

Webster County Schools

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3rd Grade

Packet 5

Cursive Writing Worksheets: Sentences

Write the sentences:

A penny saved is a penny earned.

It's fun to do the impossible.

The truth is the strongest argument.

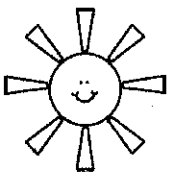
Cursive Writing Worksheets: Sentences

Write the sentences:

A long trip begins with a single step.

To have a good friend, be a good friend.

Mistakes are proof that you are trying.



Good Morning, Sunshine!

Name: _____

Week of: _____

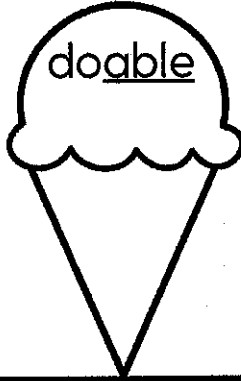
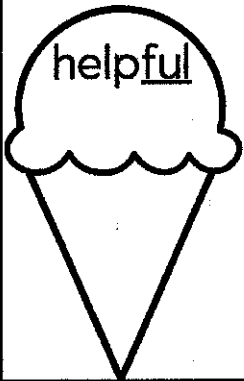
Meaningful Monday

Date: _____

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

Suffixes

For each word below, the suffix is underlined. Write the meaning under the word. Write another word in the cone that has the same suffix.



Maui was the youngest son of Akalana and Hinakawea. He was born a demi-god and could also transform into an animal. This is called a "kupua." According to legends, Maui was not a very good fisherman compared to his brothers. One day, he insisted on joining his brothers' fishing trip. He used his Manaiakalani, a giant magical fishing hook. He threw it to the ocean floor and suddenly felt a strong tug. He thought that he had caught a giant fish! So he asked his brothers to paddle hard to pull the fish. But as they paddled, the ocean floor rose up and slowly became the islands of Hawaii.

Number the events in the order in which they happened in the story.

_____ Maui joins his brothers' fishing trip.

_____ The ocean floor became the islands of Hawaii.

_____ Maui felt a strong tug on his hook.

Synonyms or Antonyms?

1. explore, investigate _____
2. advantage, benefit _____
3. fierce, calm _____
4. fatal, healthy _____
5. act, show _____

Text Structure Tuesday

Date: _____

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

In Thailand, Father's day is celebrated every December 5th. It is celebrated to honor King Bhumibol Adulyadej's birthday. He is considered the father of the nation. Similarly, Mother's Day in Thailand is also celebrated on the queen's birthday. The Thais honor their king and look up to him as their father. **They celebrate the day by wearing yellow. Yellow is a color that Thais consider to represent Monday, which was the day the King was born.** They also hang framed pictures of him along the streets. They place different guest books around the country so that people can write birthday messages to the King. Around the country, children honor their fathers and grandfathers by giving them Canna flowers, a red or orange lily that symbolizes honor and respect.

Which of the following describes the relationship between the two underlined sentences?

- a. The first sentence explains the reason for what is described in the second sentence.
- b. The sentences compare Father's Day in the U.S. to Father's Day in Thailand.
- c. The second sentence gives the cause of what is described in the first sentence.
- d. The sentences describe problems faced when celebrating Father's Day.



Wordy Wednesdays

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

Date: _____

SPLASH into SPELLING!


Rewrite the misspelled word on the line below.

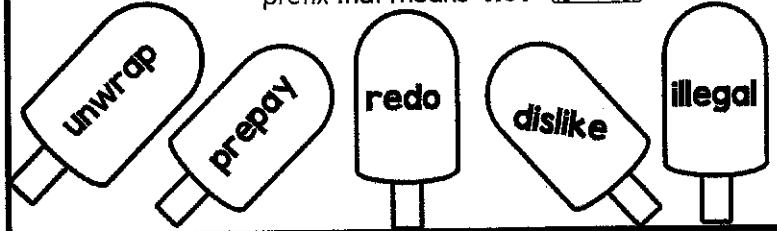
unaftrade

untide

unluckie

PREFIX POPS

Color all the popsicles that contain a word with a prefix that means "not" 



Throwback Thursday

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

Date: _____

Punctuation for Effect

Write the correct punctuation mark to complete each sentence.

1. Have you been to Hawaii ____
2. Look__ There is a shark over there ____
3. Please bring a towel __ a shirt__ and a hat__
4. How many seashells were you able to collect_____
5. We're going to the beach on Saturday_____

Buy or bye?

Choose the correct word to complete each sentence.

1. Please _____ (**buy, bye**) sunscreen before our trip.
2. Don't forget to _____ (**buy, bye**) lemons.
3. It's so hard to say good _____ (**buy, bye**) to my dog in the morning.
4. The children waved good _____ (**buy, bye**) to their parents as they left for camp.

Figurative Friday

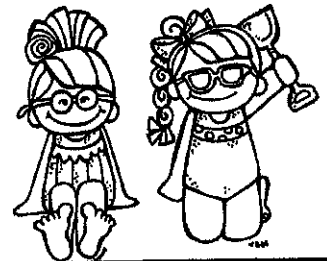
Figurative language uses words and expressions to have a greater impact on the reader.

Date: _____

Two sisters named Sunny and Sandy went to swim in the sea. The skies were clear, the sun was out and it was a perfect day to go to the beach. The water called out to the two girls and they couldn't resist. Sunny ran straight to the water and swam. Splish! Splash! Sunny kicked around in the water and made tiny splashes of water. After some time, Sandy decided to go to the shore to collect some seashells in her little bucket. She found big ones, small ones, and shiny ones too. When it was time for lunch, their mother called the girls to come inside and eat. She gasped when she saw the two girls. They were as red as lobsters! Oops! They forgot to put on sunscreen before going out! They looked at each other's sunburnt faces and laughed. They had such a good day at the beach that they didn't mind having a sunburn at all!

What type of figurative language is used in the underlined sentence?

- a. simile
- b. metaphor
- c. alliteration
- d. onomatopoeia



Name: _____

Date: _____



Reading Between the Lines



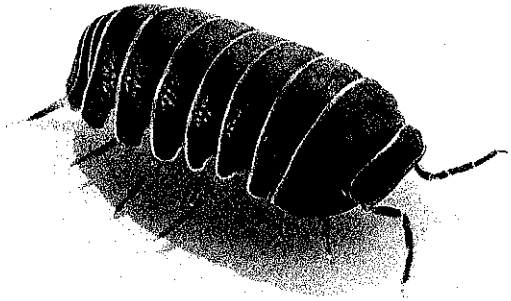
An **inference** is a conclusion you come to based on reasoning and evidence within a text. Read each paragraph below and answer the inference question that follows.

<p>Harold grunted as he walked into the house. He carried four paper bags in his arms, each one filled to the brim. Suddenly, he tripped and one of the bags fell, spilling oranges, a loaf of bread, and two sticks of butter onto the floor. "At least I didn't drop the eggs!" he exclaimed.</p>	<p>Where was Harold before he got home? How do you know?</p>
<p>Each day, before Renee goes to work, she puts on her brown uniform and sturdy work boots. She has to get to work early because a lot of creatures, big and small, are counting on her for their breakfast. Later in the day, she will make sure their habitats are clean. Sometimes she gets dirty at work, but she enjoys seeing all the people who come to visit, peeking through fences and windows as she works.</p>	<p>Where does Renee work? How do you know?</p>
<p>Patrick arrived home from school with a grin. He burst through the front door and ran into the living room where he saw boxes wrapped in shiny paper and balloons tied to a chair. On the counter sat a chocolate cake with eleven candles. He reached for a taste of the frosting, but his mother scolded, "We have to sing to you before eating the cake!"</p>	<p>What is Patrick celebrating? How do you know?</p>
<p>Lucy sighed happily as she curled into a ball and licked her fur. After a long afternoon of laying in the sun, she was happy to be snuggled up on her soft bed. She purred contentedly as she closed her eyes, ready for a nap. Suddenly, she heard a buzzing noise. Her eyes snapped open and her ears twitched. She spotted a fly landing nearby. Lucy watched it carefully for a moment and then, POUNCE! She caught it!</p>	<p>Who is Lucy? How do you know?</p>

Name: _____

Roly-Poly Pill Bugs

by Cynthia Sherwood



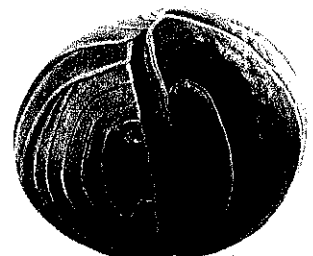
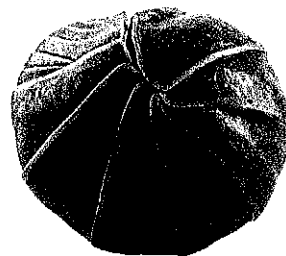
Some people are afraid of bugs such as spiders or beetles. But there is one bug that just about everybody likes—pill bugs. If you ever pick one up, you know why its nickname is “roly-poly.” A pill bug rolls up into a tight little ball to protect itself. This bug is scared of you, not the other way around!

These little gray or brown bugs can be found almost everywhere in the United States except the desert. That is because they need to stay moist. But they can live in dry places like California thanks to lawn sprinklers. One of their favorite hang-outs is under damp flower pots.

Did you know that pill bugs have something in common with kangaroos? After her eggs hatch, the mother pill bug carries her young in a pouch under her belly. The little pill bugs stay there until they are big enough to be on their own.

Pill bugs also have something in common with snakes. Just as snakes shed their skin when it gets too small, pill bugs do too. This is called “molting.” A pill bug molts about five times until it is full-grown.

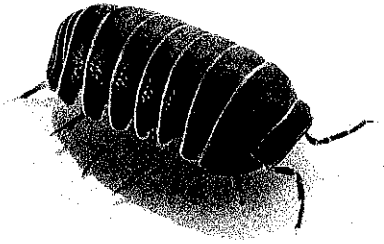
Pill bugs are a little like owls, too. Pill bugs are nocturnal, meaning they are most active at night. That is when they most like to wander around and look for food. And just like earthworms, pill bugs help break down plants in the soil. Pill bugs aren't just nice bugs. They are also interesting ones!



Name: _____

Roly-Poly Pill Bugs

by Cynthia Sherwood



1. Why are pill bugs nicknamed "roly-poly"?

2. Where would you be least likely to find a pill bug?

- a. under a large rock near a pond b. under a log near a downspout
c. in a vegetable garden d. hiding in the roots of a cactus

3. How is a pill bug like a kangaroo?

4. What does the word "molting" mean?

- a. active at night b. shedding its skin
c. crawling in a damp place d. crawling like a snake

5. How are pill bugs and earthworms alike?

6. Which statement from the article is an opinion?

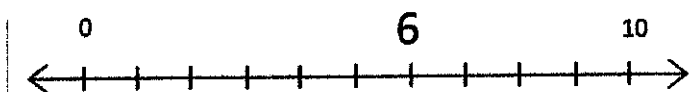
- a. This bug is scared of you, not the other way around.
b. A pill bug molts about five times until it is full-grown.
c. Pill bugs aren't just nice bugs; they are interesting ones.
d. One of their favorite hang-outs is under damp flower pots.

Rounding to the Nearest Tens

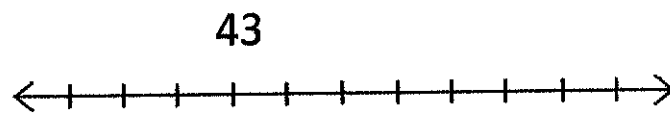
We sometimes call numbers that have a zero in the ones place a friendly number or a benchmark number (i.e. 50, 100, 250, etc.). Numbers that have a zero in the ones place value column and are less than 100 are helpful to know when rounding two digit numbers to the closest ten/tens (i.e. 0, 10, 20, 30, etc.).

Each of these number lines have a number on them. Write the benchmark numbers ("tens") that come before and after the number.

1. The number 6 is on the number line. The student wrote 0 and 10.



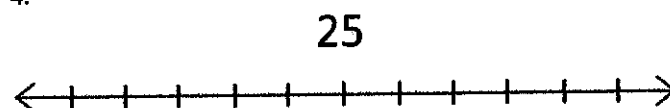
2.



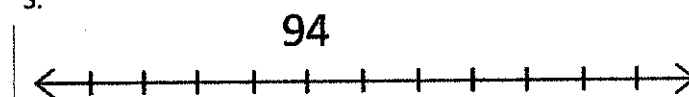
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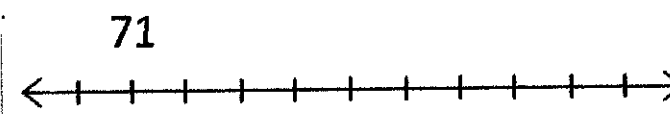
4.



5.



6.

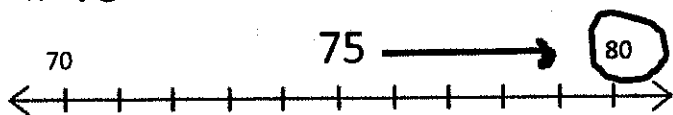


Numbers with 0 in the ones place are already rounded to the nearest tens. Numbers with 1, 2, 3, and 4 in the ones place value column should be rounded down to the benchmark number ("tens") that comes before it. Numbers with 5, 6, 7, 8, and 9 in the ones column should be rounded up to the benchmark number ("tens") that comes after it.

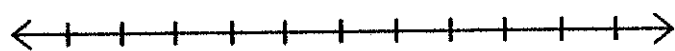
- Write the given number on the number line.
- Write the benchmark or "tens number" that come before and after the given number.
- Circle the benchmark or "tens number" that the given number would be rounded to. Draw an arrow, as well.

7. 75

The student placed 75 on the number line. Then wrote the two benchmark numbers/"tens": 70 and 80. Next the student circled 80 and drew an arrow pointing towards 80.



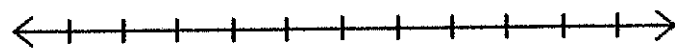
8. 9



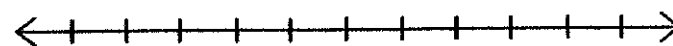
9. 98



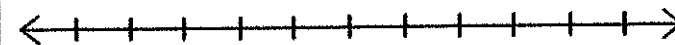
10. 34



11. 42



12. 3



Number lines can take many shapes and forms. These are vertical number lines.

- Write the given number on the number line.
- Write the benchmark or "tens number" that come before and after the given number.
- Circle the benchmark or "tens number" that the given number would be rounded to. Draw an arrow, as well.

<p>13. 24</p>	<p>14. 78</p>	<p>15. 81</p>	<p>16. 7</p>
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When rounding three-digit numbers to the nearest tens, the focus still remains on the ones and tens.

Each of these number lines have a number on them. Write the benchmark numbers ("tens") that come before and after the number and underline the digits in the ones and tens place.

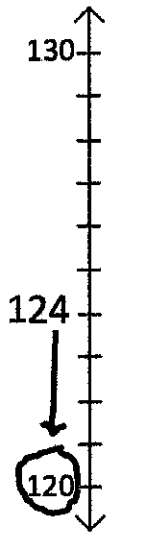
<p>17.</p>	<p>18.</p>
<p>19.</p>	<p>20.</p>
<p>21.</p>	<p>22.</p>

Choose your own three-digit numbers.

<p>23.</p>	<p>24.</p>
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- A. Write the given number on the number line.
- B. Write the benchmark or "tens number" that come before and after the given number.
- C. Circle the benchmark or "tens number" that the given number would be rounded to and draw an arrow, as well.

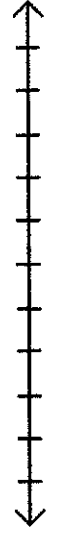
25. 124



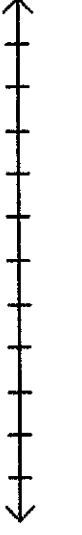
26. 398



27. 993

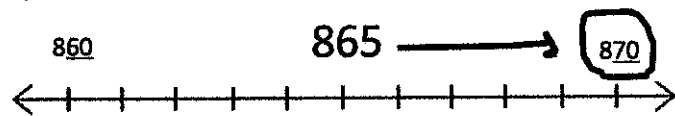


28. 565

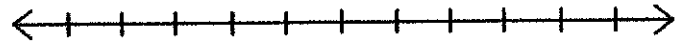


Choose three-digit numbers to add to the number line. Write the benchmark numbers ("tens") that come before and after the number and underline the digits in the ones and tens place. Circle the benchmark number that the number will be rounded to and draw an arrow, as well.

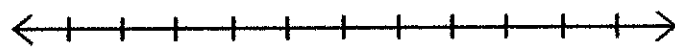
29.



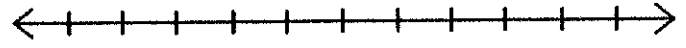
30.



31.



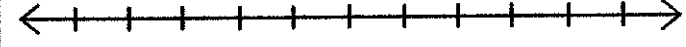
32.



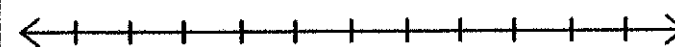
33.



34.



35.



36.



When it comes to problem solving, rounding helps us to make estimates (reasonable guesses) before we calculate actual or precise answers.

For example:

$18 + 31 = \underline{\quad\quad}$

18 would round up to 20

31 would round down to 30

$20 + 30 = 50$ A reasonable estimate for $18 + 31$ would be 50.

$78 - 42 = \underline{\quad\quad}$

78 would round up to 80

42 would round down to 40

$80 - 40 = 40$ A reasonable estimate for $78 - 42$ would be 40.

37. $34 + 58 = \underline{\quad\quad}$
30 would round to
58 would round to
 + = A reasonable estimate for $34 + 58$ would be .

38. $92 - 47 = \underline{\quad\quad}$
92 would round to
47 would round to
 - = A reasonable estimate for $92 - 47$ would be .

39. $56 - 13 = \underline{\quad\quad}$
 would round to
 would round to
 - = A reasonable estimate for $56 - 13$ would be .

40. $88 + 9 = \underline{\quad\quad}$
 would round to
 would round to
 + = A reasonable estimate for $88 + 9$ would be .

Think of your own:

41. + =
 would round to
 would round to
 + = A reasonable estimate for + would be .

42. - =
 would round to
 would round to
 - = A reasonable estimate for - would be .

Name _____

Date _____

1. Cathy collects the following information about her dogs, Stella and Oliver.

Stella	
<i>Time Spent Getting a Bath</i>	<i>Weight</i>
36 minutes	32 kg

Oliver	
<i>Time Spent Getting a Bath</i>	<i>Weight</i>
25 minutes	7 kg

Use the information in the charts to answer the questions below.

- a. Estimate the total weight of Stella and Oliver (round to the nearest tens).

- b. What is the actual total weight of Stella and Oliver?

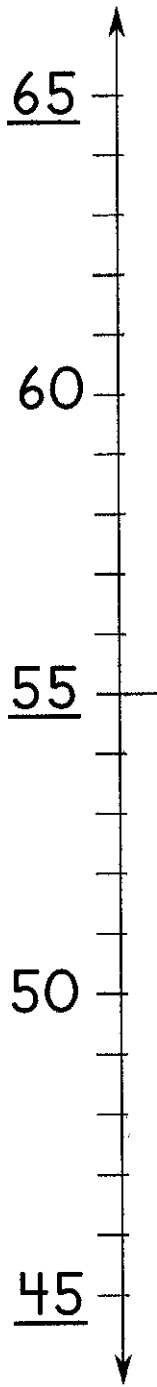
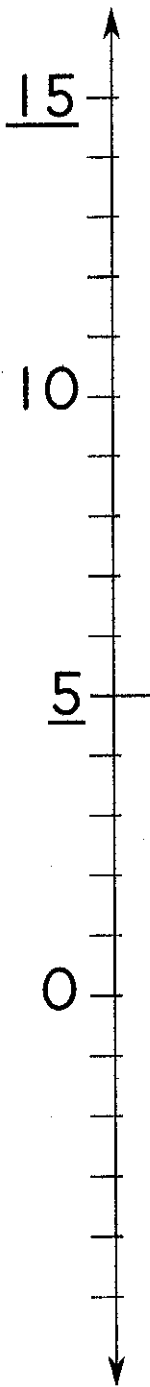
- c. Estimate the total amount of time Cathy spends giving her dogs a bath (round to the nearest tens).

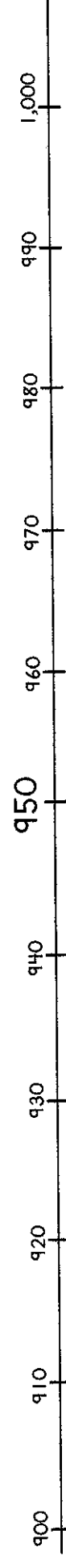
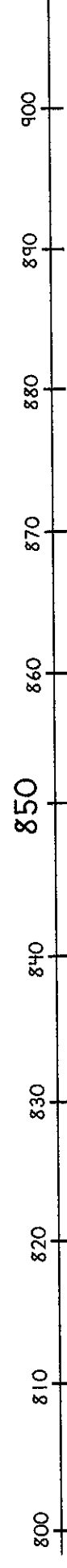
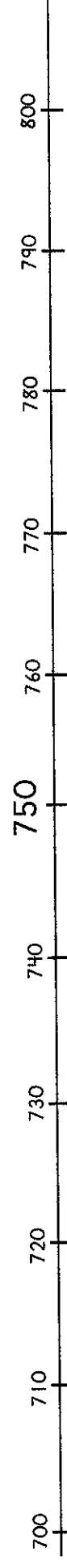
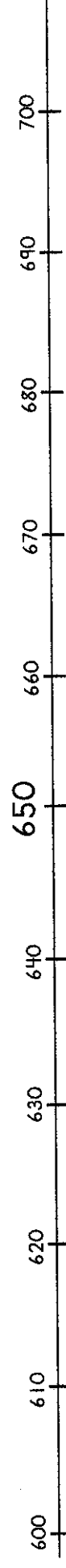
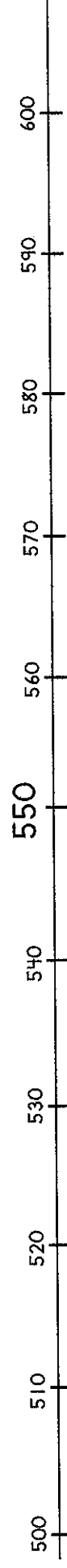
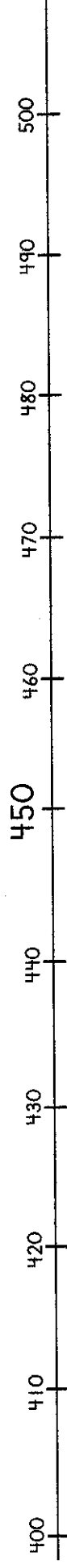
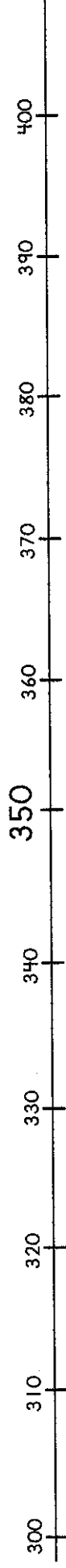
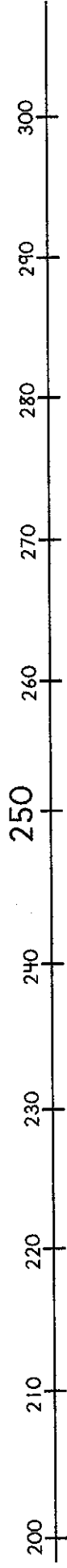
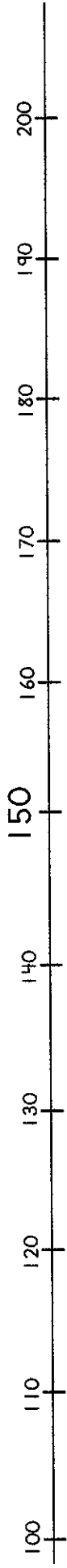
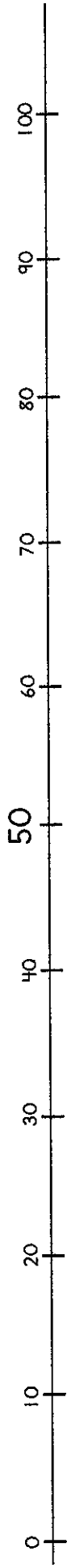
- d. What is the actual total time Cathy spends giving her dogs a bath?

- e. Explain how estimating helps you check the reasonableness of your answers.

Vertical Number Lines

Some examples:





1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120
121	122	123	124	125	126	127	128	129	130	131	132	133	134	135	136	137	138	139	140
141	142	143	144	145	146	147	148	149	150	151	152	153	154	155	156	157	158	159	160
161	162	163	164	165	166	167	168	169	170	171	172	173	174	175	176	177	178	179	180
181	182	183	184	185	186	187	188	189	190	191	192	193	194	195	196	197	198	199	200
201	202	203	204	205	206	207	208	209	210	211	212	213	214	215	216	217	218	219	220
221	222	223	224	225	226	227	228	229	230	231	232	233	234	235	236	237	238	239	240
241	242	243	244	245	246	247	248	249	250	251	252	253	254	255	256	257	258	259	260
261	262	263	264	265	266	267	268	269	270	271	272	273	274	275	276	277	278	279	280
281	282	283	284	285	286	287	288	289	290	291	292	293	294	295	296	297	298	299	300
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71	72	73	74	75	76	77	78	79	80
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91	92	93	94	95	96	97	98	99	100

Background Karate is a form of self-defense, or a way to protect yourself. It's also a sport. As you get better at karate, you earn belts of different colors. This text includes information about karate and a journal entry by someone who practices karate.

Setting a Purpose Read the text to find out what happens when a girl tries to win her blue belt in karate.

My Blue Belt Day!

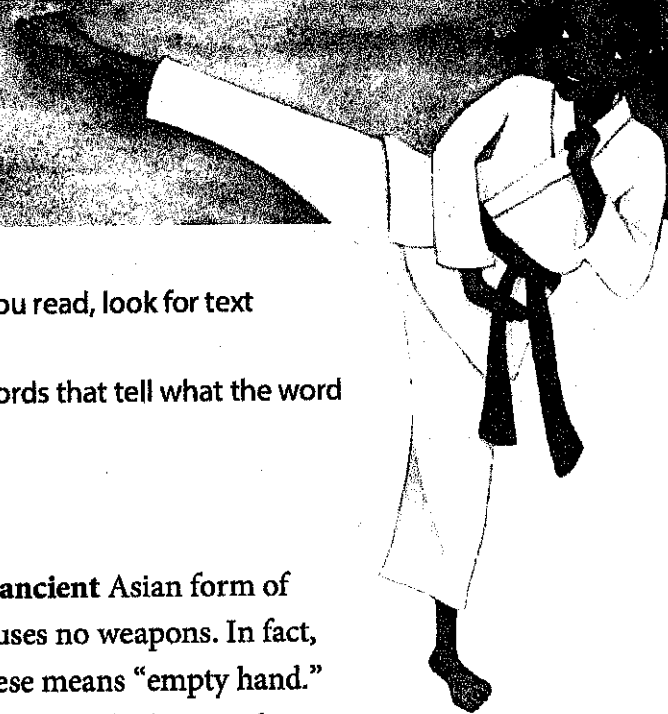
CLOSE READ
Notes

1 Read As you read, look for text evidence.

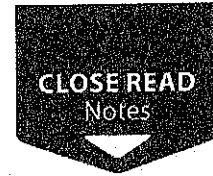
Underline the words that tell what the word *karate* means.

ancient:

Karate is an **ancient** Asian form of self-defense. It uses no weapons. In fact, *karate* in Japanese means “empty hand.” In karate, a person uses kicks, punches, blocks, and hand chops to stop an attacker.



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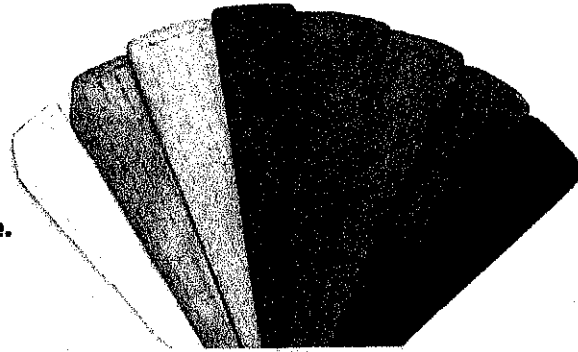
2 Read As you read, look for text evidence.

- Circle the words that tell which students wear white belts in karate.
- Underline the words that tell how students get their next belt.

complicated:

master:

Belt colors show how much karate students have learned. Beginners wear white belts. A student must pass a test to achieve each next belt. The kicks and other moves get harder and more **complicated** with each level of belt. The highest level is the **black belt**, the sign of the **master**.



There are different schools of karate. Most follow this order of belts.

3 Reread and Discuss Reread the page. Why do students wear different belts in karate? Cite text evidence in your discussion.

SHORT RESPONSE

Cite Text Evidence What do students need to learn and do if they want to move to the next belt level? Cite details from the text in your response.



4 Read As you read, look for text evidence.

- Circle the date when the journal entry was written.
- Underline colorful language the writer uses to describe how she felt before her karate test.

forms:

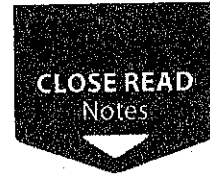
May 3

blocks:

roundhouse kick:

Why was I so scared this morning? My stomach was doing flips. You'd think I was facing a cougar instead of a karate test! I didn't feel scared six months ago. That's when I took my test to earn my green belt. I knew the green belt **forms** and performed all the kicks and **blocks** and punches just right. This morning, though, I didn't feel ready for the blue-belt test. I guess I was unsure about my **roundhouse kick**. The front kick, side kick, and roundhouse kick all need to be perfect to earn the blue belt.

5 Reread Reread the page. How can you tell that this text is a journal entry? Cite text evidence in your response.



6 Read As you read, look for text evidence. Underline words that tell what advice the girl's instructor gives her.

Just before my test, though, my instructor helped me. **Sensei** Scott said I just needed to focus. He said, "Don't think about earning your blue belt. Just think about each move as you do it."

It worked. I snapped my leg into a front kick. I whipped it out into a side kick. Then I shouted "Yiah!" and swung my right leg around for a perfect roundhouse kick.

Now I think that in six months I will be trading my blue belt for purple!

sensei:

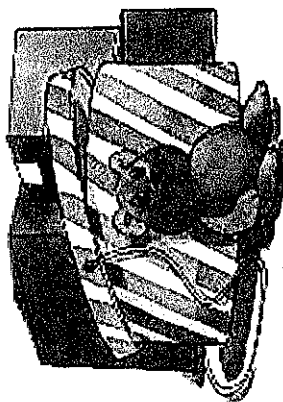
7 Reread and Discuss Reread the page. What can you conclude about the writer's karate test based on the last sentence of her journal entry? Cite text evidence in your discussion.

SHORT RESPONSE

Cite Text Evidence What details and language does the writer use that help you understand what she is like and how she feels? Cite text evidence in your response.

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Ursus, The Traveling Bear



by Minnie Timenti
illustrated by Elizabeth Allen

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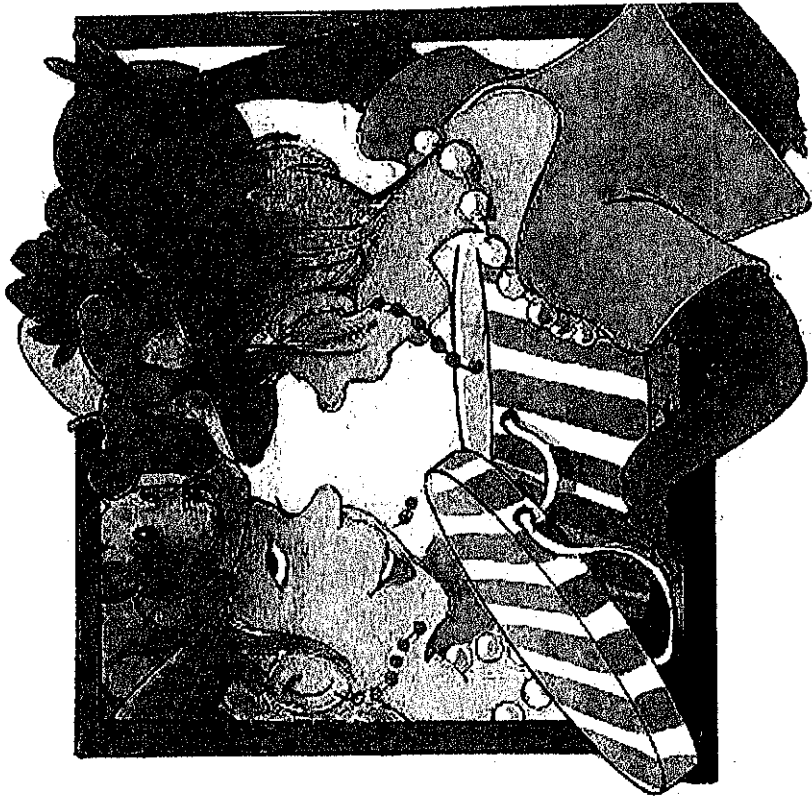
Lowell and his family had just moved to Plattsville. On the first day in his new home, Lowell looked for his stuffed bear. "I can't find Ursus," he said to his parents.

"Aren't you a little old to have a teddy bear?" asked Dad.

Lowell knew that his father didn't like the bear, but Ursus had been Lowell's best buddy for years. Ursus brought Lowell good luck.

"Don't worry. He'll turn up," said Mom. "We still have a lot of boxes to unpack. He's probably in one of them."





Weeks later, a woman opened the box and took out a hat. She put the hat on her head and looked at herself in a mirror. She stared at the little bear sitting on the brim of the hat. A smile spread across her face.



Nobody knew that Ursus was still in the moving van. The little bear had fallen out of a box and was hidden under a thick pad. Now the van was rumbling down the highway.

The next day, the van made a new trip. Ursus lay beside the furniture and boxes that had been all around him. Then, when the unloading was nearly done, a mover picked up the little bear.

"He must have fallen out," the mover said as he shoved Ursus into a large, round box. The box was brought indoors and placed in a closet.

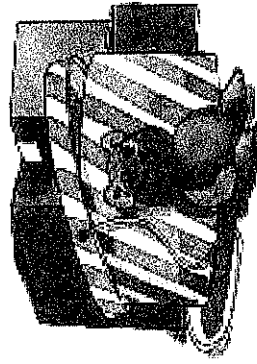
She read the bear's nametag and said, "I don't know how you [redacted] to get here, Ursus. But you have [redacted] me!"

The woman was Toppsburg's most famous—and most talented—clothing designer, Jewelann Darling. She was [redacted] planning her new line of children's clothes.

"I needed an idea. Now I have one!" she said. Then she began sketching.

Jewelann Darling drew a jacket that looked like a teddy bear's body. Its hood was a teddy bear's head. She drew teddy bear buttons and teddy bear slippers. As she worked, she talked to Ursus, showing him her sketches.

"I have the [redacted] idea for a teddy bear scarf, with a real teddy bear attached," she told him. "It's such a [redacted] having you to inspire me!"

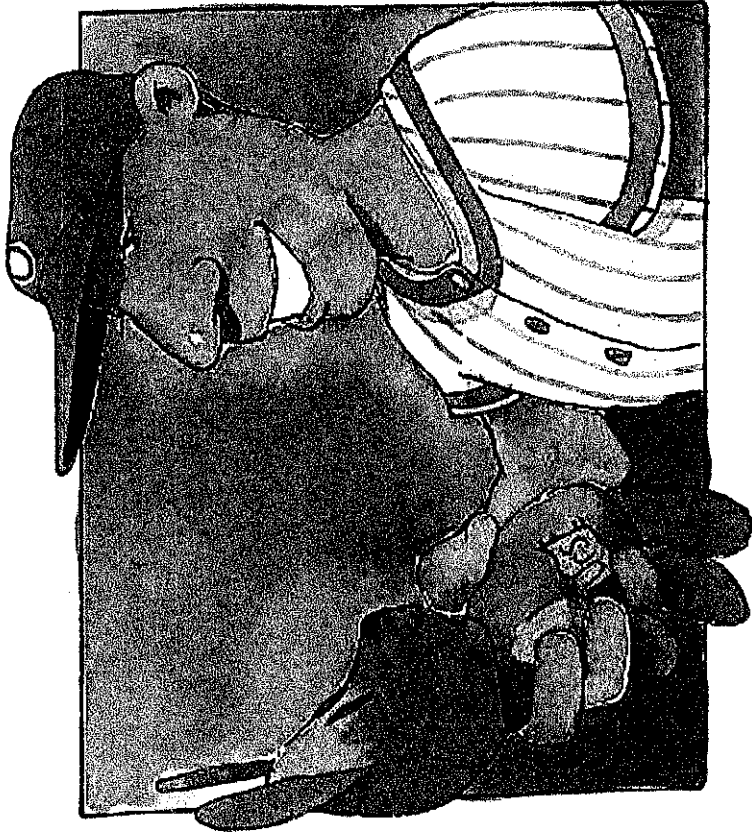


Jewelann Darling went shopping for fabrics. She wanted them to feel as soft as a teddy bear. So she took Ursus with her. But on the trip back, Ursus fell out of a shopping bag. He tumbled onto the street.

Jewelann Darling didn't notice that Ursus was gone until she got home.

"What a shame!" she said with [redacted] feeling. "I'll miss our [redacted]."

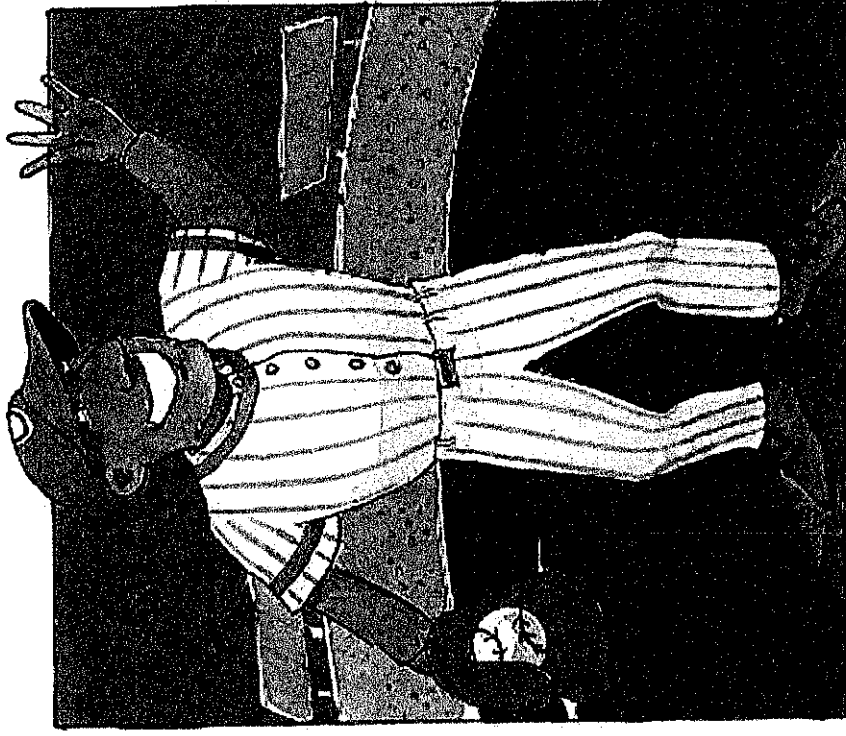




By that time, someone else had picked up Ursus. Casey Throckleton was a pitcher for the Toppsburg Teddybears baseball team. He knew that being a good pitcher depended on hard work and luck. He always worked hard. What he needed was luck.

So when Casey Throckleton saw a stuffed bear lying in the street, he stopped. He picked it up. "Hey, little Urs," he said, reading the torn nametag. "This must be my lucky day."

7



That night, just before the game, Casey Throckleton turned his lucky necklace backwards. He checked to make sure he was wearing his lucky socks inside out. He tapped Ursus on the head three times. Then he jogged out to the field.

8

Casey threw his first pitch. Strike! His second. Strike! His third. Strike! Casey Throckleton pitched the whole game. Nobody on the other team even got a hit! In one game, Casey became the star of the Toppsburg Teddybears!

As the team cheered and celebrated, Casey Throckleton said to himself, "That Urs is a good-luck bear!" But when he looked for Ursus in the dugout, the little bear was gone.

Fans of the Toppsburg Teddybears always tossed stuffed bears onto the field when the team won. When this exciting game ended, there were plenty of bears for the cleanup crew to gather, including the one in the dugout. The crew sent the bears to a thrift shop that sold them and donated the money to people who needed help.

Ursus sat among the other stuffed bears at the Good Neighbor Thrift Shop for a long time. Finally, a man picked him up. Holding the bear in one hand, the man waved Ursus back and forth rapidly. He read the torn nametag. "Ursus will do just fine," he said as he paid the clerk.





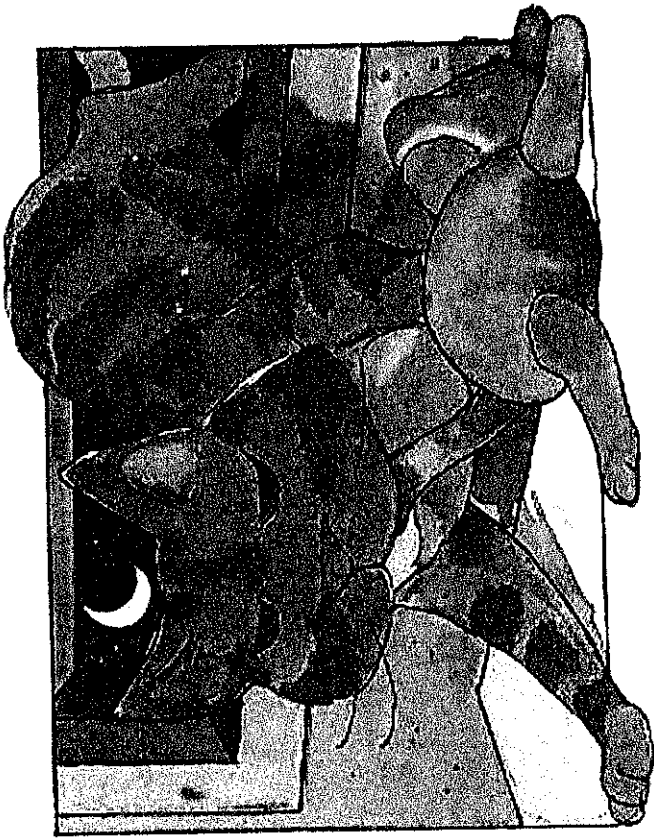
¶ The man was Byron Leezling, a photographer who took pictures of pets. Days later, Leezling was trying to take a photo of a pretty poodle named Chichi.

¶ "Look at the bear, Chichi!" Leezling called to the poodle as he waved Ursus in the air. Chichi seemed interested. "That's right, just look at the bear... Work with me, Chichi... Watch the teddy bear... Very good!" Leezling said as he snapped one picture after another. Then he placed Ursus on the ground.

¶ WHOOOSH! Just then, an eagle swooped down. Leezling gave a shout of surprise. Chichi barked wildly. The eagle snatched Ursus in its claws. Leezling watched open-mouthed as the eagle carried the bear into the air and disappeared.

¶ When Leezling caught his breath, he said, "I guess the bird thought the bear was a real animal. So long, little Ur!"





❖ The eagle landed on a high branch. It quickly discovered that Ursus was not something to eat. When the eagle flew off, Ursus fell onto a grassy field.

❖ Ursus stayed hidden in the tall grass. It rained, then snowed, then rained again. One evening, a cat found him. The cat, a very large tabby, managed to carry the bear in its mouth. It brought Ursus through an open window into a basement. It dropped Ursus behind a washing machine and ran off to look for mice.

13

❖ The next day, a woman was putting some clothes in the washing machine. "Well, look what's here!" she said.

The woman called upstairs. "Lowell, look! I found Ursus."

Lowell bolted down the stairs.

"I thought you got rid of that bear," said his father.

❖ The surprise made Lowell wonder. "He's been down here all alone for a year?" he asked his parents.

Mom shrugged. "I guess so," she said. "Poor bear. He looks like something the cat dragged in." "Hey, Ursus," said Lowell. "Welcome to your new home."

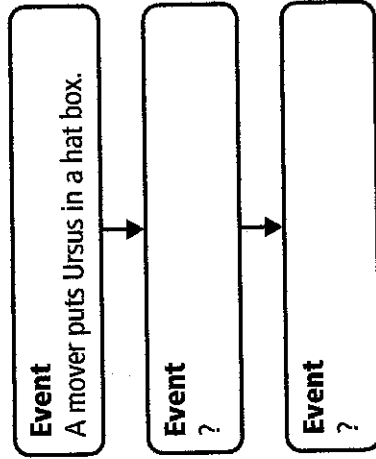


14

Responding

TARGET SKILL Sequence of Events

What are the stops Ursus makes on his journey? Copy the chart. Write the stops in the order they happened. Add more boxes if you need to.



Write About It

Text to Text Think of another character you know who has to find the way home. Write a paragraph describing how the character gets back home.

TARGET VOCABULARY

conversations
currently
inspired
loaded
loveliest

managed
pleasure
reunion
sincere
terror

TARGET SKILL

Sequence of Events Tell the time order in which events happen.

TARGET STRATEGY

Analyze/Evaluate Think about what you read. Then form an opinion about it.

GENRE A **fantasy** is a story that could not happen in real life.

WORDS TO KNOW

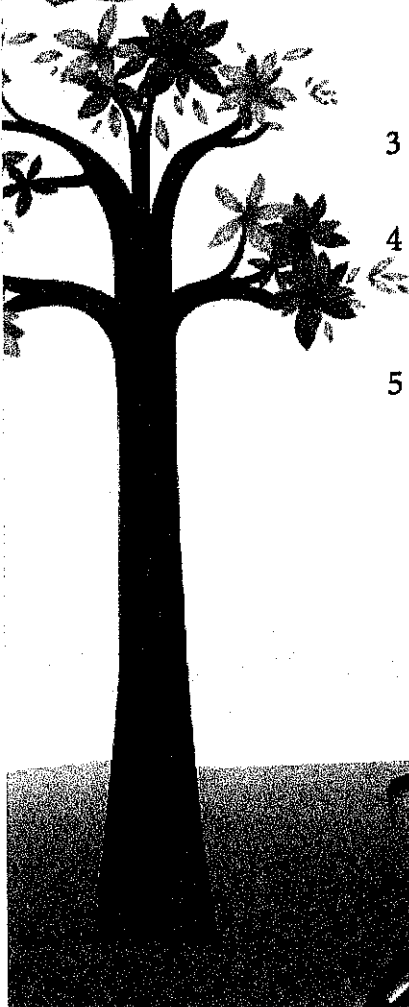
As you read, look inside, around, and beyond these words to figure out what they mean.

- **fuss**
- **disbelief**

True False

a folktale from Myanmar (Burma)

- 1 There once were three poor brothers who loved to tell tall tales. They traveled throughout the countryside telling wild stories. They always claimed that their tales were true, but no one ever believed them.
- 2 One day, the three brothers met a rich traveler. The man was dressed in fine clothes and wore shining jewels. The brothers wanted his things. "Let's ask him to play a game. Each of the four of us will tell a tale of a past adventure. The rule is that if anyone doubts the truth of another's story, he must become that person's servant. The man will never believe our stories. Getting him to doubt our stories will be like rolling off a log. He will have to become our servant."
- 3 The others liked this plan. They did not want a servant. But they wanted the man's fine things. The man agreed to the game.
- 4 The first brother told a story of how he had climbed a tree and could not get down. So he ran to a nearby cottage and borrowed a rope.
- 5 The second brother told of jumping into the stomach of a tiger who wanted to eat him. "I made such a fuss that the tiger spit me out," he said.



6 The third told of helping the village fishermen. He said he turned into a fish and jumped into the river. There, he turned back into a man and killed the big fish that were eating all the little fish.

7 The rich man listened to the three tales without saying one word of disbelief. Then he told his story. He said he was searching for three servants who had run away from him.

8 "You three must be the ones I am looking for," he said.

9 The brothers looked at him with alarm. If they doubted him, they must become his servants. That was their rule. But if they said his story was true, they would have to become his servants too!

10 They said nothing.

11 Finally, the man said he would let them go if they promised never to tell tall tales again.

12 The brothers agreed, and they kept their promise.



► **Think** Use what you learned from reading the selection to respond to these questions.

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

- ___ Each brother told his make-believe story.
- ___ Three brothers talked a rich traveler into playing a game.
- ___ The rich man made them promise not to tell tall tales.
- ___ The rich man told them a story.
- ___ The rich man did not question the brothers' stories.
- ___ The brothers realized they were trapped.

2 This question has two parts. First, answer Part A. Then answer Part B.

Part A

Why did the three brothers want to play a game with the traveler?

- A** They wanted to see if he would believe their tall tales.
- B** They wanted to trick him so they could have what he owned.
- C** They disliked people who had more money than they did.
- D** They were once the rich traveler's servants.

Part B

Write a sentence from paragraph 2 that supports the answer you chose for Part A.

- 3** Which is the **best** recounting of the third brother's story?
- A** He plays a trick on the fishermen. He pretends to be a big fish catching small ones.
 - B** He gets away from the fishermen by swimming in the river like a fish.
 - C** He helps the fishermen. He turns himself into a fish and then back into a person to kill a big fish.
 - D** He becomes a fish so that he can help the fishermen chase fish into their nets.
- 4** Which is the **best** description of the brothers' problem at the end of the folktale?
- A** The brothers think the rich man's story is the best of all the stories they have heard.
 - B** The rich man believes that the brothers are the runaway servants he is looking for.
 - C** The brothers promise never to tell tall tales again as they know they should not be doing that.
 - D** No matter how the brothers answer the rich man, they will have to become his servants.

5 Which **two** details could you leave out when recounting this story?

- A The brothers tell their tales throughout the countryside.
- B The brothers ask a rich traveler to play a game.
- C A tiger spit one brother out after eating him.
- D The rich man said nothing about the brothers' stories.
- E The rich man told a story about missing servants.
- F The brothers agreed not to tell any more tall tales.

6 Reread these sentences from paragraph 2.

The man will never believe our stories. Getting him to doubt our stories will be like rolling off a log.

What does the word *doubt* mean in this context?

- A dislike
- B understand
- C mistrust
- D enjoy

Reading

Read the passage. Then answer the questions that follow.

Following the Stars

by Krista O'Connell

- 1 "Wait up!" Robert said, hurrying along the forest path.
- 2 Jake stopped for a moment, letting his eyes adjust to the semi-darkness around him. Thankfully, there was plenty of moonlight. "You're too slow," he called. "Hurry up!"
- 3 "No, you're too fast," Robert replied with a smile. "Slow down!" This was a regular joke between the two boys. They had been friends for as long as either could remember. And they were as different as they could be.
- 4 But this evening, Jake wasn't in the mood for joking. They were completing the final test for their summer nature camp. They had to find the North Star and follow it until they came to an open field. The counselors would be waiting for them beside a toasty warm campfire. Each of the boys wore a whistle. If either blew the whistle, it would be a signal they were lost.
- 5 Robert was calm. He had spent lots of time hiking, even at night. But his friend was in a rush and getting worried. This was Jake's first time out of the city. He wanted to get to the safety of the campfire as quickly as he could. "I'm going to blow my whistle. What were they thinking letting us wander around the woods alone at night?" Jake griped, standing close to Robert.
- 6 "Take it easy!" Robert patted Jake on the back. "We just have to use what we learned. Let's break it down into steps. We can do this!"
- 7 Jake took a deep breath. "Okay, okay. I guess we're not in any danger yet. First things first, find the Big Dipper," Jake said. The two boys stood still and looked up. For a moment, they forgot about their task and stood in awe of the sight. Away from the lights of the city, the black sky was bursting with stars.
- 8 But soon the boys remembered their job and began searching for the stars that formed the Big Dipper. "There!" Robert shouted, pointing his finger at a patch of stars.

9 Jake looked up to where Robert was pointing. He smiled when he saw a familiar shape among the tangle of stars. "Okay, let's go," Jake said, and started walking quickly away from their spot in the forest.

10 Robert grabbed his shoulder. "Wait, let's take our time. We want to be sure we get it right," Robert said, shaking his head. Jake was always jumping into things too fast. "What's the next step?"

11 Jake sighed. "I guess you're right. Okay, the next thing is to find the two stars at the end of the Big Dipper, on the side of the cup across from the handle," Robert said.

12 "There they are," Jake said. He pointed to the picture, and then up into the sky.

13 "Now, we just have to imagine a line connecting the stars. The end of the line should point to the North Star," Robert recalled. They soon saw the star that shone brighter than many of the others around it. They began walking toward it, hoping their decision was the right one.

14 They didn't have to travel far. Within minutes, they could see the warm glow of a campfire through the trees. When they proceeded into the clearing, everyone clapped and cheered. "Told you we wouldn't need the whistle," Robert told Jake with a grin and a friendly whack on the back.

15 "I guess you were right...for once," Jake said, smiling. He was proud that he hadn't given up and blown the whistle. As the friends walked toward the fire, they knew they would remember how those stars had helped them find their way, long after they returned home.



1 Which sentence from "Following the Stars" tells what Jake and Robert must do for their final test at camp?

- A** "Jake stopped for a moment, letting his eyes adjust to the semi-darkness around him."
- B** "They were completing the final test for their summer nature camp."
- C** "They had to find the North Star and follow it until they came to an open field."
- D** "Within minutes, they could see the warm glow of a campfire through the trees."

2 Why does Robert grab Jake's shoulder in paragraph 10 of "Following the Stars"?

- A** to stop Jake from walking into a clump of poison ivy
- B** to get Jake to slow down and carefully find the North Star
- C** to ask Jake to blow the whistle to let everyone know they are lost
- D** to make Jake leave him alone in the woods

- 3** The following question has two parts. First, answer part A. Then, answer part B.

Part A

Read this sentence from the story.

Away from the lights of the city, the black sky was bursting with stars.

Which of the following best describes the meaning of the word "bursting" as it is used in this sentence?

- A** dimly lit
- B** blowing up
- C** flying apart
- D** completely filled

Part B

Which sentence from the story **best** supports the answer to part A?

- A** "Jake stopped for a moment, letting his eyes adjust to the semi-darkness around him."
- B** "He had spent lots of time hiking, even at night."
- C** "They soon saw the star that shone brighter than many of the others around it."
- D** "He pointed to the picture, and then up into the sky."


- 4** Which sentence **best** begins a retelling of "Following the Stars"?
- A** Jake and Robert are taking their final test at summer nature camp.
 - B** Jake and Robert find the Big Dipper and the North Star.
 - C** Jake and Robert proudly walk into the clearing following the stars.
 - D** Robert is calm, but Jake is worried about passing the final test.

- 5** Select the **two** sentences that **best** tell how the picture in "Following the Stars" helps readers better understand the story.

- A** It shows that Jake is walking much faster than Robert.
- B** It shows how far the boys had to walk to find the camp.
- C** It shows what Jake and Robert saw in the sky that night.
- D** It shows how Jake and Robert feel during the test.
- E** It shows that Robert is more at ease in the woods than Jake.
- F** It shows how alone Jake and Robert are out in the dark woods.

Lesson 20

Possessive Nouns

 **Introduction** Some nouns show that a person or animal owns something. A noun that shows ownership is called a **possessive noun**. For example, *the girl's hat* means that the girl owns or has the hat. *The tiger's fur* means that the fur belongs to the tiger.

- To form the possessive of a singular noun, add an **apostrophe (')** and then an **-s**.

seller + 's The ticket seller's booth is at the front of the zoo.

- To form the possessive of a plural noun, add an apostrophe (') **after** the **-s**.

lions + ' The lions' area is near the back of the zoo.

Guided Practice

Write the possessive form of the noun in parentheses () to complete each phrase.

HINT How can you tell if the possessive noun should be singular or plural? Look at the ending of the noun in (). Also look for clue words, such as *a*, *one*, *several*, and *few*.

- 1 a _____ key (zookeeper)
- 2 several _____ ears (bunnies)
- 3 one _____ flippers (penguin)
- 4 a few _____ tails (foxes)
- 5 three _____ brooms (cleaners)
- 6 a _____ tickets (guest)
- 7 some _____ nests (cranes)
- 8 an _____ egg (emu)

Independent Practice

For numbers 1–5, choose the correct way to write each underlined noun.

1 Several workers pails had food for the animals.

- A worker's'
- B workers
- C worker's
- D workers'

2 The workers put bottles in a few babies mouths.

- A babies'
- B babies's'
- C babies
- D babies's

3 The zookeeper pointed out three ostriches strong legs.

- A ostriche's's
- B ostriches
- C ostriches'
- D ostriche's

4 There was a big spray of water from an elephants trunk.

- A elephants
- B elephant's
- C elephants's
- D elephants'

5 We loved seeing one peacocks colorful feathers.

- A peacocks'
- B peacocks
- C peacock's
- D peacocks's

Writing and Research

This is a rough draft of a story. It has some mistakes. Read the story. Then answer the questions that follow.

Baby Bird

One day Alec and Molly were walking through the park. Suddenly, they saw something move in the grass. It was a baby bird! It was small and round. It had fluffy brown feathers. But its mother was nowhere in sight.

Alec said "The baby bird must be lost."

The children walked closer. The baby bird tried to run away. They could see the scared feeling in its eyes.

Alec and Molly didn't know what to do.

"Let's pick it up so a cat won't get it, said Alec.

But Molly said that would scare the baby bird even more. Let's hide it under a box" she suggested.

Alec thought that was a bad idea. The mother bird would never find it under a box.

Finally the children decided to just watch and wait. "If a cat comes, we will chase it away," they agreed.

So the children crawled behind a bush and watch quietly.

A long time went by. Nothing happened. No cats appeared, but the mother did not either. Molly and Alec grew more and more worried.

All of a sudden, they heard a bird chirping loudly. The baby bird chirped back. A yellow bird flew down. It was the baby birds mother! She gave her baby a bug that was in her beak. The baby bird ate it right up and chirped for more.

"Hooray!" Molly and Alec shouted. The baby bird wasn't lost after all!

23 Read this sentence from the story.

So the children crawled behind a bush and watch quietly.

Which of the following is the correct tense for the verb "watch" in this sentence?

- A** watched
- B** watches
- C** will watch
- D** correct as is

24 Which sentence from the story uses commas and quotation marks correctly?

- A** Alec said "The baby bird must be lost."
- B** "Let's pick it up so a cat won't get it, said Alec.
- C** Let's hide it under a box" she suggested.
- D** "If a cat comes, we will chase it away," they agreed.

25 Read the sentence from the story.

It was the baby birds mother!

Circle the word in the sentence that needs an apostrophe to show possession.
Then write the sentence correctly on the line below.

26 To change a word ending in the letter *y* from singular to plural, remove the *y* and add *-ies*. How would you spell the plural of "baby"?

- A** babys
- B** babies
- C** babyies
- D** baies

Reading Discourse Cards

UNDERSTANDING LITERATURE

How does a character change in the story?

First, the character _____.
Then, the character _____.

i-Ready Reading Curriculum Associates, LLC 5

UNDERSTANDING LITERATURE

If the story were told by a different character, which details might be different?

i-Ready Reading Curriculum Associates, LLC 11

UNDERSTANDING LITERATURE

How do the illustrations help you understand the characters, setting, or events in the story?

i-Ready Reading Curriculum Associates, LLC 14

UNDERSTANDING INFORMATIONAL TEXTS

What is the main topic of this text?
How do you know?

i-Ready Reading Curriculum Associates, LLC 16

KNOWLEDGE BUILDING

What does this text help you understand?

Now I know _____.

i-Ready Reading Curriculum Associates, LLC 32

KNOWLEDGE BUILDING

What does this part of the text make you want to learn more about?

The text makes me want to know _____.

i-Ready Reading Curriculum Associates, LLC 33

KNOWLEDGE BUILDING

What do you already know about this topic?
Where have you learned about this topic?

I already know _____
from _____.

i-Ready Reading Curriculum Associates, LLC 37

KNOWLEDGE BUILDING

What were you surprised to learn from the text?

i-Ready Reading Curriculum Associates, LLC 40

ACADEMIC TALK

I'm curious about _____.

i-Ready Reading Curriculum Associates, LLC 70

ACADEMIC TALK

Can you tell me more about _____?

i-Ready Reading Curriculum Associates, LLC 77

Tarjetas de discusión

TEXTOS LITERARIOS

¿Cómo cambia un personaje a lo largo de la historia?

Primero, el personaje ____.

Luego, el personaje ____.

i-Ready Reading Curriculum Associates, LLC 5

TEXTOS LITERARIOS

Si la historia la contara un personaje diferente, ¿qué detalles podrían ser distintos?

i-Ready Reading Curriculum Associates, LLC 11

TEXTOS LITERARIOS

¿Cómo te ayudan las ilustraciones a comprender los personajes, el escenario o los sucesos de la historia?

i-Ready Reading Curriculum Associates, LLC 14

TEXTOS INFORMATIVOS

¿Cuál es el tema principal de este texto? ¿Cómo lo sabes?

i-Ready Reading Curriculum Associates, LLC 16

ASIMILAR CONOCIMIENTOS

¿Qué te ayuda a entender este texto?

Ahora sé ____.

i-Ready Reading Curriculum Associates, LLC 32

ASIMILAR CONOCIMIENTOS

¿Sobre qué te anima a aprender más esta parte del texto?

El texto hace que quiera saber ____.

i-Ready Reading Curriculum Associates, LLC 33

ASIMILAR CONOCIMIENTOS

¿Qué sabes ya sobre este tema? ¿Dónde has aprendido sobre este tema?

Ya sé ____.

Lo aprendí ____.

i-Ready Reading Curriculum Associates, LLC 37

ASIMILAR CONOCIMIENTOS

¿Qué aprendiste en el texto que te haya sorprendido?

i-Ready Reading Curriculum Associates, LLC 40

LENGUAJE ACADÉMICO 66 99

Siento curiosidad por ____.

i-Ready Reading Curriculum Associates, LLC 70

LENGUAJE ACADÉMICO 66 99

¿Puedes decirme algo más sobre ____?

i-Ready Reading Curriculum Associates, LLC 77

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SHAPE

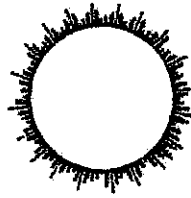
Packet 5

NAME _____

More Practice in June

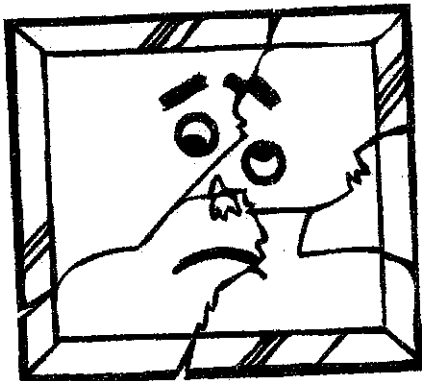
Fluency

List ways to stay cool on a hot day.



Flexibility

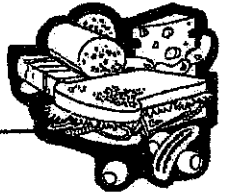
What if there were no mirrors around? What else could you use to see your reflection?



NAME _____

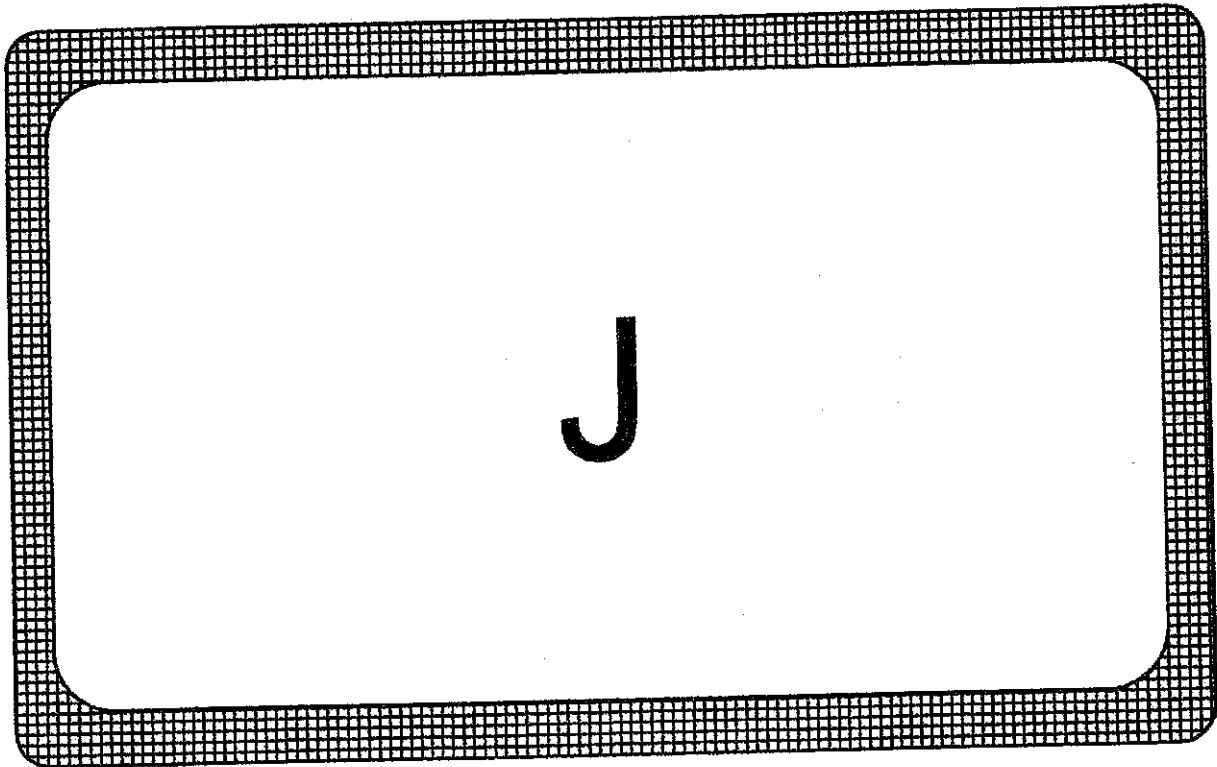
Originality

Think about lunchtime. What would the perfect lunchbox be like? Describe below the perfect lunchbox, including any new additions or special adaptations it may have. You may draw a diagram of it on the back. Give your new idea a catchy name.



Elaboration

Make a picture out of the J below. Turn the page in any direction. Add a creative title.



NAME _____

July

Fluency

List games that you play outside, but would never play inside.

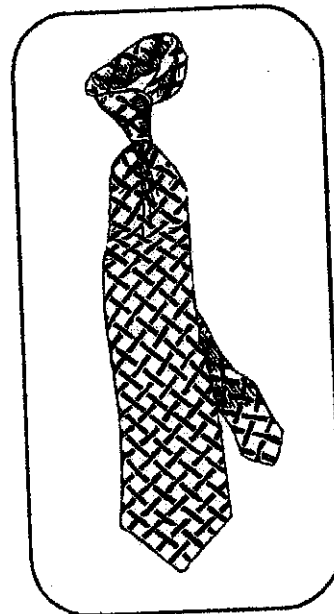


Two columns of horizontal lines for writing. The left column has six lines, and the right column has six lines.

Flexibility

Fathers often get neckties as gifts. If Dad has extra ties, what else could he do with them?

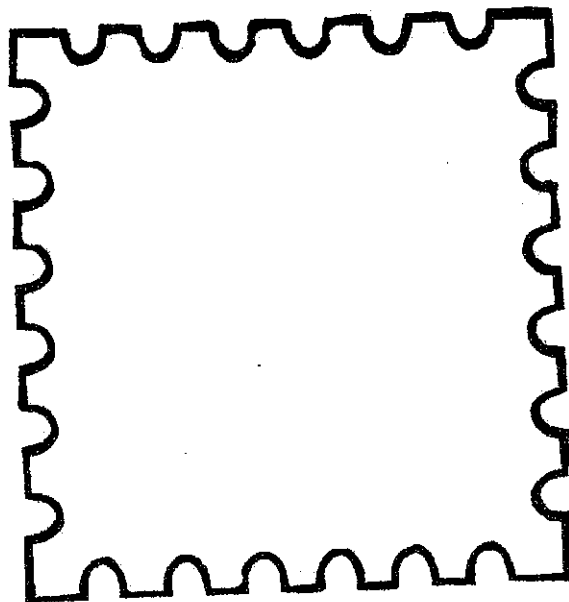
Eight horizontal lines for writing, arranged in a single column on the left side of the page.



NAME _____

Originality

The United States Postal Service creates new stamp designs every year. Some designs are patriotic; some are of famous people or places. What design would you like to see on a stamp? Draw it below and explain your reasons for choosing it.



Elaboration

Add details to the open lines below. Give your picture a creative title.

A large rectangular box for drawing. On the left side, there are two vertical lines. On the right side, there are two horizontal lines. The rest of the box is empty, intended for a student to draw a scene or object and add details.