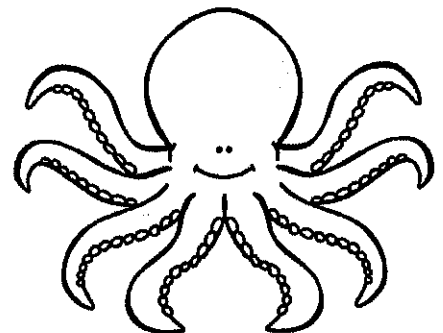
Date: _____

Yay! You came back to school today! Give yourself a pat on the back simply for being here. ©

The word octopus means "eight feet." The word comes from the two Greek words "**okto**" (eight) and "**pous**" (foot). Octopuses are most famous for their eight tentacles and bulging eyes. They're also known for shooting ink whenever they feel scared or threatened. Octopuses live in all of the earth's oceans, but they thrive better in warm, tropical seas. They like staying deep, deep down in the ocean floor. They crawl along the ocean floor, but they can also swim around. **An octopus can also regenerate its tentacles and is an invertebrate like the starfish.** An octopus has nine brains and 3 hearts. They like to eat shrimp and crabs. Larger octopuses may also become cannibals by feeding on smaller octopuses. Octopuses are definitely one of the deep ocean's most mysterious creatures.

What is the purpose of the underlined sentence?

- a. to explain how an octopus moves around
- b. to compare how an octopus is like a starfish
- c. to explain the danger of an octopus
- d. to describe what an octopus looks like



Wordy Wednesday

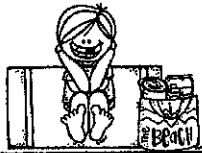
Guess what day it is?...
Wordy Wednesday!
Time to have some fun with words!

Date: _____

SUMMER SORT

Sort the words below based on their spelling pattern.

kettle
shovel
people
barrel



travel
eagle
simple
cancel

| towel | tickle |
|-------|--------|
| | |
| | |
| | |
| | |

Throwback Thursday

It's Throwback Thursday!
Let's review our
grammar skills!

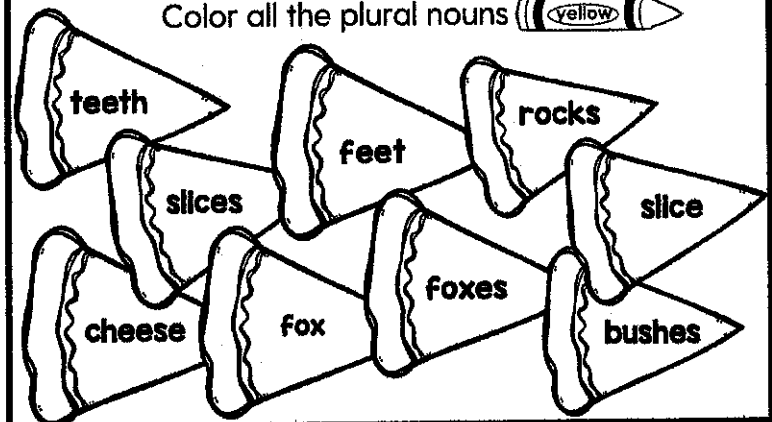
Date: _____

PLURAL NOUNS

| NOUN | PLURAL |
|-------|--------|
| brush | |
| mouse | |
| box | |
| fly | |
| goose | |

Pizza Plurals

Color all the plural nouns (yellow)



Figurative Friday

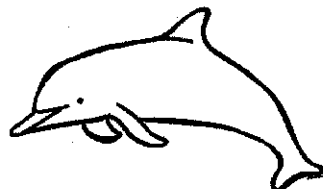
Figurative language uses words and
expressions to have a greater
impact on the reader.

Date: _____

I went to visit my ocean friends,
to see what they were up to,
on this lazy, sunny day.

Donald the dolphin
Dove deep in the ocean
Sandy the starfish
Slept soundly
Timmy the turtle teased
his twin sister Terry
And Oscar the Octopus
Was eating oatmeal.

I was turning around,
Ready to leave,
When Wilburt the whale
Gave me one big wave.



Which of the following is an example of
alliteration?

- Timmy the turtle teased
- was eating oatmeal
- I was turning around
- ready to leave

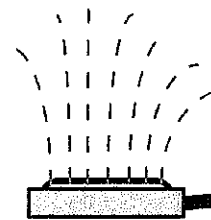
From whose point of view is the poem told?

- a narrator who is not a character
- an ocean animal
- a man who wants to go fishing
- a child who has friends in the ocean

Summer fun!

Number the sentences below in the correct order to create a short story.

- _____ "I'll help you with the rest!" says Chris to Julian. "Thanks!" exclaims Julian.
- _____ Chris and Julian run quickly to their messy room to change into swimming trunks.
- _____ Finally, after applying sunblock, Chris and Julian have a fun summer day running back and forth through the sprinklers!
- _____ Chris is ready to go play when he is done, but he does not want to play without his little brother.
- _____ They almost make it out the back door when their mom stops them. "Where do you think you are going? You can't play in the sprinklers until you both clean your room!"
- _____ When Chris and Julian are all done, their mom inspects the room. Then she says, "Good job, boys! You can go play in the sprinklers now, but first you have to wear sunblock."
- _____ Both Chris and Julian groan as they walk back to their room. There are clothes and toys all over their beds and on the floor!
- _____ Chris throws his dirty clothes in the hamper, then folds his clean clothes and neatly stacks them in the drawers. Julian picks up all of his toys and puts them into his toy box.
- _____ It is a hot summer day, and Chris yells to his little brother Julian, "Let's go play in the sprinklers!"
- _____ Julian is taking a longer time cleaning up because his mess is bigger. He still has to fold his clean clothes!





COMPARING TWO STORIES

Directions: Read the two stories below. Then complete the graphic organizer.

Story 1

Pierre changed into his track clothes and laced up his shoes. He left the locker room to meet the rest of the kids outside on the field. It was the first day of track tryouts. The coach walked up and greeted the athletes.

"I see you are all interested in being on Town Creek Middle School's track team," the coach stated. "Let's see if you have what it takes."

The boys began to complete the tryout drills. The coach wanted to see who could run the farthest, who could run the longest, and who could run the fastest. Pierre liked to run and he knew he was talented, but he didn't know how well the other boys ran. Would he be good enough to make the team?

Each time it was Pierre's turn to run, he began shaking and it was hard to breathe. He was so nervous! The coach realized Pierre was panicking and pulled him aside. He put his hand on his shoulder and spoke calmly to Pierre.

"Pierre, I've seen your running skills. You have no reason to be nervous! Take a deep breath and join this group. You've got this! I know you can do it," he said.

Taking a deep breath, Pierre lined up with the other boys. As soon as the whistle blew, he took off running. His arms and legs moved faster than they ever had before. He controlled his breathing and stayed focused on the finish line. Sweat dripped down his forehead as he used every muscle in his body to win the race. Pierre knew he had won first place.

Inside, Pierre was grinning from ear to ear. He had successfully turned his first day jitters into the fuel that helped him win the race and make the team.

Story 2



Francesca was the best swimmer on the team. She swam the fastest. She swam long distances. She was chosen as the captain for this season. All the other girls wanted to be like Francesca.

The biggest race of the season was this Friday. The whole school was excited. The team would race against Leeward Middle, the school's rival team. Every year the schools compete against each other. The winner gets a special trophy.

Francesca was always nervous in the days before the big race. She had a hard time eating. She couldn't sleep. It was hard to focus in class. All she could think about was how she would beat the other team.

On Wednesday, Francesca realized that she really wasn't feeling right. This was more than just being nervous and excited. She visited the school nurse who took her temperature and checked her throat. The nurse called Francesca's mom and sent her home from school early.

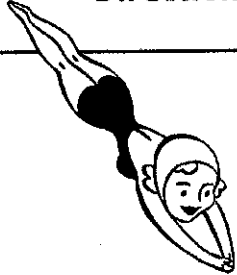
Francesca was devastated. She was so upset that she came down with a cold right before her big race. The trophy meant so much for her school. What if she could not compete? Would her team stand a chance?

The next morning, Francesca woke up feeling better. Her mom kept her home from school so she could rest more.

On Friday after school, Francesca and her teammates raced at the swim meet. Her team won in every event at the meet. Francesca even set a school record! All of Francesca's rest from being sick had paid off to help her achieve and lead her team to victory.

COMPARING TWO STORIES

Directions: Read the two stories below. Then complete the graphic organizer.

|  | Story 1 | Story 2 |
|---|---|--|
| Characters | | |
| Setting | Pierre is at track team tryouts at the middle school. | |
| Problem | | |
| Events | | Francesca has to go home sick from school and rest. She sleeps off the sickness. |
| Solution | | |
| Theme | | |

Name: _____

The Closet Creature

by Kelly Hashway

Bump! Bump! Scratch!

Adam opened his eyes and pulled the covers up to his chin. He stared around his room, searching the darkness for the thing that was making those scary sounds.

The closet door moved as something banged on it from the inside.

"Who's there?" Adam asked in a shaky voice.

The closet slowly began to open. Adam jumped out of bed and ran to the closet door, slamming it shut with his palms. He grabbed his desk chair and propped it against the door handle. Then he ran out of his room and down the hall. His brother's door was wide open, and Adam jumped onto David's bed.

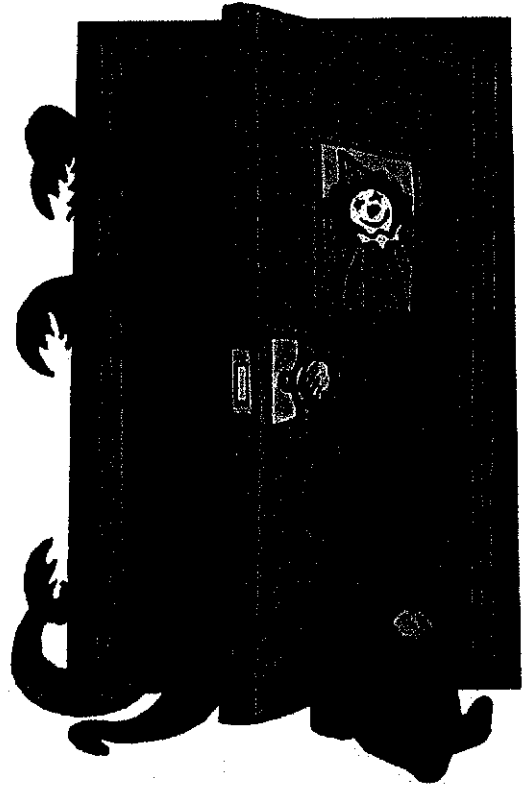
"Adam?" David asked in a groggy voice. "What are you doing in here?"

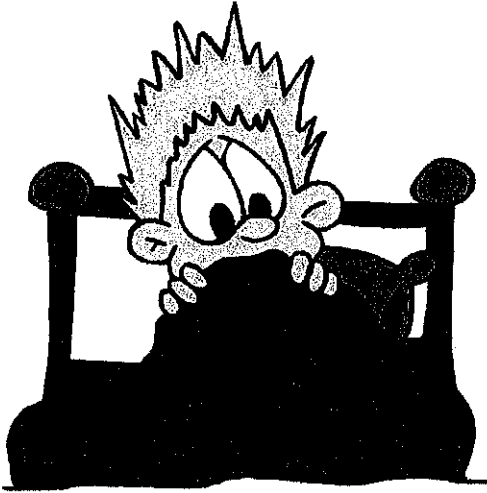
Adam tugged on David's arm. "There's something in my closet!"

"You probably had a bad dream. Go back to bed."

Adam yanked the blankets off the bed. "It wasn't a dream. I was awake, and the closet door started opening by itself!"

David sighed. "Fine. But when we don't find anything, you have to promise to leave me alone for the rest of the night."





Adam nodded. David reached into his desk drawer and pulled out a flashlight. Then they headed to Adam's room. Adam stopped in the doorway. He could hear something scratching his closet door.

"Do you hear that?" Adam asked.

David nodded. He walked over to Adam's bed and pulled the case off one of the pillows. He opened the pillowcase.

"You open the door very slowly, and I'll grab whatever it is."

Adam slid the chair to the side and pulled the closet door open a crack. Something banged against the door, trying to force it open. Adam took a deep breath and opened the door a few more inches. A small furry creature ran right into the pillowcase.

"I got it!" David said, closing the pillowcase and holding it in the air.

"What is it?" Adam moved closer as David peeked inside.

David put the pillowcase on the bed and an orange cat climbed out.

Adam scooped the cat up. "Apricot? How did you get trapped in my closet?"

David laughed. "The poor cat. If I was locked in your closet with your stinky shoes, I'd be banging on the door to get out, too!"

"Poor, Apricot," Adam said. "You were probably more scared than I was."

About the the Author

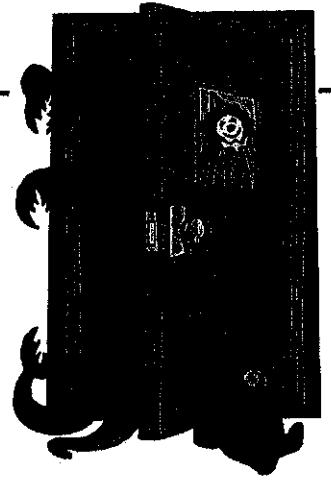
Kelly Hashway

Kelly Hashway is a children's book author. You may enjoy reading her latest book, *May the Best Dog Win*, which will be available in Spring 2011.

Name: _____

The Closet Creature

by Kelly Hashway



1. What happened right after David went into Adam's room?
- a. Adam jumped into David's bed.
 - b. David grabbed a flashlight from his desk drawer.
 - c. Adam awoke to strange sounds coming from his bedroom closet.
 - d. David heard the noise coming from Adam's closet.

2. What did David plan to do with the pillowcase?
- a. keep the creature from coming out of the closet
 - b. scare the creature in the closet
 - c. catch the creature in the closet
 - d. hit the creature in the closet

3. What was making the strange sounds in Adam's closet?

4. Write three adjectives that describe David. Tell why you chose each word.

_____ because _____

_____ because _____

_____ because _____

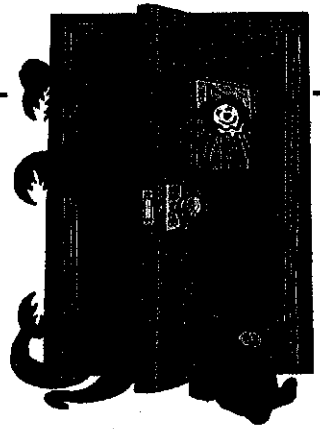
5. What type of story is this?

- a. tall tale
- b. non-fiction
- c. mystery
- d. fable

Name: _____

The Closet Creature

by Kelly Hashway



Fill in the missing letters to create a word from the story.

Then, write the full word on the line. Be sure you spell each word correctly.

1. _ _ o _ _ y

clue: sleepy

1. _____

2. _ | _ _

clue: past tense of slide

2. _____

3. _ _ _ m s

clue: inner surfaces of the hands

3. _____

4. _ i _ _ _ _ a _ _

clue: soft bag for keeping a pillow clean

4. _____

5. _ e _ _ e d

clue: went towards

5. _____

6. _ _ _ i _ o _

clue: orange fruit

6. _____

7. _ _ e _ e d

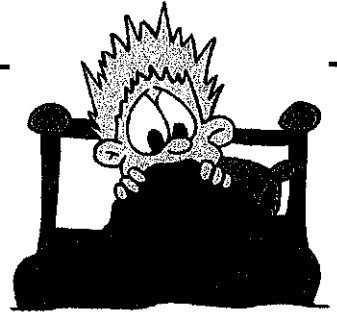
clue: took a quick look

7. _____

Name: _____

The Closet Creature

Parts of a Story



Characters: List the main characters and briefly describe them.

Setting: Tell where and when the story takes place. Be specific.

Problem: Describe the main character's problem.

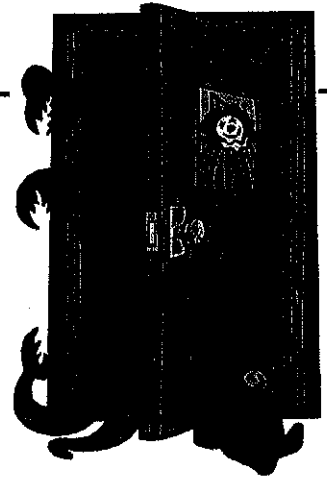
Solution: Tell how the problem was solved, and how the story ended.

Personal Opinion: Tell whether or not you liked the story, and justify your opinion.

ANSWER KEY

The Closet Creature

by Kelly Hashway



1. What happened right after David went into Adam's room? d
- a. Adam jumped into David's bed.
 - b. David grabbed a flashlight from his desk drawer.
 - c. Adam awoke to strange sounds coming from his bedroom closet.
 - d. David heard the noise coming from Adam's closet.

2. What did David plan to do with the pillowcase? c
- a. keep the creature from coming out of the closet
 - b. scare the creature in the closet
 - c. catch the creature in the closet
 - d. hit the creature in the closet

3. What was making the strange sounds in Adam's closet?

The boys' cat, Apricot, was trapped in the closet.

4. Write three adjectives that describe David. Tell why you chose each word.

Answers will vary. Sample answers given.

brave because he was willing to catch the creature in the closet

annoyed because he didn't like his brother waking him up in the middle of the night

tired because he spoke in a groggy voice and told his brother to go back to bed

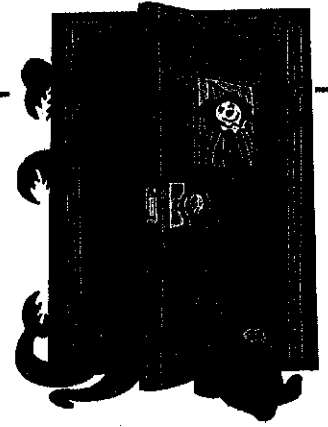
5. What type of story is this? c

- a. tall tale
- b. non-fiction
- c. mystery
- d. fable

ANSWER KEY

The Closet Creature

by Kelly Hashway



Fill in the missing letters to create a word from the story.

Then, write the full word on the line. Be sure you spell each word correctly.

1. g r o g g y

clue: sleepy

1. groggy

2. s l i d

clue: past tense of slide

2. slid

3. p a l m s

clue: inner surfaces of the hands

3. palms

4. p i l l o w c a s e

clue: soft bag for keeping a pillow clean

4. pillowcase

5. h e a d e d

clue: went towards

5. headed

6. a p r i c o t

clue: orange fruit

6. apricot

7. p e e k e d

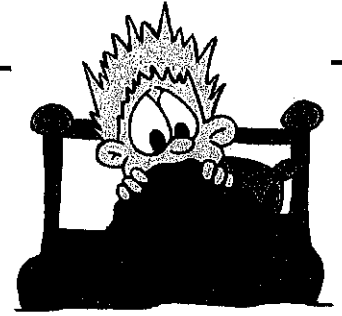
clue: took a quick look

7. peeked

ANSWER KEY

The Closet Creature

Parts of a Story



Characters: List the main characters and briefly describe them.

Adam - brother of David; scared of sounds in the night

David - brother of Adam; sleepy in this story; Brave

Setting: Tell where and when the story takes place. Be specific.

The story takes place at night, in David and Adam's bedrooms.

Problem: Describe the main character's problem.

Adam hears sounds coming from his closet. He sees the closet door opening and is afraid.

Solution: Tell how the problem was solved, and how the story ended.

David came into the room with a flashlight, he took Adam's pillowcase and used it to catch the creature. It turned out to be the family cat.

Personal Opinion: Tell whether or not you liked the story, and justify your opinion.

Answers will vary.

You will need either a cell phone stopwatch or wall clock/wrist watch with a second hand. You can either do this page by yourself or have someone start and stop the stopwatch for you.

1. How long does it take you to snap your fingers 10 times?

It takes _____ to snap 10 times.

2. How long does it take to write every whole number from 0 to 25?

It takes _____ to write every whole number from 0 to 25.

3. How long does it take you to write the names 10 animals? Record them below.









It takes _____ to name 10 animals.

4. How long does it take you to write a phone number you know fifteen times? Record below.

It takes _____ to write the phone number fifteen times.

Work with someone in your house. Use a cell phone stopwatch or second hand on a watch or wall clock to measure the time for each of the following activities.

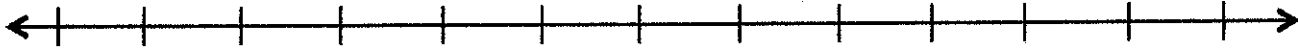
5.

| Activity | Time |
|---|---------------|
| Write your full name.  | _____ seconds |
| Do 20 jumping jacks.  | |
| Whisper count by twos from 0 to 30.  | |
| Draw 8 squares.  | |
| Skip-count out loud by fours from 24 to 0.  | |
| Say the names of your teachers from Kindergarten to Grade 3.  | |

6. Have a family member write down five relatively quick activities (similar to the ones above). Have him/her time you as you do these activities. You write the time.

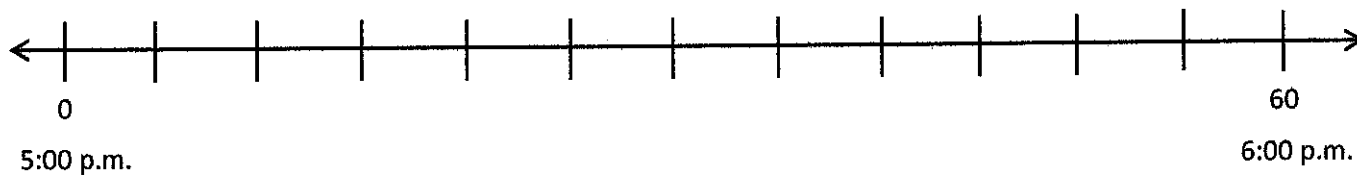
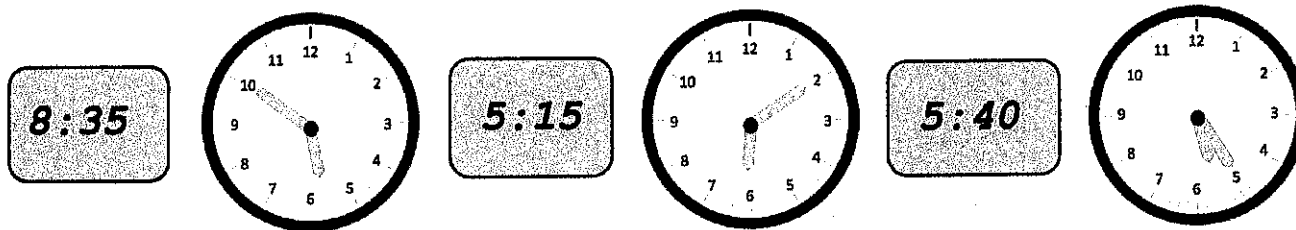
| Activity | Time |
|----------|------|
| | |
| | |
| | |
| | |
| | |

1. Follow the directions to label the number line below.



- Ingrid gets ready for school between 7:00 a.m. and 8:00 a.m. Label the first and last tick marks as 7:00 a.m. and 8:00 a.m.
- Each interval represents 5 minutes. Count by fives starting at 0, or 7:00 a.m. Label each 5-minute interval below the number line up to 8:00 a.m.
- Ingrid starts getting dressed at 7:10 a.m. Plot a point on the number line to represent this time. Above the point, write *D*.
- Ingrid starts eating breakfast at 7:35 a.m. Plot a point on the number line to represent this time. Above the point, write *E*.
- Ingrid starts brushing her teeth at 7:40 a.m. Plot a point on the number line to represent this time. Above the point, write *T*.
- Ingrid starts packing her lunch at 7:45 a.m. Plot a point on the number line to represent this time. Above the point, write *L*.
- Ingrid starts waiting for the bus at 7:55 a.m. Plot a point on the number line to represent this time. Above the point, write *W*.

2. Label every 5 minutes below the number line shown. Draw a line from each clock to the point on the number line which shows its time. Not all of the clocks have matching points.

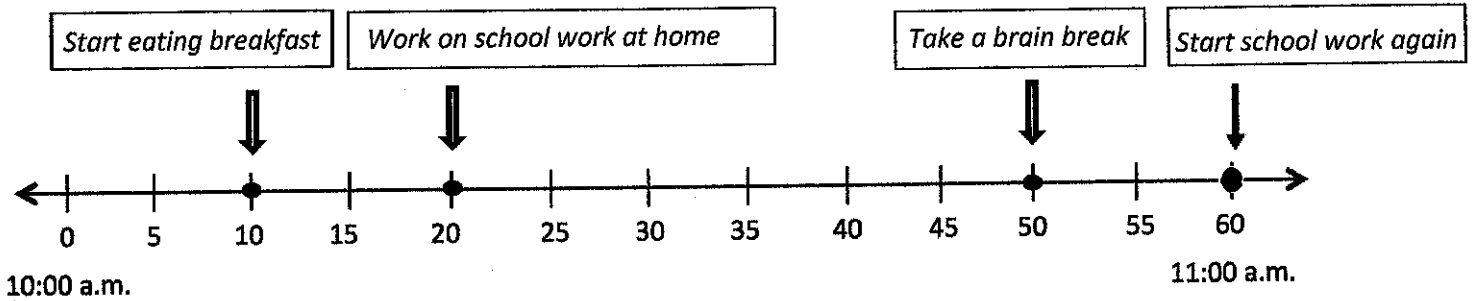


3. Noah uses a number line to locate 5:45 p.m. Each interval is 5 minutes. The number line shows the hour from 5 p.m. to 6 p.m. Label the number line below to show his work.

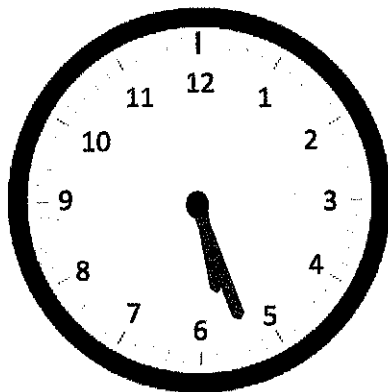


4. Tanner tells his little brother that 11:25 p.m. comes after 11:20 a.m. Do you agree with Tanner? Why or why not?

1. Pretend the number line below shows your morning routine. It begins at 10:00 a.m. Use the number line to answer the following questions.

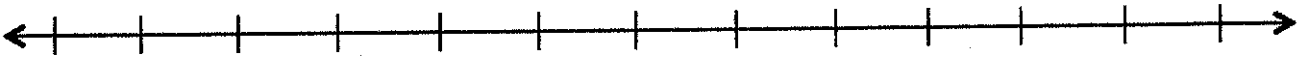


- What time does breakfast begin?
 - What time do you start your school work?
 - What time do you take your brain break?
 - How many minutes is it between eating breakfast and taking a brain break?
 - How long is your brain break?
 - Of all the activities above, which one takes you the longest? Prove how you know.
2. The clock shows what time Rebecca finishes her homework. What time does Rebecca finish her homework?



Rebecca finishes her homework at _____.

3. Follow the directions to label the number line below.



- The basketball team practices between 4:00 p.m. and 5:00 p.m. Label the first and last tick marks as 4:00 p.m. and 5:00 p.m.
- Each interval represents 5 minutes. Count by fives starting at 0, or 4:00 p.m. Label each 5-minute interval below the number line up to 5:00 p.m.
- The team warms up at 4:05 p.m. Plot a point on the number line to represent this time. Above the point, write *W*.
- The team shoots free throws at 4:15 p.m. Plot a point on the number line to represent this time. Above the point, write *F*.
- The team plays a practice game at 4:25 p.m. Plot a point on the number line to represent this time. Above the point, write *G*.
- The team has a water break at 4:50 p.m. Plot a point on the number line to represent this time. Above the point, write *B*.
- The team reviews their plays at 4:55 p.m. Plot a point on the number line to represent this time. Above the point, write *P*.

Draw number lines for each of the problems below. Write tick marks to help you solve the problems.

1. Cole starts reading at 6:23 p.m. He stops at 6:49 p.m. How many minutes does Cole read?



Cole reads for _____ minutes.

2. Natalie finishes piano practice at 2:45 p.m. after practicing for 37 minutes. What time did Natalie's practice start?

Natalie's practice started at _____ p.m.

3. Genevieve works on her scrapbook from 11:27 a.m. to 11:58 a.m. How many minutes does she work on her scrapbook?

Genevieve works on her scrapbook for _____ minutes.

4. Nate finishes his homework at 4:47 p.m. after working on it for 38 minutes. What time did Nate start his homework?

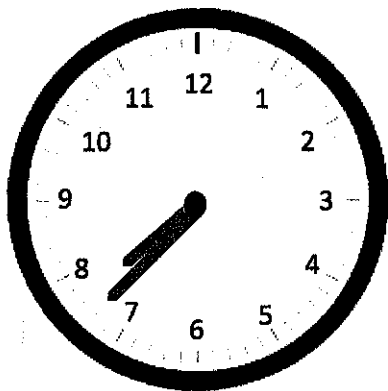
Nate started his homework at _____ p.m.

5. Andrea goes fishing at 9:03 a.m. She fishes for 49 minutes. What time is Andrea done fishing?

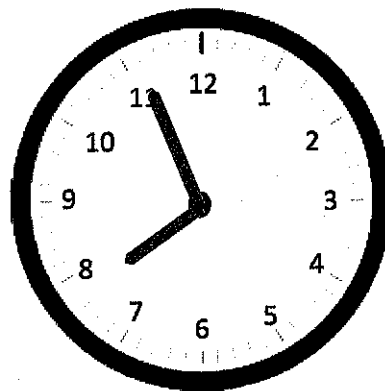
Andrea is done fishing at _____ a.m.

6. Dion walks to school. The clocks below show when he leaves his house and when he arrives at school. How many minutes does it take Dion to walk to school?

Dion leaves his house:



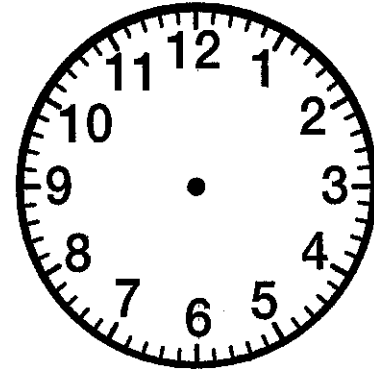
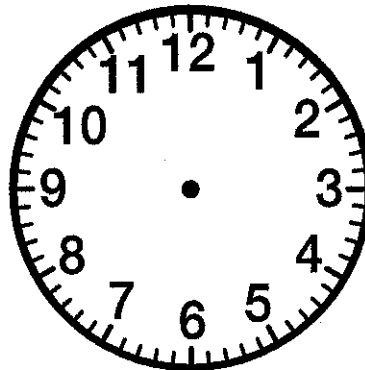
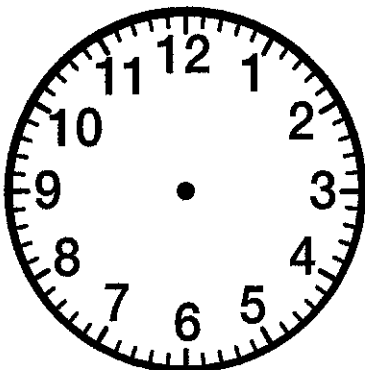
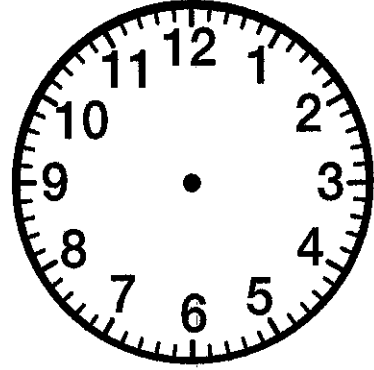
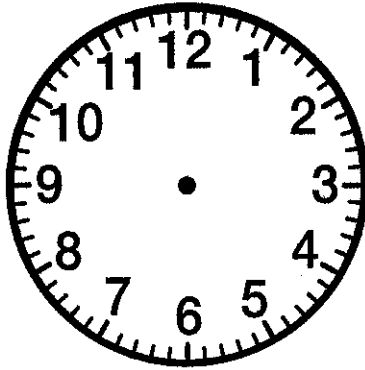
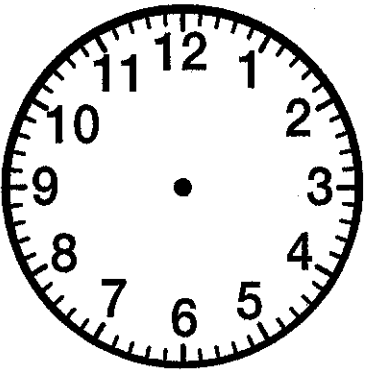
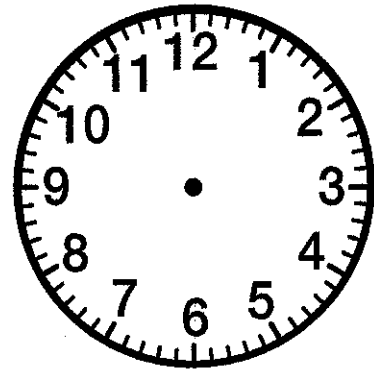
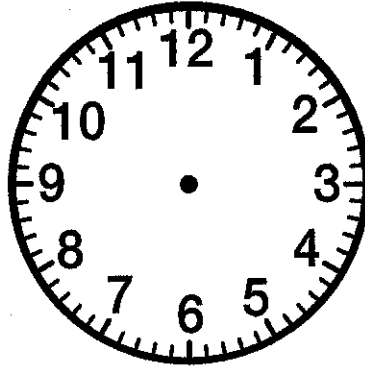
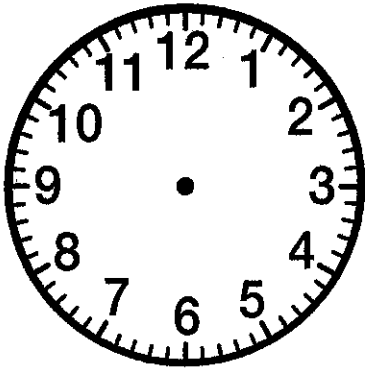
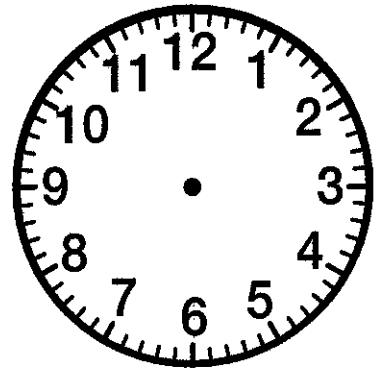
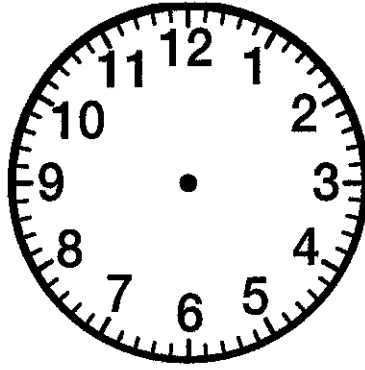
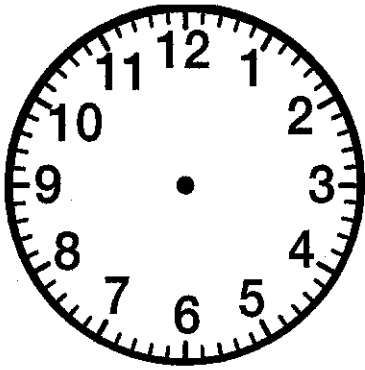
Dion arrives at school:

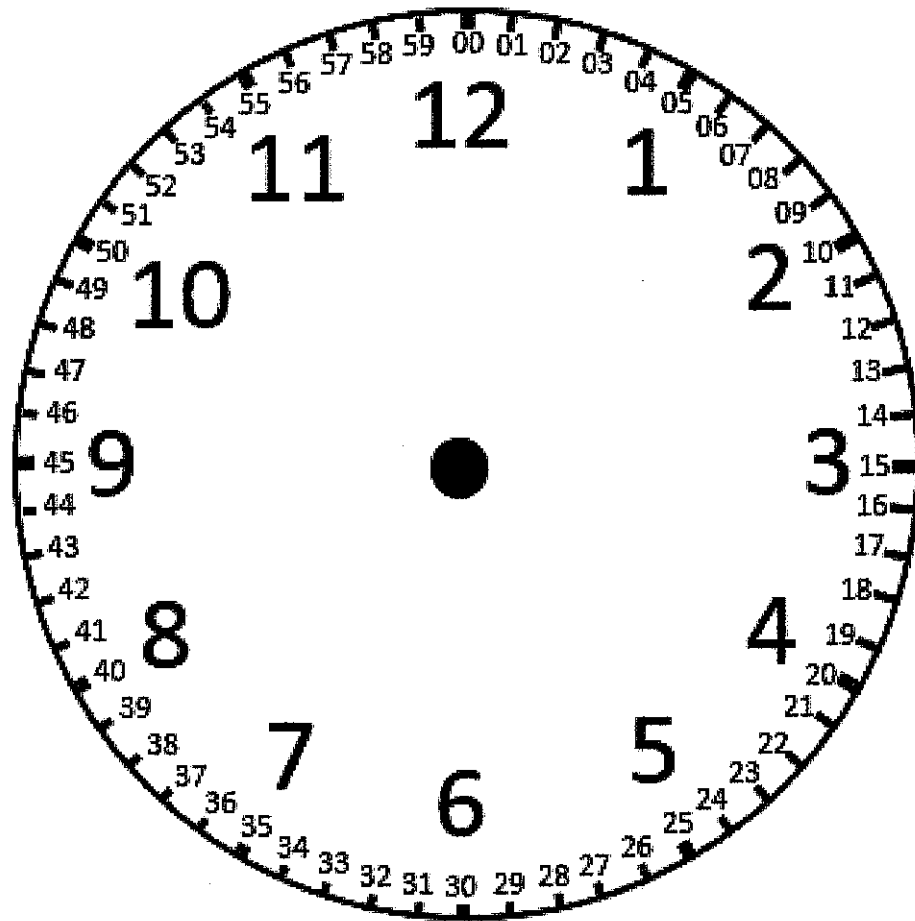


7. Sydney cleans her room for 45 minutes. She starts at 11:13 a.m. What time does Sydney finish cleaning her room?

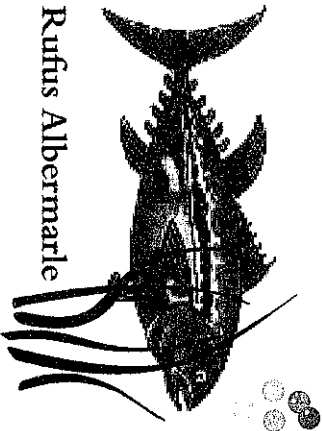
8. The third-grade chorus performs a musical for the school. The musical lasts 42 minutes. It ends at 1:59 p.m. What time did the musical start?

Use these blank clocks if it helps you solve some of the problems.





Fish on the Move



by Rufus Albermarle

 **HOUGHTON MIFFLIN HARCOURT**
School Publishers

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Table of Contents

| | |
|---|----|
| Introduction | 3 |
| Why Do Fish Migrate? | 4 |
| Where Do Fish Migrate? | 6 |
| From Fresh to Salt Water (or Vice Versa) | 10 |
| How Do Fish Know Where They're Going? | 12 |

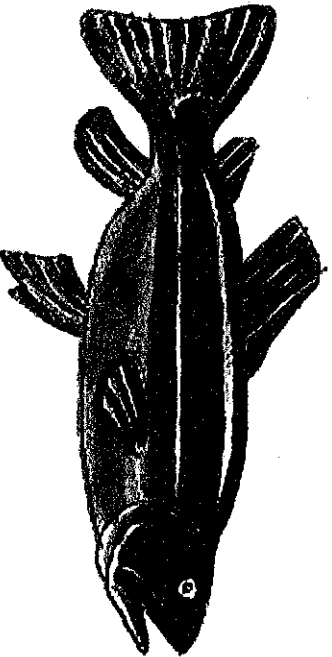


Introduction

Have you seen flocks of birds flying south in late autumn, or north in the spring? In some places, it's a key sign of seasonal change, like falling leaves or budding branches.

Even people who don't know a squirrel from a hedgehog usually know this one basic fact about nature: birds migrate. But far fewer people know this fact: fish migrate, too. Hardly anyone notices, since fish travel through the water, not the air. But they migrate all the same.

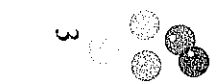
Only some kinds of fish (and only some kinds of birds) migrate. Others are happy to just stay put while the migrators set out on journeys of seemingly impossible distances, against seemingly impossible odds. What makes them do it?



Why Do Fish Migrate?

Like birds, fish migrate for one reason above all. It's an important one:

Many fish migrate to places where they can find food. Plankton, or tiny plants and animals that float in salt water and fresh water, is a favorite food for many fish. Plankton is plentiful in different places at different times of the year. So fish may travel long distances to find it. They may also feed on smaller fish that eat plankton.



3



4



Why do fish migrate?

I'd like to know. It's a lot of work.



➤ Fish also migrate to find the best places to breed, or lay their eggs. Many fish parents pick breeding areas that are far away from where they normally live and eat. Why? Young fish may eat different foods from that of their parents. So the parents lay their eggs where their babies can find the food they need to grow. Parent fish also may lay their eggs far from home so they don't end up eating their own babies. (happen.)

➤ But not all migrating fish seem to be looking for food, or better breeding grounds. Scientists aren't sure why some species migrate. Maybe they just want a change of scenery!



5



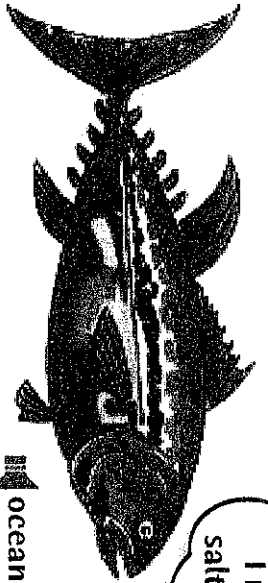
➤ Where Do Fish Migrate?

Migrating fish head to many different destinations. But they can be divided into three main groups.

➤ The first group of migrating fish is called oceanodromous (oh shu NOD reh mes). *Oceans* is the Greek word for *ocean*. These fish migrate in salt water only. Most migrating fish fall into this category.

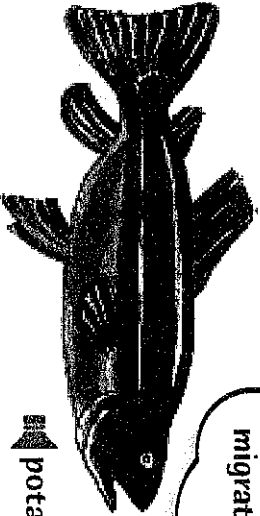
➤ Another group of migrating fish is called potanodromous (paw ta MOD reh mes). *Potamos* is the Greek word for *river*. These fish migrate in fresh water only.

➤ A third group is called diadromous (dye AD reh mes). *Dia* is the Greek word for *between*. These fish migrate between fresh water, such as a lake, and salt water, such as the ocean. They may live in fresh water and migrate to salt water when it's time to breed, or they may do the opposite, and live in salt water and migrate to fresh water.



I'm a tuna. I migrate in salt water only.

oceanodromous fish



They call me a "brown trout". I migrate in fresh water only.

potamodromous fish



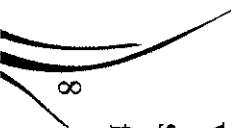
We salmon go both ways. We migrate between fresh water and salt water.

diadromous fish



Migrating is hard work for a salmon!

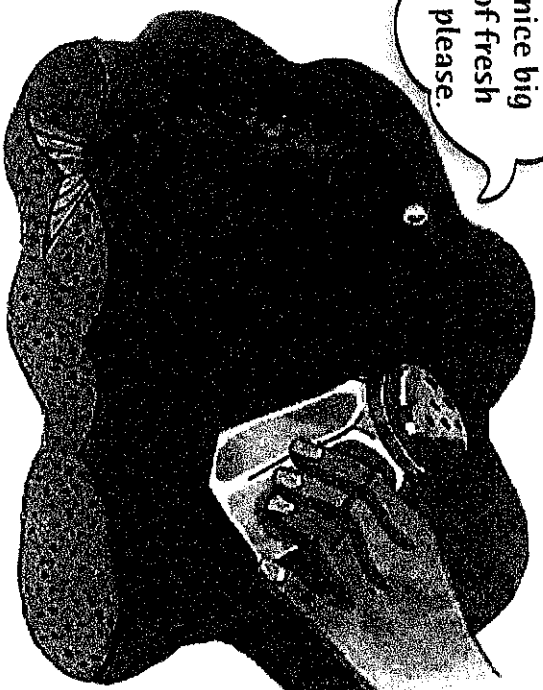
The most famous diadromous fish are salmon. (If you'd heard of fish migration at all, it's probably because of salmon.) Salmon are born in fresh-water streams. Then they migrate down the streams to the ocean. They live in salt water for a few years and then return upstream to breed.





▮ The salmon's journey upstream is [REDACTED]. It may take several months. Salmon sometimes leap into the air, over [REDACTED] waterfalls and rapids, to avoid strong currents that would carry them back to the sea.

9

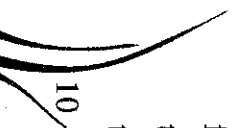


▮ From Fresh Water to Salt Water (or Vice Versa)

Some migrating fish also have special features that help them adjust to traveling between fresh and salt water.

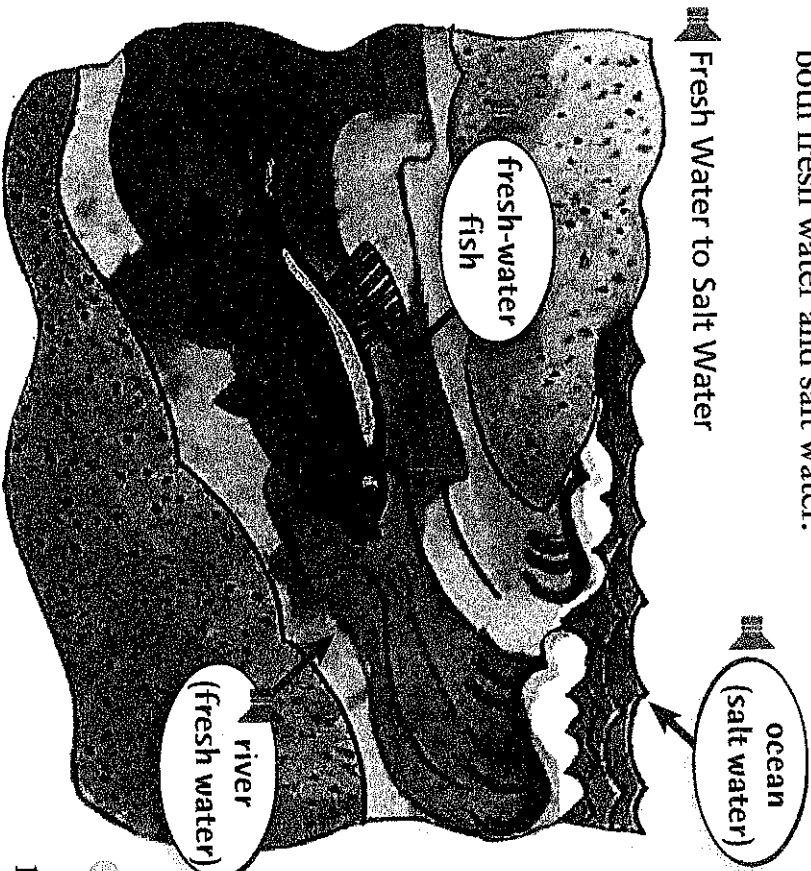
▮ Fish that live in fresh water have salty fluid in their bodies. When they swim, they absorb fresh water through their skin. Then they expel, or get rid of, some of this water so that they don't become waterlogged, or bloated with water. These fish have to keep a mix of salty and unsalty fluid in their bodies. Without the right amount of each, the fish will die.

10



When fresh-water fish travel to salt water, things change. Salt water contains much more salt than a fish's body can handle. A fresh-water fish drinks seawater to keep from drying out. But then it expels all the extra salt back into the sea. So the fish still keeps the right balance of salty and unsalty fluids in its body.

Only a few types of fish, including salmon and some kinds of trout and herring, can survive in both fresh water and salt water.

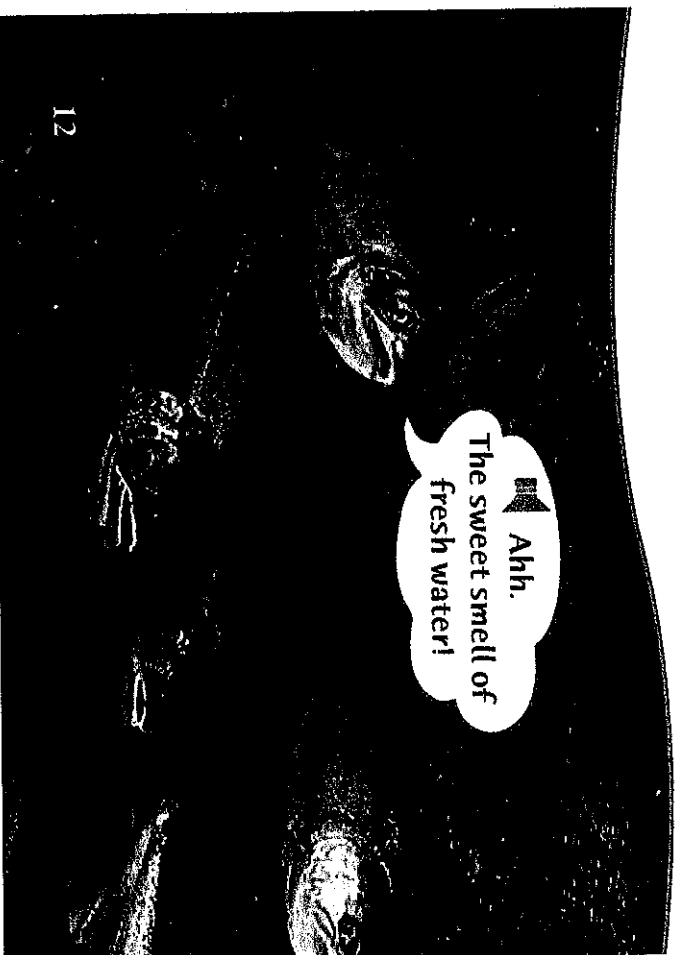


11

How Do Fish Know Where They're Going?

Like birds, migrating fish travel enormous distances without maps, compasses, or signs. How do they do it?

Some fish find their way through the underwater by using their sense of smell. That's how salmon move between the ocean and fresh water. Some salmon travel thousands of miles to reach the streams where they breed. Each salmon remembers the scent of the stream in which it hatched. When the adult salmon migrates back through the ocean toward the stream, the scent of that stream gets stronger.

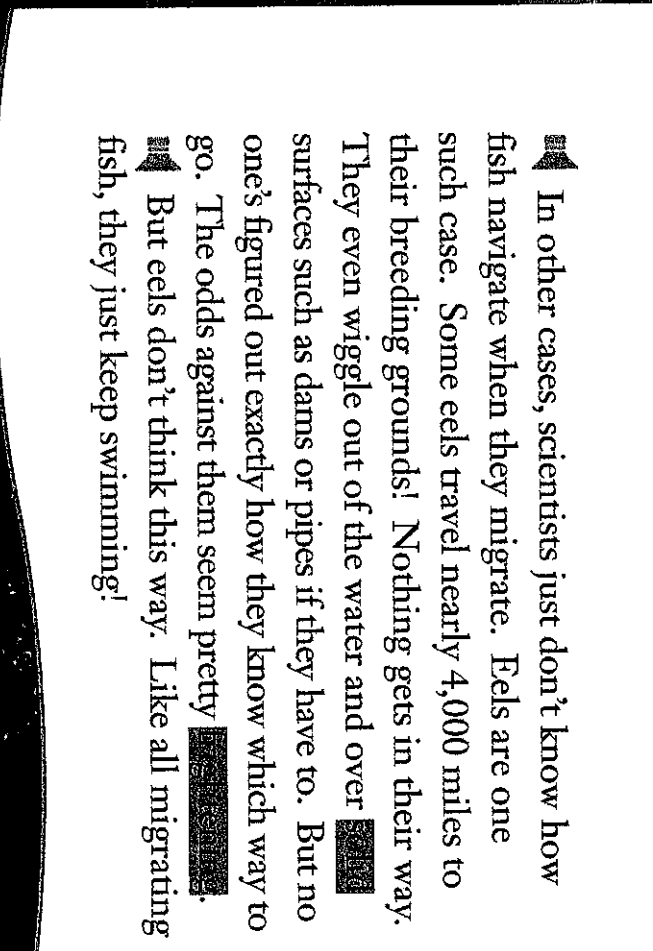


12



▶ We tuna migrate north and south every year. We follow the changes in the ocean temperature.

▶ But not all fish can use smell to migrate. Some migrating fish are guided by changes in water temperature. If the water gets too **hot**, for example, they may know they've veered off their course.



▶ In other cases, scientists just don't know how fish navigate when they migrate. Eels are one such case. Some eels travel nearly 4,000 miles to their breeding grounds! Nothing gets in their way. They even wiggle out of the water and over **ice** surfaces such as dams or pipes if they have to. But no one's figured out exactly how they know which way to go. The odds against them seem pretty **high**. ▶ But eels don't think this way. Like all migrating fish, they just keep swimming!

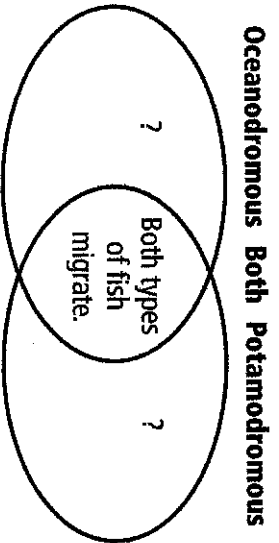
▶ Nothing gets in the way of eel migration!



Responding

TARGET SKILL Compare and Contrast

Copy the chart below. Complete the chart by writing one detail about what each fish does that the other does not.



Write About It

Text to World What if suddenly there were no more fish? Write a paragraph describing what the world would be like. What would be the same? What would be different?

TARGET VOCABULARY

| | |
|-------------|------------|
| accidents | migrate |
| chilly | plenty |
| dramatic | solid |
| frightening | survival |
| landscape | thunderous |


TARGET SKILL Compare and Contrast Tell how details or ideas are alike and different.

TARGET STRATEGY Visualize As you read, use selection details to picture what is happening.

GENRE Informational text gives factual information about a topic.

Lesson 33

Words for Time and Space

 **Introduction** How can you help make your writing clear for readers? One way is to use words and phrases that explain when and where actions or events take place.

- Words and phrases that tell *when* show the time events happen or the order in which they happen. *First, second, next, often, at noon, and in the morning* are some words and phrases that tell when events happen.

When Plan your garden in the winter.

First, decide what to grow.

- Words and phrases that tell *where* show the position or direction of something. *Down, around, under, close to, and on the right* are some words and phrases that tell where.

Where Vegetables grow best in sunny areas.

Some flowers can grow under trees or climb up walls.

**Guided Practice**

Complete each sentence. If the parentheses () say *when*, add a word or phrase that tells *when*. If they say *where*, add a word or phrase that tells *where*.

HINT Think about what happens when you plant and care for a garden. What words and phrases that tell *when* or *where* will make the steps clear?

- 1 _____, get a shovel and loosen the soil. (when)
- 2 Plant your seeds, and be sure to water them _____.
_____. (when)
- 3 The roots of the tiny seedlings will grow _____.
_____. (where)
- 4 The stems and leaves will grow _____.
_____. (where)
- 5 Don't forget to weed your garden _____.
_____. (when)



Independent Practice

For numbers 1–5, complete each sentence by choosing the word or phrase that tells *when* or *where*.

1 If you have packets of seeds, _____ read the directions.

- A slowly
- B first
- C carefully
- D you must

2 It's a good idea to plant _____.

- A vegetables
- B many seeds
- C in the morning
- D with a friend

3 You can grow corn, squash, and beans _____.

- A near one another
- B if you want
- C for food
- D for your family

4 Some seeds sprout _____.

- A in just a few days
- B with little water
- C but others do not
- D without much trouble

5 Once your vegetables grow, you can share them _____.

- A with neighbors
- B easily
- C too
- D at school

Lesson 7

Retelling Stories



Learning Target

Retell or recount stories from around the world by telling key events in the order in which they happened.

- **Read** When you **recount** a story, you are retelling the story in your own words. Be sure that you include the key details and **events** that happened in the beginning, middle, and end. Tell the events in the **sequence**, or order, in which they happened.

Read this story. Think about what happens at the beginning, middle, and end. Then reread the story. What are the most important details?



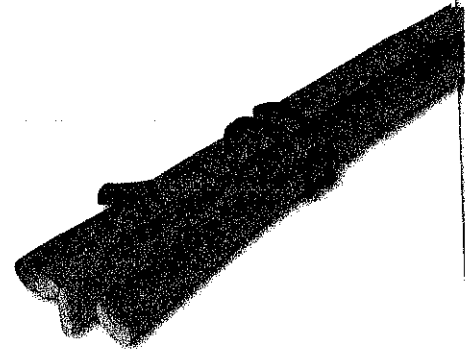
A Bundle of Sticks

Long ago, a mother had three children who were always arguing. "Your arguing sounds worse than the clucking of all the hens in the world," their mother told them. She wanted them to stop!

One day she got an idea. She gathered the children around her. Then she took a stick and broke it. "See how easy it is to break one stick?" she asked. Then she tied three sticks together. She asked each child to try to break the sticks. None of the children could break the bundle.

The mother told the children, "We're just like the sticks. When we don't stay together, our family is weak. When we stay together, nothing can break us apart."

The children understood! From that day forward, they didn't argue (as much).



- **Think** The chart below will help you to organize the most important details of a story. Think about what happened in the beginning, middle, and end of the story. Then add those details to the chart.

| Beginning | Middle | End |
|-----------|--------|-----|
| | | |

- **Talk** Using the key details in your chart, retell the story to your partner.



Academic Talk

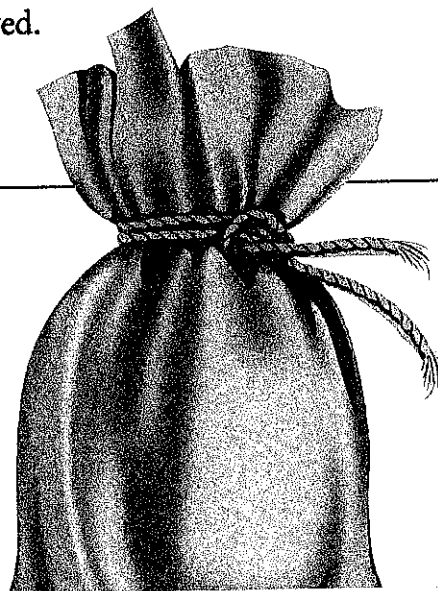
Use these words to talk about the text.

- **recount**
- **sequence**
- **character**
- **setting**
- **events**

Brother and Sister

a folktale from Korea

- 1 Long ago, a brother and sister grew rice to sell. Through the long summer, they worked together to care for the rice paddies. In the fall, they harvested all the rice and put the rice into bags. Each got the same number of bags.
- 2 After one harvest, the brother announced he was soon to be married. The sister knew her brother would need money to buy a new house for his bride. She didn't feel the rice was divided fairly, so that night, she took an extra bag of rice to her brother's house in secret.
- 3 The brother, too, felt the rice was not divided fairly. His sister had a large family. She would need more rice. So that night, the brother took an extra bag to his sister's house in secret.
- 4 The next day, the brother and sister counted their rice bags. Strange! Both had the same number as before. So that night, when the moon was full, they made another attempt. In the moonlight, the brother and sister each saw the other carrying a bag of rice! They laughed. The mystery was solved.



Close Reader Habits

Underline the sentences that tell the key events.

Explore**How do you choose which details to include when you recount a story?**

To decide whether a detail is important, think about whether the story makes sense without it.

► Think

- 1 Recount the folktale "Brother and Sister" by adding key details to the chart below.

| | |
|------------------|--|
| Beginning | <i>A brother and sister grow and sell rice. They each get the same number of bags of rice.</i> |
| Middle | <i>Sister</i> <i>Brother</i> |
| End | |

► Talk

- 2 Using the details from your chart, take turns retelling the story with your partner.

► Write

- 3 **Short Response** Which details from the chart do you think are most important? List them and tell why you chose them. Use the space provided on page 112 to write your answer.

HINT What details would you need to help a friend understand what happens in the story?

HOW THE BAT GOT WINGS

◀◀ A CHEROKEE NATION TALE ▶▶

- 1 A long time ago, the bat was a tiny mammal. It had no wings. One day, the mammals and birds decided to play a game. The birds played on one team, and the mammals played on the other team.
- 2 The bat wanted to play with the mammals, but the mammals laughed at her size. "You are too small," they said.
- 3 So the bat asked to play with the birds. The birds said, "You don't have wings, but we can make you some out of a drum." The birds stretched the skin of a drum into wings.
- 4 The birds put the wings on the bat and said, "Flap your wings." The bat jumped off a tree and flapped her wings, but she didn't fly in a straight line like the birds. Instead, she flew every which way in a crazy, zigzag pattern.
- 5 The birds let the bat play on their team. Just as she had done before, the bat flew in a crazy, zigzag pattern. The mammals on the other team could not catch the bat. The bat scored the winning points for the birds.
- 6 When the game was over, the mammals said, "Who is that superstar on your team?"
- 7 The birds said, "It is the bat. We gave her wings."
- 8 The mammals did not know what to say. After all, they had refused to let the tiny bat play on their team. The mammals had learned their lesson. From that day on, they let any animal of any size play on their team.



Close Reader Habits

Which details would you include to recount the story? **Underline** the most important ones.



When you get ready to recount a story, choose the most important details.

► Think

1 Number the items to show the order of some events in the story.

- ___ The bat flies in a crazy, zigzag pattern.
- ___ The birds make wings for the bat.
- ___ The mammals do not let the bat play on their team.

2 Why do the birds win the game?

- A** The mammals cannot follow the bat's movements.
- B** The mammals are surprised to see the bat on the team.
- C** The mammals refuse to play against a bat.
- D** The birds fly in a crazy, zigzag pattern.

► Talk

3 Using key details from the text, talk to your partner about how the bat's way of flying helps the birds win.

► Write

4 **Short Response** In your own words, recount what happens when the bat plays the game with the birds. Be sure to include the most important details from the story. Use the space provided on page 113 to write your answer.

HINT Review the game in paragraphs 5 to 8.

| | |
|-------|--|
| MONTH | 50 FITNESS ACTIVITIES HEART RAISERS ON THE SPOT |
| May | |

36. R-P-S (ROCK-PAPER-SCISSORS)

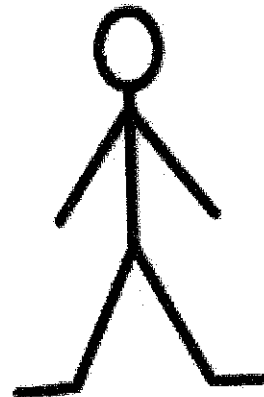
ROCK



PAPER



SCISSOR



The following are descriptions for three movement activities for R-P-S:
Rock = Crouch low into a ball, touching hands to knees. **Paper** = Stand straight, with your feet together and hands at your sides. **Scissors** = Legs straddle shoulder width apart and arms move away from your sides. Add a jump into each movement. For example, two foot jump into the 'Rock' activity, then jump to 'Paper', and then jump to 'Scissors'. Key Phrase: "Jump-Rock, jump-Paper, jump-Scissors".
 Repeat R-P-S sequence. As a variation, find a partner and play active R-P-S. Partners start by facing one another. Both partners jump twice then on the third jump show either rock, paper, or scissor. Play best of three rounds then find a new partner. Key Phrase: "Jump, jump, show".

KIDS 7 MINUTE HIIT WORK OUT FOR SELF-REGULATION

Set an interval timer and complete each animal movement for 45 seconds, with 15 seconds of rest in between. Do as many as you can!



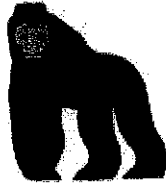
FROG JUMPS

Hop, hop, back and forth like a frog



BEAR WALK

Hands & feet on the floor, hips high - walk left and right



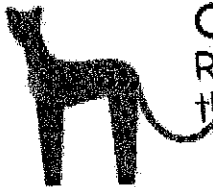
GORILLA SHUFFLE

Sink into a low sumo squat, with hands on the floor, shuffle around the room.



STARFISH JUMPS

Jumping jacks as fast as you can, with arms and legs spread wide.



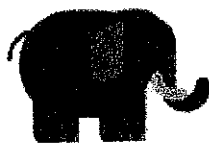
CHEETAH RUN

Run in place, as FAST as you can! Just like the fastest animal in the Sahara.



CRAB CRAWL

Sit and place your palms flat on the floor behind you near your hips. Lift up off the ground and crawl.



ELEPHANT STOMPS

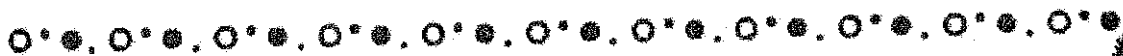
March in place lifting your knees as high as you can and stomping the ground as hard as you can!

Daily Fitness Challenge for Kids



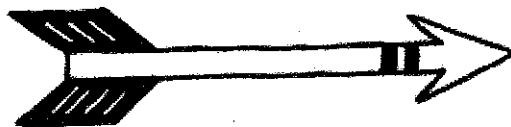
- | | |
|------------------------------|------------------------|
| A: 10 Jumping Jacks | N: 4 Lunges |
| B: 30 Second Plank | O: 3 Burpees |
| C: Crab Walk | P: 10 Second Butterfly |
| D: 10 Push Ups | Q: Run in Place 1 Min |
| E: 10 Sit Ups | R: 7 Jumping Jacks |
| F: 5 Cartwheels | S: 4 Leg Kicks |
| G: Headstand | T: 5 Sit Ups |
| H: 4 Somersaults | U: 15 Second Plank |
| I: Duck Walk | V: 3 Cartwheels |
| J: Jump In Air 5 Times | W: Crab Walk |
| K: Touch Toes 6 Times | X: 2 Somersaults |
| L: Spin Around 3 Times | Y: 5 Lunges |
| M: 10 Leg Kicks | Z: Duck Walk |

Spell each day of the week for a daily workout!



OUTDOOR ADVENTURE HUNT

- { } Something colorful.
- { } A pinecone.
- { } An acorn.
- { } Something smooth.
- { } Something rough.
- { } Two kinds of leaves.
- { } Two kinds of sticks.
- { } Something bumpy.
- { } A flat rock.
- { } Something fuzzy.
- { } Something pretty.
- { } A chewed leaf.
- { } A flower or petal.
- { } A piece of litter.
- { } Something you think is a treasure.



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SHAPE

Packet 4

Elephant Food and Fun

THE STORY

Five elephants named Al, Art, Anne, Alice and Arlene had five different favorite foods. Their favorite foods were trees, corn flakes, peanuts, doughnuts and coconuts. The elephants also enjoyed five different favorite activities. They enjoyed chasing lions, swimming, pole vaulting, hula hooping and stomping things. Based on the clues, match the elephants with their favorite foods and their favorite activities.

THE CLUES

1. The corn flakes-loving elephant loved to play with a hula hoop.
2. The tree-eating elephant and the elephant that loved to stomp things thought the pole-vaulting elephant was very athletic.
3. Anne, Alice and Arlene did not eat trees or coconuts.
4. Al did not swim, stomp things or eat trees.
5. Art, Anne and Alice did not enjoy swimming, but one of those three liked peanuts and another one loved corn flakes.
6. Anne did not play with a hula hoop.

| Al | Art | Anne | Alice | Arlene |
|-----------------|-----------------|-----------------|-----------------|-----------------|
| trees | trees | trees | trees | trees |
| corn flakes | corn flakes | corn flakes | corn flakes | corn flakes |
| peanuts | peanuts | peanuts | peanuts | peanuts |
| doughnuts | doughnuts | doughnuts | doughnuts | doughnuts |
| coconuts | coconuts | coconuts | coconuts | coconuts |
| chasing lions | chasing lions | chasing lions | chasing lions | chasing lions |
| swimming | swimming | swimming | swimming | swimming |
| pole vaulting | pole vaulting | pole vaulting | pole vaulting | pole vaulting |
| hula hooping | hula hooping | hula hooping | hula hooping | hula hooping |
| stomping things | stomping things | stomping things | stomping things | stomping things |

The Elephant Race

THE STORY

Five elephants named Al, Art, Anne, Alice and Arlene decided to have a race. The elephants decided to do it right and went out and hired jockeys. The jockeys were named Bobo, Mopey, Lumpy, Wolfie and Honey. The jockeys were five different animals; they were a warthog, newt, hamster, monkey and baboon. When the race was over the elephants had finished in 1st, 2nd, 3rd, 4th and 5th places. Based on the clues, match the elephants with their jockey's names, their jockey's animal types and their order of finish.

THE CLUES

1. Anne finished one place behind Arlene but was not last, and Alice finished one place behind Anne but was not last, while Arlene finished one place behind Art.
2. Bobo the baboon finished in 3rd place, and Honey the hamster finished one place behind Bobo.
3. Lumpy the monkey finished one place behind Mopey the newt.
4. Al did not have a monkey on his back!

| Al | Art | Anne | Alice | Arlene |
|-----------|-----------|-----------|-----------|-----------|
| Bobo | Bobo | Bobo | Bobo | Bobo |
| Mopey | Mopey | Mopey | Mopey | Mopey |
| Lumpy | Lumpy | Lumpy | Lumpy | Lumpy |
| Wolfie | Wolfie | Wolfie | Wolfie | Wolfie |
| Honey | Honey | Honey | Honey | Honey |
| warthog | warthog | warthog | warthog | warthog |
| newt | newt | newt | newt | newt |
| hamster | hamster | hamster | hamster | hamster |
| monkey | monkey | monkey | monkey | monkey |
| baboon | baboon | baboon | baboon | baboon |
| 1st place | 1st place | 1st place | 1st place | 1st place |
| 2nd place | 2nd place | 2nd place | 2nd place | 2nd place |
| 3rd place | 3rd place | 3rd place | 3rd place | 3rd place |
| 4th place | 4th place | 4th place | 4th place | 4th place |
| 5th place | 5th place | 5th place | 5th place | 5th place |

WORD ANALOGIES

1. COLD : COOL ::

- Ⓐ gigantic : large
- Ⓑ tiny : bug
- Ⓒ warm : hot
- Ⓓ free : happy

Relationship/Type: _____

Key Words Bridge Sentence:

Something cold is very cool.

Answer Bridge Sentence:

Something _____ is very

2. SENT : SCENT ::

- Ⓐ stink : smell
- Ⓑ clean : fresh
- Ⓒ pair : two
- Ⓓ flower : flour

Relationship/Type: _____

Key Words Bridge Sentence:

Sent and scent are homophones.

Answer Bridge Sentence:

_____ and _____ are homophones.

3. MEAN : KINDNESS ::

- Ⓐ hurt : love
- Ⓑ comfortable : pain
- Ⓒ short : strength
- Ⓓ wet : water

Relationship/Type: _____

Key Words Bridge Sentence:

A mean person lacks kindness.

Answer Bridge Sentence:

A _____ person lacks

4. LITTER : PUPPIES ::

- Ⓐ flock : sheep
- Ⓑ cattle : herd
- Ⓒ pack : snakes
- Ⓓ cat : kittens

Relationship/Type: _____

Key Words Bridge Sentence:

A litter is a group of puppies.

Answer Bridge Sentence:

A _____ is a group of

5. GUITAR : INSTRUMENT ::

- Ⓐ pear : fruit
- Ⓑ meat : beef
- Ⓒ violin : trumpet
- Ⓓ toy : game

Relationship/Type: _____

Key Words Bridge Sentence:

A guitar is a type of instrument.

Answer Bridge Sentence:

A _____ is a type of

WORD ANALOGIES

6. DESK : CLASSROOM ::

- Ⓐ airplane : wing
- Ⓑ toilet : bathroom
- Ⓒ school : principal
- Ⓓ book : paper

Relationship/Type: _____

Key Words Bridge Sentence:

A desk is a part of a classroom.

Answer Bridge Sentence:

A(n) _____ is a part of a _____.

7. SUN : BRIGHT ::

- Ⓐ soft : pillow
- Ⓑ metal : cold
- Ⓒ tree : tall
- Ⓓ pebble : small

Relationship/Type: _____

Key Words Bridge Sentence:

A characteristic of a sun is that it is bright.

Answer Bridge Sentence:

A characteristic of (a) _____ is that it is _____.

8. BOAT : WATER ::

- Ⓐ car : truck
- Ⓑ train : road
- Ⓒ plane : air
- Ⓓ lake : ocean

Relationship/Type: _____

Key Words Bridge Sentence:

A boat goes in the water.

Answer Bridge Sentence:

A _____ goes in the _____.

9. CHEF : COOK ::

- Ⓐ speak : teacher
- Ⓑ doctor : heal
- Ⓒ artist : creative
- Ⓓ food : eat

Relationship/Type: _____

Key Words Bridge Sentence:

The function of a chef is to cook.

Answer Bridge Sentence:

The function of a(n) _____ is to _____.

10. DULL : GLOSSY ::

- Ⓐ shut : closed
- Ⓑ foolish : silly
- Ⓒ strange : ordinary
- Ⓓ plastic : paper

Relationship/Type: _____

Key Words Bridge Sentence:

Dull is an antonym for glossy.

Answer Bridge Sentence:

_____ is an antonym for _____.

39. Vests, Barnyard Buddies and Weight

| Hal | Herb | Helga | Helena |
|----------|--------------|----------|----------|
| maroon | lemon yellow | peach | pink |
| sheep | chickens | cows | horses |
| 500 lbs. | 300 lbs. | 250 lbs. | 600 lbs. |

40. A Pig Finish!

| Hal | Herb | Helga | Helena |
|-------------|---------------|--------------|--------------|
| brown shirt | blue shirt | green shirt | purple shirt |
| blue shorts | purple shorts | brown shorts | green shorts |
| rat | gopher | skunk | weasel |
| 3rd place | 2nd place | 1st place | 4th place |

41. Goat Food and Fears

| Ben | Bart | Betty | Bertha | Beverly |
|----------|---------|-----------|-----------|--------------|
| weeds | bananas | cucumbers | flowers | strawberries |
| vampires | snakes | tigers | elephants | trolls |

42. Racing Goats

| Ben | Bart | Betty | Bertha | Beverly |
|-----------|-----------|-----------|-----------|-----------|
| skunk | chicken | rabbit | monkey | turtle |
| 5th place | 2nd place | 1st place | 4th place | 3rd place |

43. Chicken Dancing and Fear

| Bea | Cindi | Daphne | Elsie | Frannie |
|--------|-------|-------------|---------------|---------|
| ballet | tango | bunny hop | square dance | limbo |
| hawks | foxes | deep-fryers | falling skies | hyenas |

44. Dyeing to Lay Eggs

| Bea | Cindi | Daphne | Elsie | Frannie |
|--------|--------|---------|--------|---------|
| purple | pink | red | blue | green |
| 4 eggs | 5 eggs | 10 eggs | 8 eggs | 12 eggs |

45. Geese With Horns?

| Ann | Gert | Helen | Joanie | Kristin |
|------|---------|----------|----------|-----------|
| Hill | Doe | Doogan | Johnson | Smith |
| tuba | trumpet | clarinet | trombone | saxophone |

46. Bonnets and Buddies

| Ann | Gert | Helen | Joanie | Kristin |
|------|----------|--------|--------|---------|
| pink | lavender | orange | green | rose |
| cow | donkey | pig | dog | turkey |

47. Elephant Food and Fun

| Al | Art | Anne | Alice | Arlene |
|------------|-------------|--------------|-------------|-----------|
| coconuts | trees | peanuts | corn flakes | doughnuts |
| pole vault | chase lions | stomp things | hula hoop | swimming |

48. The Elephant Race

| Al | Art | Anne | Alice | Arlene |
|-----------|-----------|-----------|-----------|-----------|
| Wolfie | Mopey | Bobo | Honey | Lumpy |
| warthog | newt | baboon | hamster | monkey |
| 5th place | 1st place | 3rd place | 4th place | 2nd place |

Grade 3 Perplexor Key

WORD ANALOGIES

1. COLD : COOL ::

- Ⓐ gigantic : large
- Ⓑ tiny : bug
- Ⓒ warm : hot
- Ⓓ free : happy

Relationship/Type: _____

Degree

Key Words Bridge Sentence:

Something cold is very cool.

Answer Bridge Sentence:

Something gigantic is very
large.

2. SENT : SCENT ::

- Ⓐ stink : smell
- Ⓑ clean : fresh
- Ⓒ pair : two
- Ⓓ flower : flour

Relationship/Type: _____

Other

Key Words Bridge Sentence:

Sent and scent are homophones.

Answer Bridge Sentence:

Flower and
flour are homophones.

3. MEAN : KINDNESS ::

- Ⓐ hurt : love
- Ⓑ comfortable : pain
- Ⓒ short : strength
- Ⓓ wet : water

Relationship/Type: _____

Lack

Key Words Bridge Sentence:

A mean person lacks kindness.

Answer Bridge Sentence:

A comfortable person lacks
pain.

4. LITTER : PUPPIES ::

- Ⓐ flock : sheep
- Ⓑ cattle : herd
- Ⓒ pack : snakes
- Ⓓ cat : kittens

Relationship/Type: _____

Other

Key Words Bridge Sentence:

A litter is a group of puppies.

Answer Bridge Sentence:

A flock is a group of
sheep.

5. GUITAR : INSTRUMENT ::

- Ⓐ pear : fruit
- Ⓑ meat : beef
- Ⓒ violin : trumpet
- Ⓓ toy : game

Relationship/Type: _____

Type/Kind

Key Words Bridge Sentence:

A guitar is a type of instrument.

Answer Bridge Sentence:

A pear is a type of
fruit.

WORD ANALOGIES

6. DESK : CLASSROOM ::

- Ⓐ airplane : wing
 Ⓑ toilet : bathroom
 Ⓒ school : principal
 Ⓓ book : paper

Relationship/Type: _____

Part/Whole

7. SUN : BRIGHT ::

- Ⓐ soft : pillow
 Ⓑ metal : cold
 Ⓒ tree : tall
 Ⓓ pebble : small

Relationship/Type: _____

Characteristic

8. BOAT : WATER ::

- Ⓐ car : truck
 Ⓑ train : road
 Ⓒ plane : air
 Ⓓ lake : ocean

Relationship/Type: _____

Other

9. CHEF : COOK ::

- Ⓐ speak : teacher
 Ⓑ doctor : heal
 Ⓒ artist : creative
 Ⓓ food : eat

Relationship/Type: _____

Function/Purpose

10. DULL : GLOSSY ::

- Ⓐ shut : closed
 Ⓑ foolish : silly
 Ⓒ strange : ordinary
 Ⓓ plastic : paper

Relationship/Type: _____

Antonym

Key Words Bridge Sentence:

A desk is a part of a classroom.

Answer Bridge Sentence:

A(n) toilet is a part of a bathroom.

Key Words Bridge Sentence:

A characteristic of a sun is that it is bright.

Answer Bridge Sentence:

A characteristic of (a) pebble is that it is small.

Key Words Bridge Sentence:

A boat goes in the water.

Answer Bridge Sentence:

A plane goes in the air.

Key Words Bridge Sentence:

The function of a chef is to cook.

Answer Bridge Sentence:

The function of a(n) doctor is to heal.

Key Words Bridge Sentence:

Dull is an antonym for glossy.

Answer Bridge Sentence:

Strange is an antonym for ordinary.