## Contents

### Twists and Turns

<table>
<thead>
<tr>
<th>Title</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ruby the Copycat</td>
<td>2–7</td>
</tr>
<tr>
<td>The Day Eddie Met the Author</td>
<td>10–15</td>
</tr>
<tr>
<td>Schools Around the World</td>
<td>18–23</td>
</tr>
<tr>
<td>Ellen Ochoa, Astronaut</td>
<td>26–31</td>
</tr>
<tr>
<td>Readers’ Theatre:</td>
<td></td>
</tr>
<tr>
<td>The School News</td>
<td>33–44</td>
</tr>
<tr>
<td>The Babe and I</td>
<td>46–51</td>
</tr>
<tr>
<td>Aero and Officer Mike</td>
<td>54–59</td>
</tr>
<tr>
<td>How Animals Talk</td>
<td>62–67</td>
</tr>
<tr>
<td>Stone Soup</td>
<td>70–75</td>
</tr>
<tr>
<td>Readers’ Theatre: The Case of the Three Bears’ Breakfast</td>
<td>77–88</td>
</tr>
<tr>
<td>Loved Best</td>
<td>90–95</td>
</tr>
<tr>
<td>A Pen Pal for Max</td>
<td>98–103</td>
</tr>
<tr>
<td>A Tree Is Growing</td>
<td>106–111</td>
</tr>
<tr>
<td>One Small Place in a Tree</td>
<td>114–119</td>
</tr>
<tr>
<td>Readers’ Theatre:</td>
<td></td>
</tr>
<tr>
<td>Ask the Experts</td>
<td>121–132</td>
</tr>
</tbody>
</table>

### Breaking New Ground

<table>
<thead>
<tr>
<th>Title</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lon Po Po</td>
<td>134–139</td>
</tr>
<tr>
<td>Two Bear Cubs</td>
<td>142–147</td>
</tr>
<tr>
<td>Me and Uncle Romie</td>
<td>150–155</td>
</tr>
<tr>
<td>Half-Chicken</td>
<td>158–163</td>
</tr>
<tr>
<td>Readers’ Theatre: Backstage</td>
<td></td>
</tr>
<tr>
<td>with Chris and Casey</td>
<td>165–176</td>
</tr>
<tr>
<td>Antarctic Ice</td>
<td>178–183</td>
</tr>
<tr>
<td>Bat Loves the Night</td>
<td>186–191</td>
</tr>
<tr>
<td>Chestnut Cove</td>
<td>194–199</td>
</tr>
<tr>
<td>Ramona Quimby, Age 8</td>
<td>202–207</td>
</tr>
<tr>
<td>Readers’ Theatre:</td>
<td></td>
</tr>
<tr>
<td>The Robobdogs of Greenville</td>
<td>209–220</td>
</tr>
<tr>
<td>Charlotte’s Web</td>
<td>222–227</td>
</tr>
<tr>
<td>Spiders and Their Webs</td>
<td>230–235</td>
</tr>
<tr>
<td>The Science Fair</td>
<td>238–243</td>
</tr>
<tr>
<td>The Planets</td>
<td>246–251</td>
</tr>
<tr>
<td>Readers’ Theater: Voyage</td>
<td></td>
</tr>
<tr>
<td>Across the Solar System</td>
<td>253–264</td>
</tr>
<tr>
<td>Answer Key</td>
<td>A1–A8</td>
</tr>
</tbody>
</table>
Read the story. Then circle the letter of the best answer to each question.

Emilio was home from school with a broken ankle. He would not use the crutches. So he was stuck in bed. His room seemed very quiet. The clock ticked loudly. The house creaked. He missed school. He missed his friends. He missed playing outside. Emilio clapped his hands. He snapped his fingers. He read one book and then another. He sang songs. Finally, he ran out of things to do. He looked at the crutches for a long time. Emilio decided to use them after all.

The next morning Emilio was dressed and downstairs. “I’m going outside to wait for the school bus,” he said as he hopped to the door.

“Nice crutches,” said his dad.

“I think so, too,” said Emilio.

1. Where does the story take place?
   A at the family’s store
   B in a garden
   C in Emilio’s house

2. Who is the story about?
   A Emilio
   B the house
   C a song

3. When does the story take place?
   A Monday night
   B on a school day
   C after school

School-Home Connection
Have the student retell you the story about Emilio and his broken ankle. Afterwards, brainstorm together retelling the story with a new main character and a different setting.
Read the paragraph. Look at the underlined words. Look at the short vowel sound in each word. Then write the word in the correct column in the box below. The first one has been done for you.

Let me tell you why I loved last Saturday. I ran up and down a hill. The sun was hot, so I stopped to sit still on a rock. When I had enough, I went inside for a cup of lemonade. The day was a lot of fun!

\[ \begin{array}{|c|c|c|c|c|c|} \hline
& a & e & i & o & u \\
\hline
1. & \underline{last} & & & & \\
\hline
2. & & & & & \\
\hline
3. & & & & & \\
\hline
\end{array} \]
Fill in the blanks with the best Vocabulary Word for each sentence. The words and sentences are split into two groups. The first one has been done for you.

modeled  loyal  recited

1. I know that my dog is __________ because he goes everywhere I go.

2. This morning, my class ______________ the Pledge of Allegiance.

3. Our art teacher ______________ how to paint with a paint brush.

4. When he asked me if I was sorry, I ______________ yes.

5. Today is a ______________, sunny day.

6. Are you here by ______________, or are you following me?

Try This
Take turns making up sentences with the vocabulary words.

School-Home Connection
Have the student act out the word murmured. Then ask him or her to tell you how people show that they are loyal.
Look at each pair of words. Then write the word that would come first if they were put in alphabetical order. The first one has been done for you.

1. this       add       add
2. jump       neat       ______
3. last       wire       ______
4. tell       fold       ______
5. drop       gaze       ______
6. shut       jump       ______
7. lamp       tank       ______
8. stop       log        ______
9. felt       inch       ______
10. stand     still      ______

School-Home Connection
Have the student write two words for things he or she likes. Then have him or her write down which word would come first if they were put in alphabetical order.
Read each word in the first column. Write the number of syllables it has in the second column. Then write the word as syllables in the third column. The first one has been done for you.

<table>
<thead>
<tr>
<th>Words</th>
<th>Number of Syllables</th>
<th>Write and Separate the Syllables</th>
</tr>
</thead>
<tbody>
<tr>
<td>perhaps</td>
<td>2</td>
<td>perhaps</td>
</tr>
<tr>
<td>silver</td>
<td></td>
<td>silver</td>
</tr>
<tr>
<td>run</td>
<td></td>
<td>run</td>
</tr>
<tr>
<td>circus</td>
<td></td>
<td>circus</td>
</tr>
<tr>
<td>car</td>
<td></td>
<td>car</td>
</tr>
<tr>
<td>sister</td>
<td></td>
<td>sister</td>
</tr>
<tr>
<td>rid</td>
<td></td>
<td>rid</td>
</tr>
<tr>
<td>signal</td>
<td></td>
<td>signal</td>
</tr>
<tr>
<td>bat</td>
<td></td>
<td>bat</td>
</tr>
<tr>
<td>corner</td>
<td></td>
<td>corner</td>
</tr>
<tr>
<td>saw</td>
<td></td>
<td>saw</td>
</tr>
<tr>
<td>son</td>
<td></td>
<td>son</td>
</tr>
</tbody>
</table>

Have the student pick out all of the one-syllable words from the page. Then help him or her create short sentences with these words.
Read the story. Circle the letter of the best answer to each question.

Ina did not know where she put her dollar bill. She had earned the money pulling weeds from her neighbor’s flower garden. Ina thought she had put the money under her bed, but it was not there.

“I can’t find my dollar!” Ina cried. “I was going to buy some seed for the birds outside my window.”

Ina looked on the table, in the closet, and under her pillow. It was nowhere to be found.

That night, Ina had an idea. She remembered that it was dark under her bed. She took out a flashlight. Just as Ina was losing hope, she saw something. It was the dollar, tucked way back in the corner. The wind must have blown it. Now she was excited to buy food for the birds.

1. Who is the story mostly about?
   A Ina’s bed
   B the bird food
   C Ina

2. Where does the story take place?
   A in Ina’s room
   B in a friend’s house
   C under Ina’s house

3. Which sentence best describes Ina?
   A She is tired and bored.
   B She does not give up.
   C She is sick.

Tip: Who is the important person in the story?
Tip: What words help you know where Ina is?
Tip: What is Ina like?

School/Home Connection
Ask the student to imagine a story involving some friends. Ask him or her to identify the characters and the setting.
Name ____________________________

Read the Final e Spelling Rule below. Then change each root word by adding an -ed and an -ing ending. Write the new words in the boxes. The first one has been done for you.

Final e Spelling Rule: When a root word has a final e, the e is dropped before an ending (-ed, -ing) is added.

<table>
<thead>
<tr>
<th>Root Words</th>
<th>Words with -ed ending</th>
<th>Words with -ing ending</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. dive</td>
<td>dived</td>
<td>diving</td>
</tr>
<tr>
<td>2. skate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. vote</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. brake</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. live</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

School–Home Connection

Ask the student to explain how he or she would change the word slide to sliding (by dropping the final e and adding the ending -ing).
Name ________________________________

Read the Vocabulary Words in the box. Then complete each sentence with the best word. Write the words on the lines. The first one has been done for you.

<table>
<thead>
<tr>
<th>assembly</th>
<th>patchwork</th>
<th>plenty</th>
</tr>
</thead>
<tbody>
<tr>
<td>squirmed</td>
<td>autographed</td>
<td>dismiss</td>
</tr>
</tbody>
</table>

1. I am going to use blue, red, and yellow cloth to make a quilt that is a ___________ of color.

2. I looked in my piggy bank and found ________________ of pennies.

3. It is 3:00 P.M., so our teacher will soon ________________ the class.

4. Today we have an ________________ and will hear a band play.

5. The baseball player ________________ his picture for me.

6. I ________________ a little when my friend asked me to sing for him.

Try This

Choose a sentence from above to act out for a friend.

School Home Connection

Ask the student what colors he or she would choose to make a patchwork quilt.
Read the words in the box. In the first column below the box, write each word under its correct letter. In the second column, put the words in alphabetical order. The first one has been done for you.

<table>
<thead>
<tr>
<th>L</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td>last</td>
<td>s._____</td>
</tr>
<tr>
<td>lamp</td>
<td>st._____</td>
</tr>
<tr>
<td>lamp</td>
<td>st._____</td>
</tr>
<tr>
<td>lamp</td>
<td>st._____</td>
</tr>
<tr>
<td>log</td>
<td>st._____</td>
</tr>
<tr>
<td>shut</td>
<td>st._____</td>
</tr>
<tr>
<td>lamp</td>
<td>st._____</td>
</tr>
<tr>
<td>stand</td>
<td>st._____</td>
</tr>
<tr>
<td>still</td>
<td>st._____</td>
</tr>
</tbody>
</table>

Words are put in alphabetical order according to where their first letters appear in the alphabet.

School-Home Connection
Have the student make a list of five things he or she sees around the room. Then have the student put those words in alphabetical order.
Read the Spelling Rule and Example. Combine the root word with the ending. Then pick one of the words to complete the sentence. The first one has been done for you.

Spelling Rule: When a root word has a final e, the e is dropped before an ending (-ed, -ing) is added.

Example:

chase + ed = chased
chase + ing = chasing

I love _____________ butterflies.

1. shape + ed = _____________
   shape + ing = _____________
   Marta _____________ the dough into a ball.

2. trade + ed = _____________
   trade + ing = _____________
   Jerome and Danny are _____________ baseball cards.

3. like + ed = _____________
   like + ing = _____________
   Mrs. Reynolds _____________ my poem.

4. dine + ed = _____________
   dine + ing = _____________
   Jennifer _____________ with her grandmother last weekend.

School/Home Connection

Have the student rewrite sentences one and two, using the words shaping and traded.
Read the Table of Contents below. Then circle the letter of the best answer to each question.

<table>
<thead>
<tr>
<th>Gentle Manatees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table of Contents</td>
</tr>
<tr>
<td>Chapter</td>
</tr>
<tr>
<td>1. What are Manatees?</td>
</tr>
<tr>
<td>2. Where do Manatees Live?</td>
</tr>
<tr>
<td>3. Help Save the Manatees</td>
</tr>
</tbody>
</table>

1. What is the title of the book?
   A Page  B Gentle Manatees  C Table of Contents

2. How many chapters does this book have?
   A 19  B 1  C 3

3. On what page does the chapter “Help Save the Manatees” begin?
   A 22  B 19  C 2

4. What chapter begins on page 2?
   A Where do Manatees live?  B What are Manatees?  C Help Save the Manatees

School/Home Connection
Ask the student this question: In what chapter would a person find information about how to help manatees?
Read the words in the box. Underline the letter or letters that stand for the vowel sound in each word. Then decide whether the vowel is short or long, and write each word in the correct column. The first one has been done for you.

<table>
<thead>
<tr>
<th>Words with short /e/</th>
<th>Words with long /ē/</th>
</tr>
</thead>
<tbody>
<tr>
<td>bee</td>
<td>bee</td>
</tr>
<tr>
<td>team</td>
<td></td>
</tr>
<tr>
<td>eat</td>
<td></td>
</tr>
<tr>
<td>set</td>
<td></td>
</tr>
<tr>
<td>seek</td>
<td></td>
</tr>
<tr>
<td>ten</td>
<td></td>
</tr>
<tr>
<td>deep</td>
<td></td>
</tr>
<tr>
<td>peck</td>
<td></td>
</tr>
<tr>
<td>pet</td>
<td></td>
</tr>
<tr>
<td>leg</td>
<td></td>
</tr>
</tbody>
</table>

Ask the student to tell you the correct columns for the words net and neat. (net: short vowel; neat: long vowel)
Read each sentence. Then decide which of the two words below it best completes the sentence. Write that word on the line. The first one has been done for you.

1. A person who can help you with schoolwork is a _____________.
   tutor  culture

2. If you want one ________________ thing, you want only that one.
   certain  culture

3. To be able to do the job fast, we’ll need the correct _________________.
   chores  resources

4. Where your family is from is part of your _________________.
   culture  chores

5. If we want to look like a team, we should wear _________________.
   resources  uniforms

6. To help out your family, you can make sure to do your _________________.
   chores  resources

Make up a question with each Vocabulary Word and ask a partner the question.
Name

Skill Reminder

There are two guide words at the top of a dictionary page. The other words appear alphabetically between them.

Look at the two guide words in dark type and the three words below them. Circle the word that would be an entry word on a dictionary page with those guide words. The first one has been done for you.

1. speed
   - rest
   - stop
   - saw

2. team
   - toast
   - meat
   - tub

3. cave
   - bat
   - chew
   - cut

4. dash
   - dust
   - even
   - deep

5. best
   - bill
   - back
   - coat

School-Home Connection

Look at the guide words above. Have the student explain why the word appears on that particular page.
Look at each picture, and read the words from the box. Write each word from the box under the picture of the word with the same vowel sound. The first one has been done for you.

- **may**
- **bake**
- **eve**
- **goat**
- **rain**

- **seem**
- **low**
- **home**
- **meat**

**Plate**

- **may**

**Feet**

**Boat**

**Try This**

Write a sentence using the three words from the boat column.

---

**School-Home Connection**

Ask the student to read the words he or she wrote under the picture of the boat and tell you three ways to spell the sound for /əʊ/.
Locate Information

Lesson 4

Look at the Table of Contents. Then circle the letter of the best answer to each question. The first one has been done for you.

**Amazing Space**
Table of Contents

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Why Study Space?</td>
<td>3</td>
</tr>
<tr>
<td>2. Famous Astronauts</td>
<td>15</td>
</tr>
<tr>
<td>3. The Space Shuttle</td>
<td>24</td>
</tr>
</tbody>
</table>

1. How many chapters does this book have?
   - A   2
   - B   3
   - C   4

2. What chapter begins on page 15?
   - A   Why Study Space?
   - B   Famous Astronauts
   - C   The Space Shuttle

3. On what page does the chapter “The Space Shuttle” begin?
   - A   3
   - B   45
   - C   24

4. What chapter begins on page 3?
   - A   Why Study Space?
   - B   Famous Astronauts
   - C   The Space Shuttle

**School/Home Connection**

Have the student answer the following questions: On what page does the first chapter begin? What is the title of the last chapter?
Write the plural for each noun. Add -es if the noun ends with ss, x, ch, or sh. Add -s if it ends with another letter. The first one has been done for you.

1. inch _______ inches
2. rat _______
3. class _______
4. tax _______
5. ship _______
6. car _______
7. brush _______
8. egg _______
9. porch _______
10. branch _______

School–Home Connection
Ask the student to tell you whether to add -s or -es to form the plural of fox.
Circle the letter of the best answer to each question. The first one has been done for you.

1. What might a talented person be able to do?
   A eat dinner
   B watch television
   C give a piano concert

2. What might you apply for?
   A a library card
   B a piece of cake
   C a loose tooth

3. Where would someone do research about cats?
   A in a library
   B at a grocery store
   C in a hardware store

4. Which of the following is an invention?
   A the telephone
   B trees
   C friendship

5. What is another word or phrase for hinder?
   A help out
   B slow down
   C speed up

6. How might a disappointed person act?
   A sad
   B very happy
   C afraid

Tip
Someone who is talented is able to do something better than others.

School-Home Connection
With the student, discuss one Vocabulary Word and its meaning. Have him or her create a definition for the word. Then use the word in a sentence.
Read the dictionary pages below. Use information from each entry to answer the questions. The first one has been done for you.

sad
sad (sad) adjective 1 filled with unhappiness 2 showing sadness or gloom
saddle (saddl•uhl) noun 1 a padded seat for a horseback rider 2 a seat to be used by a rider of a vehicle like a bicycle

sail
safe (sayf) adjective 1 free from danger 2 able to make it to a base in baseball 3 giving protection
sail (sayl) noun 1 fabric or canvas used to catch wind 2 a trip in a boat

1. Which word means “unhappy”? _______________

2. Which word means “a trip in a boat”? _______________

3. How many definitions are there for the word safe? _______________

4. Would the word supper come on this page in a dictionary? ______

5. What part of speech is the word saddle? _______________

School-Home Connection
Have the student pick two of the words from the dictionary page above. Then help him or her write a short sentence for each word.
Read the Spelling Words in the box. Write one letter in each space to put each word where it belongs. Write each word only once. The first one has been done for you.

wishes rocks toys puppies
flies things babies boxes

1. t h i n g s
2. _______ _______ e s
3. ______ i e s
4. _______ _______ e s
5. _______ s
6. _______ e s
7. _______ _______ s
8. _______ i e s

Try This
Tell a story to a partner using the words puppies, babies, and toys.

Try This
Tell a story to a partner using the words puppies, babies, and toys.
Part A. Read each pair of words. Circle the word that has the CVC letter pattern and a short vowel sound. The first one has been done for you.

1. guide  gum
2. ram     ray
3. mop     move
4. see     set
5. hat     hay

Part B. Circle the two syllables that will make a VCCV word. Then write the word on the line. The first one has been done for you.

1. pil     cat     low       pillow
2. ber     met     num
3. sib     jump    ing
4. ners    man     rit
5. run     op      ning
Read the story below. Look at the root words and the endings in parentheses. Add the ending to the root word and write the new word in the blank. The first one has been done for you.

Jaime walked down the street to his friend Teresa’s house. When he got there, she was (skate + ing) ____________ in the driveway. She was listening to music and (snap + ing) ______________ her fingers. Teresa (shout + ed) ______________ to Jaime, “Hi! Come skate with me!”

Jaime (grin + ed) ______________ and put on a pair of skates. Soon, he was skating and (dance + ing) ______________ to the music, too. “Wow, this is fun!” said Jaime. “But I was just (come + ing) ______________ over to do homework with you.”

**Extra Support**
Ask the student to add -ed to skate and dance and then write the new words.
Skill Reminder

- Characters are the people or animals in a story.
- Setting is the time and place in which a story happens.
- You can learn what a character is like by paying attention to what that character says or does.

Read the paragraphs below. Circle the letter of the best answer to each question.

“Whew! It is hot!” Jeremy said. Jeremy and his mother were on the front lawn. He was planting seeds, and his mother was watering the grass. “I know what would cool you off,” his mother said. She sprayed Jeremy with the hose. Jeremy laughed as he played in the cool water.

1. Who are the main characters in the story?
   A  Jeremy and his brother, Paul
   B  Jeremy and his mother
   C  A boy and his dog

2. What is the setting of the story?
   A  Jeremy’s front lawn
   B  A water park
   C  A tennis court

After dinner, Jeremy cleared the dishes off the table. Then he helped his sister with her math homework. Before bed, Jeremy picked up all the toys in his room. “Thanks for all your hard work today,” his mother said as she tucked him in bed. “You are a great helper!”

3. How do you know that Jeremy is helpful?
   A  He leaves dirty dishes in the sink.
   B  He tells his sister to leave him alone.
   C  He helps his family clean up.
Read the sentences below. Find the word that has the same long vowel sound as the underlined word. Then circle the letter of the best answer. The first one has been done for you.

1. Did you hear the floorboards creak?
   A tail
   B mow
   C free

2. Ricardo helped his father weed the garden.
   A coach
   B meal
   C may

3. The mayor of the town spoke to our class.
   A brain
   B speak
   C road

4. Kris tied the ribbon into a bow.
   A clay
   B seem
   C coal

5. Could you explain the math problem again?
   A stay
   B slow
   C creep
**Skill Reminder**
To put words in alphabetical order, look at the first letter. If words have the same first letter, look to the second or third letter.

**Rewrite each group of words in alphabetical order. The first one has been done for you.**

1. frog tent mouth
   
   
   frog, mouth, tent

2. cup flower straw

3. roof jungle jelly

4. bring baby boy

5. howl house fan

6. try track triple

**School-Home Connection**
Have the student put the words jog, job, and jolly in alphabetical order.
Choose the correct Vocabulary Word to complete each sentence. Circle the letter of the best answer. Then write the word in the blank. The first one has been done for you.

1. The last show of the season had many _____________.
   A viewers  B camouflage  C donated

2. A green lizard uses ____________ to hide near the cactus.
   A donated  B survive  C camouflage

3. We could not see the snake because it was ____________ under the rocks.
   A independent  B concealed  C survive

4. Maria feels ____________ when she makes lunch for herself.
   A independent  B concealed  C viewers

5. Our class ______________ clothing to people after the hurricane.
   A donated  B survive  C concealed

6. I hope the plants ______________ this dry summer.
   A donated  B independent  C survive

Have the student think of three animals that might be concealed by using camouflage.
Read the sentences below. Circle the correct plural form of the word in ( ). The first one has been done for you.

1. Mohammed loves to watch the (ships/shipes) sail on the sea.
2. Krista has the strongest (musclees/muscles) I have ever seen!
3. Scientists have made many important (discoverys/discoveries) about our planet in the last fifty years.
4. Aidan made ten (passes/pases) and four goals in the game.
5. Please open the car (windowes/windows).
6. There are dozens of public (libraries/libraryes) in our state.
7. The recipe calls for two (cups/cupes) of flour.
8. I think Mr. Boucher is one of the best (coachs/coaches) in our volleyball league.
10. The black (puppies/puppys) were sleeping together on the soft pillow.

Extra Support
© Harcourt • Grade 3

School/Home Connection
Ask the student to name five objects in the room and then write the plural form of each object.
Diego’s Life
Diego lives in a small town called Gamber. His family moved to Gamber from a large city. In the summer, Diego and his friends go fishing in a nearby lake. In the winter, Diego wants to try skiing. He also enjoys riding his bicycle in the spring.

1. Where is the title located?
   A At the top of the page
   B In the middle of the page
   C Underneath the picture or illustration

2. Where did you learn that Diego lives in Gamber?
   A In the title
   B In the illustration
   C In the first sentence of the story

3. What information does the illustration give?
   A Diego lives in a town called Gamber.
   B Diego rides his bike in the spring.
   C All of Diego’s friends live close to Diego’s house.
Read the sample dictionary page below. Then answer the questions that follow. The first one has been done for you.

parakeet
parakeet (par’ ā-kēt) noun 1 A small parrot with a long tail.

peach (pēch) noun 1 A juicy, round fruit with fuzzy skin and a hard pit in the center. adjective 2 Yellowish pink.

peek (pēk) verb 1 To look quickly or secretly. noun 2 A quick or secret look.

perky (pûr’kē) adjective 1 Lively; cheerful.

1. Which word can be used as a verb? peek

2. What is the last word that you would find on this dictionary page?

3. How many definitions for the word peach are there on this page?

4. What part of speech is the word parakeet?

5. Which words have more than one syllable?
Read each sentence. Decide whether it states a fact or an opinion. Then circle the best answer. The first one has been done for you.

1. My bike has two tires.  
   **Fact**  Opinion

2. I feel that learning to ride a bike is difficult.  
   **Fact**  Opinion

3. I think bananas taste great.  
   **Fact**  Opinion

4. Most ripe bananas are yellow.  
   **Fact**  Opinion

5. I think oranges are the best kind of fruit.  
   **Fact**  Opinion

6. The Sears Tower is over 1,000 feet tall.  
   **Fact**  Opinion

7. I think that tall buildings are beautiful.  
   **Fact**  Opinion

**Skill Reminder**

A fact is something that can be seen or proved. A person’s opinion is what they believe.

**Fact** tells about something that can be proved. How could you prove that the first sentence is true?

**Opinion** tells someone’s thoughts or feelings. How do you know that this sentence tells about someone’s thoughts?
Name ________________________________

Read each compound word in dark type. Circle the correct way to divide each compound word into two different words. The first one has been done for you.

1. shoebox  shoe box sho ebox shoeb ox
2. blueberry  blu eberry blue berry bluebe rry
3. hairbrush  hair brush hairb rush ha irbrush
4. toenail  to enail toe nail toen ail
5. postcard  post card pos tcard postcar d
6. bathtub  bat htub bath tub batht ub
7. fireplace  fir eplace fire place fi replace
8. sunrise  sunr ise sunri se sun rise
Read the Vocabulary Words in the Word Box below. Then circle the letter of the word or words that best complete each sentence. The first one has been done for you.

midst shabby dazed elevated embarrass collapses

1. If you are in the *midst* of something, you are _____.
   A behind it       B in the middle of it       C in front of it

2. When someone *collapses*, he or she is most likely _____.
   A tired or worn   B happy   C singing out

3. If you try hard not to *embarrass* a friend, you are _____.
   A kind   B mean   C funny

4. Something that is *elevated* usually is _____.
   A covered   B behind something   C on top of something

5. If your pants are *shabby*, you would not wear them _____.
   A to play in   B to a wedding   C to do chores

6. A *dazed* person should not _____.
   A drive       B sleep       C stay home

**Try This**
Take turns with a partner making up sentences using the Vocabulary Words.

**School-Home Connection**
Have the student ask questions using each Vocabulary Word.
**Skill Reminder**

Synonyms are words that have almost the same meaning. Antonyms are words that have opposite meanings.

Write the word Synonym beside each pair of words that are synonyms. Write the word No beside those that are not. The first one has been done for you.

1. rush        hurry      __________ Synonym __________
2. search      hunt       __________
3. smart       look       __________
4. slow        busy       __________

Write the word Antonym beside each pair of words that are antonyms. Write the word No beside those that are not. The first one has been done for you.

1. ahead       behind     __________ Antonym __________
2. save        spend      __________
3. poor        nice       __________
4. high        low        __________

**School-Home Connection**

Play a word-association game with the student. Say a word. Then have the student say a word with the same meaning. You can also play with words that have opposite meanings.
**Name**

**Review: Compound Words**

Lesson 6

**Extra Support**

Have the student read the words from above aloud and then explain their meanings. Ask him or her to use several of the words in a sentence.

Make compound words. Put each pair of words together in the correct order to make a compound word. The first one has been done for you.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. set</td>
<td>sun</td>
<td>sunset</td>
</tr>
<tr>
<td>2. shelf</td>
<td>book</td>
<td></td>
</tr>
<tr>
<td>3. bird</td>
<td>blue</td>
<td></td>
</tr>
<tr>
<td>4. foot</td>
<td>steps</td>
<td></td>
</tr>
<tr>
<td>5. stairs</td>
<td>down</td>
<td></td>
</tr>
<tr>
<td>6. fall</td>
<td>water</td>
<td></td>
</tr>
<tr>
<td>7. paste</td>
<td>tooth</td>
<td></td>
</tr>
<tr>
<td>8. lip</td>
<td>stick</td>
<td></td>
</tr>
</tbody>
</table>
Read the paragraphs. Then circle the letter of the best answer to each question.

Goldfish make wonderful pets. Most goldfish need just a little bit of fish food each day. Extra food in the water can create a chemical that makes fish sick.

1. Which is an opinion?
   A  Too much food makes goldfish sick.
   B  Most goldfish only need a little food.
   C  Goldfish make wonderful pets.

2. Which is a fact?
   A  Everyone should own a goldfish.
   B  Goldfish can grow to be six inches long.
   C  Watching goldfish swim is relaxing.

3. Which is an opinion?
   A  Goldfish that size are beautiful.
   B  Goldfish need a lot of water.
   C  A ten gallon tank is big enough for one fish.

Extra Support
Ask the student to tell you one of his or her own opinions about goldfish.
Read each sentence. Underline the word that has the /ch/ sound. Then write the letters that stand for the sound. The first one has been done for you.

1. I can watch the game from the car. __tch__
2. He has a beard that covers his chin. ___
3. I do not have much time left before my flute lesson. ___
4. Lurlene will pitch the ball next. ___
5. Sergio bought two apples and a peach. ___
6. Josef was the only child at the museum. ___
7. When will the duck’s eggs hatch? ___
8. Do not scratch your bug bite. ___
9. The band will march in tomorrow’s parade. ___
10. Look at the chart to find the answer. ___

School Home Connection
Ask the student which letters make the /ch/ sound in catch and cheese.
Circle the letter of the best answer that completes each sentence. Use the meanings in the box below to help you. The first one has been done for you.

**patrol**: guard an area  
**obey**: listen to  
**whined**: cried and complained  
**wanders**: walks without a purpose  
**scent**: smell  
**demonstrate**: show how to do something

1. When you do what someone says, you _____ that person.
   A. wanders  
   B. obey  
   C. scent

2. A person who walks here and there without a purpose just _____ about.
   A. patrol  
   B. wanders  
   C. obey

3. An animal that follows a smell has picked up a _____.
   A. whined  
   B. demonstrate  
   C. scent

4. When you show someone how to do something, you _____ it.
   A. patrol  
   B. demonstrate  
   C. obey

5. Someone who complained about something may have _____ about it.
   A. whined  
   B. wanders  
   C. scent

6. You _____ an area to make sure it is safe.
   A. demonstrate  
   B. obey  
   C. patrol

**With the student, think of and list different examples of scents.**
A synonym is a word that has the same meaning as another word.
An antonym is a word that has the opposite meaning as another word.

Circle the letter of the best answer to each question. The first one has been done for you.

1. What is an antonym for lost?
   A fight
   B found
   C misplace

2. What is a synonym for sleepy?
   A full
   B tired
   C hungry

3. What is an antonym for sharp?
   A dull
   B mad
   C sick

4. What is a synonym for sick?
   A funny
   B healthy
   C ill

5. What is an antonym for first?
   A try
   B last
   C drink

School–Home Connection
Have the student reread question 4 and find the antonym for sick.
Name ________________________________

Circle the letter of the best answer to each question. The first one has been done for you.

1. Which word makes the /ch/ sound?
   A watch  
   B when  
   C share

2. Which word makes the /sh/ sound?
   A catch  
   B wash  
   C child

3. Which word makes the /(h)w/ sound?
   A what  
   B chin  
   C chair

4. Which word makes the /ch/ sound?
   A match  
   B marsh  
   C when

5. Which word makes the /sh/ sound?
   A chart  
   B who  
   C machine

6. Which word makes the /(h)w/ sound?
   A wheat  
   B sharp  
   C itch

School-Home Connection

With the student, circle the consonant pattern in each answer choice from Question 1 and pronounce it.
Some animals have very unusual traits. For example, goldfish can remember things they learn for only three seconds. Zebras cannot see the color orange. While most creatures sleep with their eyes closed, dolphins keep one eye open. Adult birds chew food for their baby birds before spitting it into their mouths. Pay attention to the next animal you see. You might learn something!

1. What is a main idea?
   A the longest sentence
   B the most important idea
   C a supporting detail

2. What is the main idea in this paragraph?
   A Animals are a lot like people.
   B Orange is a tough color to see.
   C Some animals have very unusual traits.

3. What is a detail?
   A the shortest sentence
   B It tells about the main idea.
   C the most important idea

4. Which of these is NOT a supporting detail in the paragraph?
   A Dogs like to scratch themselves.
   B Zebras cannot see the color orange.
   C Goldfish remember things for only three seconds.

Ask the student where he or she found the main idea in the paragraph.
Read each sentence. Choose the correct spelling for the missing word, and write it on the line. The first one has been done for you.

1. A book weighs more than one __________________. (ounce/ownce)
2. A king wears a ___________________ on his head. (croun/crown)
3. Marisa will ___________________ the nail into the wall. (pound/pownd)
4. Hector lives in a very small ___________________. (toun/town)
5. Mr. Backman needs to __________________ all the students on the field trip. (count/cownt)
6. Would an egg ________________ if you dropped it? (bounce/bownce)
7. Ling fell ________________ when she was roller skating. (doun/down)
8. I __________________ a dollar bill! (found/fownd)
9. A square can never be ___________________. (round/rownd)
10. The cow is ________________ and white. (broun/brown)

School/Home Connection

Have the student find and read aloud all the words that end with the letter combination -ound. Ask how he or she knew which spelling of these words was correct.
Circle the letter of the best answer that completes each sentence. The first one has been done for you.

1. If you wanted to alert someone, you would _____.
   A laugh with the person
   B warn the person
   C play with the person

2. When animals communicate, they _____.
   A fall asleep
   B do not see each other
   C tell each other things

3. Animals that chatter _____.
   A make a lot of noise
   B are very quiet
   C are jumping

4. One way to signal someone is to _____.
   A eat your lunch
   B play with a ball
   C wave your hand

5. An animal that can flick its tail _____.
   A can grab it
   B can move it quickly
   C can lower it

6. After an animal grooms itself, it usually looks _____.
   A neat and clean
   B tired and sad
   C happy and messy

School-Home Connection
With the student, find examples of each Vocabulary Word in everyday life. Then use the words in sentences. For example, when you turn off a light switch, you flick it.
Look at the encyclopedia volumes. Write which volume you would use to find information on each subject. The first one has been done for you.

1. oceans  Volume N–O
2. eagles
3. television
4. Norway
5. roses
6. dogs
7. golf
8. lungs
9. trains
10. baseball

School-Home Connection
Have the student think of two topics he or she would like to learn about. Then have the student tell you which is the correct encyclopedia volume to use.
Unscramble the spelling words. The letter patterns ou, ow, oi, or oy are filled in for you. Use these patterns to help you write the word. The first one has been done for you.

1. udlo = _____ ou _____

2. wnloc = _____ _____ o w _____

3. lifo = _____ o i _____

4. yonan = _____ _____ _____ o y

5. seuom = _____ o u _____ _____

6. worlg = _____ _____ o w _____

7. simot = _____ o i _____ _____

8. uohes = _____ o u _____ _____

9. ceunob = _____ o u _____ _____ _____

10. posli = _____ _____ o i _____

Extra Support

Ask the student to unscramble the letters in durno to form the spelling word ___ o u ___.

School-Home Connection
Read the passage. Then circle the letter of the best answer to each question.

For hundreds of years, caravans helped people and goods get safely from place to place. You probably have heard of caravans. A caravan was a group of people who traveled together. It also included goods that the people brought along for trade, like cloth, tea, gold, and spices. These goods were loaded onto horses, mules, or even camels. Then they made their way to far-off places. Traveling by caravan helped keep people, animals, and goods safe. Caravans were less likely to get lost. People could also help each other in case of storms or other problems. Just as important, the members of a caravan could protect each other in case they were attacked by bandits.

1. Which is the main idea of the passage?
   A  Caravans also were less likely to get lost.
   B  A caravan was a group of people who traveled together.
   C  For hundreds of years, caravans helped people and goods get safely from place to place.

2. Which is a detail that supports the main idea?
   A  You probably have heard of caravans.
   B  These goods were loaded onto horses, mules, or even camels.
   C  For hundreds of years, caravans helped people and goods get safely from place to place.
Choose a blend to put with the ending. Circle the blend. Write the word. The first one has been done for you.

1. + eet ___str___ **street**

2. + ub ___str___ **street**

3. + etch ___str___ **street**

4. + ape ___str___ **street**

5. + oke ___str___ **street**

6. + ong ___str___ **street**

7. + ing ___str___ **street**

**School-Home Connection**

Write *str* and *eak* on a sheet of paper. Have the student blend the sounds and say the word aloud. Then have him or her write the word for you.
Circle the letter of the best way to complete each sentence. The first one has been done for you.

1. A famine can be dangerous because _____.
   A people’s homes can burn down.
   B people can starve.

2. The woman was generous when she _____.
   A gave the thirsty boy her last cup of water.
   B kept all the water for herself.

3. I knew that the doll was a curiosity because _____.
   A everyone on my block had one.
   B no one had ever seen anything like it before.

4. When I gaze at something I am _____.
   A taking a long look
   B trying not to see it.

5. If music is agreeable it _____.
   A sounds bad.
   B is nice to hear.

6. At a banquet you can expect to find _____.
   A many choices of food.
   B very little food.

Have the student name foods he or she would serve at a fancy banquet.
Look up each word in a thesaurus. Write one synonym for each word. The first one has been done for you.

1. make
   ____________
   create

2. walk
   ____________

3. sleepy
   ____________

4. angry
   ____________

5. leader
   ____________

6. friend
   ____________

School-Home Connection
Have the student act out walk, sleepy, and angry and then do the same for the synonyms that were found in the thesaurus.
Choose the word that completes each sentence. Write that word on the line. Then circle the three consonants that are in a row. The first one has been done for you.

1. Ted has an _______________ notebook in his backpack.
   (extra, exchange)

2. Turn off that radio this _______________! (inside, instant)

3. Lions and tigers are very _______________. (strong, scrape)

4. The time of year I like best is the _______________. (string, spring)

5. Anne and Timo were _______________ on a math project.
   (partners, pastry)

6. Please make sure to _______________ your face until it is clean.
   (sprout, scrub)

7. Do you want soup or a _______________ for lunch?
   (sandwich, subtract)

8. I saw a _______________ dog this morning. (stray, scream)
Circle the word in each line that is not a compound word. The first one has been done for you.

1. pillowcase daylight **shadow**
2. fastball doctor bathroom
3. children daybreak saucepan
4. farmhouse eyeball students
5. kitchen popcorn paperback
6. author uptown snowball
7. anthill movie stepladder
8. trapdoor airmail dancer
9. hillside minute tabletop
10. shipyard uphill possible

Ask the student which two words combine to form pillowcase.
Name ________________________________

Circle the consonant pattern in each word. Then circle the sound it stands for. The first one has been done for you.

1. cheat /ch/ /sh/ /(h)w/
2. white /ch/ /sh/ /(h)w/
3. fetch /ch/ /sh/ /(h)w/
4. shirt /ch/ /sh/ /(h)w/
5. charades /ch/ /sh/ /(h)w/
6. butcher /ch/ /sh/ /(h)w/
7. whisper /ch/ /sh/ /(h)w/
8. reach /ch/ /sh/ /(h)w/
9. shiny /ch/ /sh/ /(h)w/
10. whine /ch/ /sh/ /(h)w/

With the student, think of one word with the /ch/ sound, one word with the /sh/ sound, and one word with the /(h)w/ sound.
Read the story below. Circle the letter of the best answer to each question.

My new treehouse is great! My dad built it in the yard last week. We painted it green. It looks terrific. There is enough room inside for my friends and me to play. My dad said that it is ten feet wide and 12 feet long. Wow, that sounds big! There is a ladder for climbing up and down. Next week my dad and I are going to spend the night out in the treehouse. That will be fun!

1. Which is an opinion in the story?
   A My new treehouse is great!
   B My dad built the treehouse in the yard last week.
   C It is ten feet wide and 12 feet long.

2. Which is a fact in the story?
   A That will be fun!
   B There is a ladder for climbing up and down.
   C The treehouse measurements sound big.

3. Which is an opinion in the story?
   A It looks terrific.
   B There is enough room for my friends and me to play.
   C We painted it green.
Read the questions. Circle the letter of the best answer to each. The first one has been done for you.

1. Which word has the /ou/ sound as in *down*?
   - toy  pout  bunt

2. Which word has the /oi/ sound as in *toy*?
   - growl  coil  stout

3. Which word has the same vowel sound as *cow*?
   - destroy  boy  cloud

4. Which word ends with the /ou/ sound as in *proud*?
   - eyebrow  employ  enter

5. Which word has the /oi/ sound as in *choice*?
   - enjoy  pounce  crowd

6. Which word starts with the /ou/ sound as in *out*?
   - oyster  oil  owl

With the student, search around for items whose names have the /ou/ or the /oi/ sound.
Read the questions. Circle the letter of the best answer for each. The first one has been done for you.

1. Which is an antonym of *merry*?
   A happy
   B angry
   C surprised

2. Which is an antonym of *loud*?
   A frightened
   B annoyed
   C quiet

3. Which is a synonym of *normal*?
   A difficult
   B cold
   C usual

4. Which is an antonym of *backward*?
   A sideways
   B forward
   C slanted

5. Which is a synonym of *trot* or *run*?
   A purchase
   B jog
   C sing

Ask the student to think of an antonym for *merry*.
Name ________________________________

Circle the letter of the word that best completes each sentence. The first one has been done for you.

1. I _____ we will have cereal for breakfast tomorrow.
   A laboratory
   B suspect
   C various

2. Babe Ruth was an _____ at hitting home runs.
   A expert
   B confess
   C investigate

3. The cars in the parking lot are _____ colors.
   A expert
   B suspect
   C various

4. Mr. Edelman’s class will _____ what makes a computer work.
   A investigate
   B confess
   C laboratory

5. I must _____ that I got a stain on the shirt I borrowed from you.
   A suspect
   B various
   C confess

6. Sarina measured chemicals in the _____.
   A investigate
   B laboratory
   C expert

School/Home Connection
Ask the student to name various kinds of flowers.
Add either spr or str to the underlined letters to make a word. Circle the blend you choose. Make sure the word makes sense in the sentence. The first one has been done for you.

1. When it gets warm, flowers will (spr, str) out from the ground.
2. It can feel a little (spr, str) ange to move to a new town.
3. The scarecrow is made of (spr, str) aw.
4. Michel (spr, str) ead peanut butter on his toast.
5. I found a (spr, str) and of hair on my sweater.
6. Sofia had to (spr, str) int to catch up with her brother.
7. Do not (spr, str) ike the piano keys too hard.
8. Wes (spr, str) inkled cinnamon into his cider.

With the student, list six words that start with the scr, str, or spr consonant blends.
I wish I could walk to school instead of taking the bus. The bus is crowded when I get on. I am the last person to be picked up by the bus because I live so close to the school. There are four stop signs between my house and the school. It takes almost as long to drive there as it would to walk. Mom does not want me to walk to school because it is cold out and I might get sick. I think it is healthier to walk than to sit inside a bus.

1. What is the main idea of the passage?
   A  I live close to school.
   B  I wish I could walk to school instead of taking the bus.
   C  I am the last person to be picked up.

2. Which detail best supports the main idea?
   A  I might get sick.
   B  There are four stop signs on the way to school.
   C  I think it is healthier to walk than to sit inside a bus.

3. Which detail does NOT support the main idea?
   A  It is cold out.
   B  It takes as long to drive as to walk.
   C  The bus is crowded when I get on.
Read the questions. Circle the letter of the best answer for each. The first one has been done for you.

1. Which reference source would give the meaning of suspect?
   A atlas
   B encyclopedia
   C dictionary

2. Which reference source would give synonyms for angry?
   A thesaurus
   B dictionary
   C atlas

3. Which reference source would show a map of Germany?
   A encyclopedia
   B atlas
   C thesaurus

4. Which reference source would give general information about waterfalls?
   A dictionary
   B thesaurus
   C encyclopedia

**School-Home Connection**
Ask the student which reference source would be the most useful if he or she did not know how to pronounce a word.
Read the following story. Then circle the letter of the best answer.

Stephanie woke up early on Saturday morning. She planned to meet her friend Sophia at the park. It would be a great day!

As she walked to the door, Stephanie’s mother stopped her. “Stephanie, please tie your brother’s shoes for him before he trips and falls.”

Stephanie did not want to be held up. But then she told herself, “This will only take a second.” She bent down and reached for JD’s laces. A big grin lit up his face!

1. Who is the main character in this story?
   A  Stephanie
   B  Stephanie’s mother
   C  JD

2. What does Stephanie want to do today?
   A  play in the backyard
   B  take care of her brother
   C  go to the park

3. What problem does the main character have?
   A  Her mother does not think she is old enough.
   B  Her mother wants her to do something that will hold her up.
   C  Her brother keeps teasing her.

4. How does the problem get solved?
   A  She decides that it won’t take long to tie the laces.
   B  She runs to the park.
   C  JD ties his own laces.

Extra Support
Have the student suggest a problem that he or she would like to solve. Discuss ways that the two of you could solve that problem.
Circle the word that completes each sentence. Then write the word in the blank and divide it into syllables. The first one has been done for you.

1. Turn the _______ to open the door. (handle/startle/kettle)

2. My _______ is over six feet tall. (little/purple/uncle)

3. It’s fun to put a jigsaw _______ together. (cattle/puzzle/topple)

4. Greta keeps her _______ collection in a box. (marble/nibble/middle)

5. When the power went out, Ms. Johnston lit a _______. so she could see. (paddle/grumble/candle)

6. Chan carries a water _______ when he goes running. (battle/bottle/settle)

7. It’s fun to take a _______ bath. (bubble/jumble/rattle)

8. Please do not jump in the _______! (scribble/wobble/puddle)

School:Home Connection
Write the words riddle and bundle on a sheet of paper. Have the student divide the words into syllables and then read them aloud.

Extra Support
© Harcourt • Grade 3
Read the underlined Vocabulary Word. Then circle the letter of the words that best complete the sentence. The first one has been done for you.

1. Leon was __chuckling__ because ____.
   A someone left the room
   B someone told a joke
   C someone borrowed his pencil

2. You would be __encouraging__ a friend if you ____.
   A wished him or her good luck
   B wished you had the same bike as that friend did
   C fell asleep early

3. Aunt Pepita’s voice was __soothing__ because ____.
   A it was quiet and calming
   B it was loud, like a scream
   C people did not like it

4. Carly __sobbed__ when she ____.
   A baked some banana bread
   B went to her piano lesson
   C fell off her bicycle

5. Gregory __praised__ his daughter when she ____.
   A got into a fight with her sister
   B earned a good score on a test
   C watched television

6. The school principal gave a __brief__ speech because ____.
   A she had many things to say
   B she liked talking in front of people
   C she did not have much time

Extra Support

With the student, discuss the difference between __chuckling__ and __sobbing__.
Read each sentence. Circle the word whose meaning is close to that of the underlined word. The first one has been done for you.

1. Carolyn was startled, and her parents were surprised.
   A Carolyn
   B parents
   C surprised

2. A majority of the students was there, and most of them were shy.
   A students
   B were
   C most

3. The teacher moved from one student to the next, making sure that each pupil understood the directions.
   A teacher
   B pupil
   C directions

4. She was pleased with her students and satisfied with their work.
   A pleased
   B students
   C best

Try This

The words see and recognize are often synonyms. Write a sentence using both of the words.
Name ________________________________

In each box, draw lines to connect the syllables that form words. You will use each syllable once. Then write the words on the lines. The first one has been done for you.

star  dle
ma  ple
pad  tle

startle

puz  dle
un  zle
noo  cle

puzzle

ti  gle
wig  ple
pur  tle

purtle

School-Home Connection

Have the student use each word in an oral sentence.
Read the story. Then circle the letter of the best answer to each question. The first one has been done for you.

Milo was playing at the beach. He was lonely and bored. Then he saw a bottle floating in the water. He picked it up and saw a piece of paper inside.

Milo showed his parents the bottle. They took the paper out.

“Hello there!” Milo read aloud. “My name is Nick. I am nine. I am sending you this message from England. If you get it, please write back to me!”

1. Who is the main character?
   A  the bottle
   B  Milo
   C  Nick

2. What is the main character’s problem?
   A  He is lonely and bored.
   B  He hurt his toe on a shell.
   C  His parents want to leave the beach.

3. What is the most important event?
   A  Milo reads aloud.
   B  Milo was playing at the beach.
   C  Milo finds a bottle floating in the water.

4. What is the solution to the main character’s problem?
   A  Milo and his parents will leave the beach.
   B  Milo will take a nap.
   C  Milo finds something interesting to do when he discovers the bottle.

With the student, make up a story about your day. Tell what events took place.
Find a word from the Word Box hidden in each line of letters. Underline the word and write it on the line. Then circle the letters that stand for the sound /n/. The first one has been done for you.

**Word Box:**

- knee
- gnome
- kneel
- gnaw
- knit
- gnat
- knock
- knight

1. g n i w p o n k n i t w a c k n p l r s i d o g n
   - knit

2. w p c d l w k n u i o u k n o c k q g r u g n l

3. r g n a t h g n u r k n i j f s w t x e o p w k n

4. t g n o r k i n t k n w y p h r a u o k n e e l r

5. y m o f k n k u g n i u f r g n a x k n e e e l k

6. g n o i s w c g k n i y g n o m e h f a w y l g n

7. m a r o m g n b a p t r d i t g n a w f e r m g n

8. x n t k n i g h t e p m r b t g o n l x z i e m a

Have the student read aloud the words in the Word Box. Then ask him or her to choose three of the words and use them orally.
Read each question, paying careful attention to the underlined Vocabulary Word. Then circle the letter of the best answer. The first one has been done for you.

1. What kind of repairs would an old house need?
   A. getting a haircut
   B. adding a new roof
   C. building an auditorium

2. Why would someone want to translate a letter?
   A. The letter is in a foreign language.
   B. The person wants to dance well.
   C. The person wants to get a map.

3. If the ground is heaving, how is it moving?
   A. up and down
   B. very quickly
   C. gently

4. Where are you likely to hear a din?
   A. in a library
   B. in a doctor’s office
   C. in a large crowd

5. If you are dodging something, how are you moving?
   A. slowly
   B. rapidly
   C. backwards

6. How does a bothersome person make you feel?
   A. glad
   B. scared
   C. angry

School-Home Connection
Have the student think of items that might need repairs. Have him or her complete this sentence: “I would make repairs to ___ by ___.”
Name _____________________________

Skill Reminder

One way to learn what a new word means is to look at the other words around it. These words can give clues.

Read each sentence. Underline the words that help you know the meaning of the word in dark print. Then circle the letter of the best definition of the word. The first one has been done for you.

1. He felt ___, and his face was hot with fever.
   A  a new dance
   B  freckles
   C  a hot body temperature caused by sickness

2. The red wool carpet covered the whole floor of the large room.
   A  a small animal
   B  a rug that covers the floor
   C  a bedspread

3. At midnight, when the clock struck twelve, everyone was asleep.
   A  twelve o’clock at night
   B  breakfast
   C  full moon

4. The trio, three great singers, walked onto the stage.
   A  twin sisters
   B  a group of three
   C  one younger brother

School-Home Connection

Have the student choose a word in bold print from the activity above, and use it in a new sentence.
Consonant Digraphs
kn, wr, gn, gh

Lesson 12

Extra Support

Draw lines to connect the word parts to form real words. Then write the words you made. The first one has been done for you.

1. kn ing                      knife
   wr ife                      wring

2. gn at
   wr ist

3. si ugh
   la gn

4. wr ock
   kn ong

5. rou gh
   kn ot

School-Home Connection

Have the student make up a two-line rhyme in which one line ends with the word gnat. (For example: Yesterday I saw a gnat/It pestered me and was a brat.)
Read each passage. Then circle the letter of the best answer to each question.

A  Clive the monkey lived with many monkey buddies. But Clive wasn’t really happy. What he really wanted was to have a cookout. Every day, he and his monkey buddies ate bananas. They ate them with the skins on and with the skins off. Just once, Clive said, he wanted to smell foods that were cooked on a barbecue. The other monkeys did not believe anything was more fun than eating bananas. But Clive wanted a cookout. So, one day, he had his first cookout!

B  Do you want to make a beautiful painting without using a paintbrush? Here is one way to do it. First, look outdoors for leaves. Make sure you get leaves that have different shapes. Then cover the back of each leaf with paint and press it against a sheet of paper. Peel the leaf away, and you’ll see the printed pattern it makes on the paper. Mix different leaves and colors for a beautiful autumn picture!

1. What is the author’s purpose in passage A?
   A  to entertain
   B  to inform by giving facts
   C  to inform by telling how to do something

2. What is the author’s purpose in passage B?
   A  to entertain
   B  to inform by giving facts
   C  to inform by telling how to do something

Extra Support
© Harcourt • Grade 3
Name ________________________________

Read each sentence. Circle the correctly spelled word, and write it in the blank. The first one has been done for you.

1. Please open your book to the first _______________.
   page padge
2. The police chief wore a shiny _________________.
   bage badge
3. I stood at the ________________ of the dock to look at the fish.
   ege edge
4. They built a new ________________ across the river.
   brige bridge
5. The birds live in a big ________________ at the zoo.
   cage cadge
6. The ________________ wore a long black robe.
   juge judge
7. At what ________________ did you start school?
   adge age
8. That was a ________________ and scary movie.
   strange strandge

School-Home Connection

Have the student choose two of the circled words from above. Then ask him or her to write a sentence using each word.
Circle the letter of the best way to complete each sentence. The first one has been done for you.

1. One way to absorb water is with a _____.
   - A rock
   - B chair
   - C towel

2. The *columns* on a balcony help _____.
   - A hold it up
   - B catch rainwater
   - C color it blue

3. *Particles* of dust are very _____.
   - A smooth
   - B small
   - C heavy

4. *Dissolve* salt in water, and it will _____.
   - A turn to sugar
   - B overflow
   - C disappear from sight

5. An umbrella *protects* you from _____.
   - A raincoats
   - B rain
   - C the cold

6. *Rustling* leaves sound _____.
   - A liquid
   - B crunchy
   - C deafening

*Extra Support*

With the student, discuss ways you can protect yourselves from injury or sickness.
Look at the graphic aid and read the questions that follow. Circle the letter of the correct answer to each question.

1. Which one is not on this graphic aid?
   A  leaves  
   B  squirrel  
   C  soil  

2. Which one grows under the ground?
   A  roots  
   B  leaves  
   C  fruit  

3. Which one grows on branches?
   A  trunk  
   B  birds  
   C  fruit  

With the student, name other items that might be found on or around a tree, such as grass or bark. Have the student add them to the graphic aid and label them.
Name

Combine groups of letters in each box to write words with ce, ci, ge, or gi. Use each letter group only once. Cross it out when you use it. The first one has been done for you.

1. dan ty dge ci ju ce
   dance

2. cir ange str twi cus ce

3. ant gi tral bri dge cen

4. cil sp ger ace gin pen

Have the student read the words he or she made in item 4. Then ask the student to write a sentence using each of these words.
Name ____________________________

**Skill Reminder**

When authors write stories, they usually write for a purpose. A purpose might be to inform, to entertain, or to send a message to readers.

Read the passage. Then circle the letter of the best answer to each question.

**Terrific Trees**

Oaks are some of the best trees for a yard. They grow very large, so they give lots of shade. That is especially good in the summer. Oak trees also can live more than 200 years, so they give shade for a long time.

Acorns are another reason why oak trees are good. Acorns start to grow when a tree is about 20 years old. One tree can give hundreds of acorns. Acorns grow into new oak trees and can also be food for squirrels.

If you need a new tree for your yard, think about planting an oak tree. Every yard should have one.

1. What is the main idea of the first paragraph?
   A Oak trees can be very large.
   B Oaks are some of the best trees to have in a yard.
   C Oak trees can live more than 200 years.

2. What does the author say about oak trees in the last paragraph?
   A They have hundreds of acorns.
   B Yards look better with oak trees in them.
   C Every yard should have an oak tree.

3. What is the author’s purpose for writing this selection?
   A to entertain
   B to inform
   C to persuade

**School–Home Connection**

Have the student point to the clues that help show what the author’s purpose is in this selection.

**Extra Support**

© Harcourt • Grade 3
Complete each sentence. Choose the correct way to divide the word into syllables. Then write the divided word on the line. The first one has been done for you.

1. My mom’s favorite vase was ________. (bro/ken, brok/en)

2. What kind of ____________ do you like to listen to?
   (mus/ic, mu/sic)

3. Jessie is a ____________ in Ms. Chin’s class. (pu/pil, pup/il)

4. They stayed in a ____________ by the beach. (ho/tel, hot/el)

5. Jamal read the ____________ page in his book. (fin/al, fi/nal)

6. What is the ____________ cost of the items? (to/tal, tot/al)

7. We have ____________ the bus before. (tak/en, ta/ken)

8. Please help me ____________ the pages together.
   (sta/ple, stap/le)

School-Home Connection
Ask the student to tell whether each word has a long or short vowel sound. Then ask him or her to say another word with the same vowel sound.
Choose the Vocabulary Word that best completes each sentence. Write the word on the line. The first one has been done for you.

1. I got a quick __________ of the rabbit before it hopped away.
   (glimpse, maze)

2. The heron __________ the fish with its beak.
   (supposed, spears)

3. What do you __________ we will do in art class today?
   (roost, suppose)

4. The winding path through the forest was like a __________.
   (maze, spears)

5. The hammer __________ the nail and drives it into the wood.
   (strikes, glimpse)

6. We saw the bird land in the top of the tree to __________.
   (maze, roost)

School-Home Connection

Have the student act out some of the sentences. For example, he or she could show how a heron spears fish, or how a bird roosts.
This flowchart shows the steps to follow when building a birdhouse. Use the information to answer the questions below. Circle the letter of the best answer.

**Step 1** Draw a picture of how you want your birdhouse to look.

**Step 2** Measure pieces of wood to match your drawing.

**Step 3** With an adult, use a hammer and nails to attach the wood.

**Step 4** Paint your birdhouse.

1. What is the first step in building a birdhouse?
   A paint  B measure  C draw

2. What is the last step in building a birdhouse?
   A paint  B measure  C draw

3. For which step do you need help from an adult?
   A Step 1  B Step 3  C Step 4

**School-Home Connection**

Read the flowchart together. Ask the student to retell the steps in order. Then ask what might happen after the birdhouse is painted.
Unscramble the V/CV and VC/V words. Some of the letters are filled in for you. Use the rest of the letters to make the VCV pattern in the word. Then use the word to complete the sentence. The first one has been done for you.

1. eppar = p   a   p   e   r
   Write your name at the top of your paper.

2. gineb = b   n   e   n
   Class will _________ at 8:00.

3. eernv = n   r   e   r
   I have _________ seen that movie.

4. tobor = r   t   o   b   r
   He built a model _________.

5. ivrre = r   r   v   r   e
   We like to swim in the _________.

6. pneo =    n   e   o
   Please _________ the window.

School-Home Connection
Read the sentences with the student. Then ask him or her to tell whether the first vowel has a short sound or long sound. Then divide the VCV words into syllables.
Name _____________________________________________

Divide the syllables and circle -le in each word. Then write whether the word has a long or short vowel sound. The first one has been done for you.

<table>
<thead>
<tr>
<th>Word</th>
<th>Syllables</th>
<th>Vowel Sound</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. saddle</td>
<td>sad die</td>
<td>short</td>
</tr>
<tr>
<td>2. sample</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. fiddle</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. cradle</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. bridle</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. title</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. needle</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. eagle</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. beetle</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

School-Home Connection
Ask the student to name the vowels (a, e, i, o, u) and think of a word with each of the short vowel sounds, such as apple, egg, itch, ox, and up.
Read each clue. Select the correct answer and write the word on the line. The first one has been done for you.

1. Which word has a silent \(k\) and the \(/n/\) sound?  
   - knob  
   kick knob king

2. Which word has a silent \(g\) and the \(/n/\) sound?  
   - gnat gone right

3. Which word has a silent \(w\) and the \(/r/\) sound?  
   - wire where write

4. Which word has the \(/f/\) sound?  
   - hug touch tough

5. Which word has a silent \(g\) and the \(/n/\) sound?  
   - hang gnaw going

6. Which word has a silent \(k\) and the \(/n/\) sound?  
   - knee kidding pick

7. Which word has the \(/f/\) sound?  
   - sigh tight enough

8. Which word has a silent \(w\) and the \(/r/\) sound?  
   - worry wrench road

School-Home Connection

Have the student circle the letter combinations \(kn, gn, wr, \) and \(gh\) in the words above. Together, list other words with these letter combinations.
Name ____________________________

**Skill Reminder**

Plot is what happens to characters in a story. Look for the main problem, important events, and the way the problem is solved.

Read the story. Circle the correct answer for each question about the plot.

Jamie and his grandfather went fishing. Jamie had never been fishing before. He wanted to catch a fish to show his dad.

When they arrived at the lake, they baited their hooks. They cast their lines into the water and began to wait for fish to bite. It seemed like a long time, but it was only a few minutes before Jamie felt a tug on his pole. He had a bite! Slowly, he reeled in the fish. Jamie's grandfather caught it in the net and helped him take the fish off of the hook.

“What are you going to do with it?” Grandfather asked.

“I'm going to save it to show my dad,” Jamie replied proudly.

Jamie put the fish in a bucket of water.

“You can swim here until my dad gets home,” Jamie told his fish. “Then we’ll put you back into the lake, where you belong.”

1. Jamie and his Grandfather are the ______.
   A characters  B setting  C problem

2. The lake is the ______.
   A characters  B event  C setting

3. Jamie wants to “catch a fish to show his dad” is the ______.
   A problem  B character  C setting

4. “Jamie felt a tug on his pole” is _____ in the story.
   A an event  B a setting  C a character

**School-Home Connection**

Discuss the student’s favorite story. Have him or her share the plot by describing the characters, setting, problem, important events, and solution.
Name ________________________________

Read each pair of words. Circle the letter that comes after each soft c or soft g. Then write the word that has the soft c or soft g sound on the line. The first one has been done for you.

1. candy race race
2. giant gate _________
3. city coin _________
4. cubby ice _________
5. page going _________
6. range gully _________
7. car place _________
8. game gentle _________

School Home Connection

Have the student underline the soft c or soft g in the circled words above.
Use context clues to figure out the meaning of each underlined word. The first one has been done for you.

1. The **volume** of the barrel has space for a gallon of water.
   - _____ A  how loud something is
   - **X** B  the amount of space inside something
   - _____ C  something to drink

2. The noise **distracted** me and I could not pay attention.
   - _____ A  was helpful
   - _____ B  was not important
   - _____ C  made it hard to pay attention

3. The **climate**, or weather, in the rainforest is hot and damp.
   - _____ A  weather
   - _____ B  rainforest
   - _____ C  location

4. Reptiles, such as snakes, are cold-blooded.
   - _____ A  a living creature covered with fur
   - _____ B  animals that build nests
   - _____ C  creatures that are cold-blooded
Circle the letter of the correct Vocabulary Word to complete each sentence. Write the word on the line. The first one has been done for you.

1. I received the latest _______________ of Kids’ Time magazine in the mail.
   A issue  B frogs  C advice

2. It would be _______________ to avoid the hot stove.
   A sensible  B luscious  C consult

3. Should I _______________ the nurse about my sore throat?
   A devise  B consult  C teach

4. Doctors _______________ rest for people who are sick.
   A remember  B dislike  C recommend

5. He was not sure what to do, so he asked for _______________.
   A water  B issue  C advice

6. When you camp, you should _______________ a way to keep dry.
   A avoid  B devise  C spoil

With the student, think of other sentences for each of the Vocabulary Words. Listen for these words in conversations during the next few days.
Name ________________________________

Part A. Underline the word in each group that has the V/CV syllable pattern. The first one has been done for you.

1. broken  habit  handle
2. given  puzzle  music
3. river  final  seven
4. begin  color  rabbit

Part B. Underline the word in each group that has the VC/V syllable pattern.

5. cabin  cozy  plate
6. hotel  never  coat
7. solid  lazy  later
8. open  happy  crazy

Tip
Remember, the first vowel in V/CV words is long.

Tip
Long vowels say their own name.

Tip
Remember, the first vowel in VC/V words is short.

Tip
Short vowels make the sounds heard at the beginning of apple, egg, igloo, octopus, and umbrella.

Try This
Choose a V/CV word from above and use it in a sentence. Have a partner choose a VC/V word and use it in a sentence.

School-Home Connection
Have the student pronounce the words he or she has underlined. Then have the student divide each of them into syllables.
Read the description of each piece of writing. Mark an X beside the most likely reason why the author wrote the piece. The first one has been done for you.

1. a story about a knight guarding a castle
   ____ to inform   X to entertain   ____ to persuade

2. an article about why people should recycle
   ____ to inform   ____ to entertain   ____ to persuade

3. an article about how leaves change color
   ____ to inform   ____ to entertain   ____ to persuade

4. a poem about summer camp
   ____ to inform   ____ to entertain   ____ to persuade

5. a speech about why someone would be a good class president
   ____ to inform   ____ to entertain   ____ to persuade

6. a selection about what you need to take with you when you go horseback riding
   ____ to inform   ____ to entertain   ____ to persuade

School-Home Connection
Have the student select one of the descriptions above and make up a story about it. Have him or her tell the story to you.
The chart below shows the after-school activities at a community center. Read the information. Then circle the letter of the correct answer to each question. The first one has been done for you.

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>3:00–</td>
<td>art class</td>
<td>ballet</td>
<td>art class</td>
<td>ballet</td>
<td>art class</td>
</tr>
<tr>
<td>3:45</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4:00–</td>
<td>tap dancing</td>
<td>drum lessons</td>
<td>tap dancing</td>
<td>drum lessons</td>
<td>tap dancing</td>
</tr>
<tr>
<td>4:45</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5:00–</td>
<td>Story Time</td>
<td>Story Time</td>
<td>Story Time</td>
<td>Story Time</td>
<td>Story Time</td>
</tr>
<tr>
<td>5:45</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. What activity is on Wednesday from 3:00–3:45?
   - art class
   - ballet
   - tap dancing

2. What activity is from 5:00–5:45 every day?
   - drum lessons
   - Story Time
   - art class

3. At what time do ballet classes begin?
   - 3:00
   - 4:00
   - 5:00

4. At what time do tap dancing lessons begin?
   - 3:00
   - 4:00
   - 5:00

**School-Home Connection**

With the student, make a chart that shows activities in which he or she is involved. Then ask the student questions that can be answered using the information in the chart.
Read the story. Then circle the letter of the best answer to each question.

Cat loved to drink cream, but she had none. Every day she saw a truck deliver three big bottles of cream to Dog’s house. Dog loved cream, too. Dog worked hard and paid for the cream every day. Cat was lazy and had no money because she never worked. One day, she said to Dog, “I am so thirsty. Please give me some cream. I will pay you next week.”

Dog was kind-hearted, and he gave Cat a bottle of cream. Cat snatched the bottle and drank it all, right away. “Ha, ha,” she laughed. “I tricked you! I am not going to pay you next week.”

“That’s okay,” Dog said. “I made you happy. That is payment enough.”

1. What is Cat like?
   A She is lazy and mean.
   B She is old.
   C She makes everyone laugh.

2. What is Dog like?
   A Dog is mean.
   B Dog is kind-hearted.
   C Dog does not pay for cream.

3. How are Cat and Dog alike?
   A They laugh all the time.
   B They sing every morning.
   C They love cream.

4. How are Cat and Dog different?
   A Cat is beautiful, and Dog is not.
   B Cat is crying, and Dog is frowning.
   C Cat is lazy, and Dog works hard.

School/Home Connection
Have the student suggest two toys or other common household objects. Then have him or her tell you how the objects are the same and how they are different.
Look at each picture and circle the correct spelling for the picture name. Then underline the letter combination that stands for the /ôr/ sound in that word. The first one has been done for you.

1. FORET  FORT

2. NROHT  NORTH

3. HORN  HOREN

4. STOREY  STORY

5. SPORET  SPORT

6. HORSE  HORESE

School-Home Connection
Have the student read aloud the words he or she circled.
Read each question. Pay special attention to the Vocabulary Word in dark print. Then circle the letter of the best answer to the question. The first one has been done for you.

1. Which of the following could help you become **disguised**?
   A  an apple
   B  a wig
   C  a canoe

2. What might a **cunning** friend do?
   A  She might play a trick on you.
   B  She might make a cheese sandwich.
   C  She might fall asleep early one night.

3. If you **embraced** your uncle, what would be a good way to do so?
   A  by saying “good-bye”
   B  by ignoring him
   C  with a hug

4. Why would a **tender** piece of chicken be easy to chew?
   A  because it is hard and tough
   B  because it is soft
   C  because it is frozen

5. Which of the following items do you think is **brittle**?
   A  a lump of clay
   B  a cracker
   C  a volleyball

6. Which of the following would you be **delighted** about?
   A  making your bed
   B  getting a cavity
   C  going on vacation

**School-Home Connection**
Have the student describe a moment when he or she felt **delighted** about something.
Name ____________________________________________

**Skill Reminder**

Prefixes and suffixes are letters put at the beginning or end of the root word to make a new word.

Read each word in dark print. Circle the correct way to divide each root word from its prefix or suffix. The first one has been done for you.

1. **harmless**
   - harm / less
   - ha / rmless
   - har / m/ less

2. **joyful**
   - jo / y / ful
   - joy / ful
   - j/ oy / ful

3. **restart**
   - re / start
   - r / e / start
   - res / tart

4. **shameful**
   - shame / ful
   - sham / eful
   - sh / a / meful

5. **unworthy**
   - un / wor / thy
   - un / worthy
   - unwor / thy

6. **shapeless**
   - shap / e / less
   - shape / less
   - sha / peless

7. **resend**
   - res / end
   - r / es / end
   - re / send

8. **bashful**
   - bash / ful
   - ba / sh / ful
   - bas / hful

9. **unsafe**
   - u / n / safe
   - uns / afe
   - un / safe

10. **review**
    - re / view
    - rev / iew
    - r / e / view

**School-Home Connection**

Help the student list five other words with prefixes and suffixes re-, un-, -ful, and -less.
Name ________________________________

Read the sentences. Underline the letter combination that stands for the /ôr/ sound. Then do what the sentence tells you. The first one has been done for you.

1. Color in the fourth diamond.

   ⬤ ⬤ ⬤ ⬤

2. Write a sentence that has the word horse in it.

   ________________________________________

3. Write a sentence to describe a soaring eagle.

   ________________________________________

4. Describe an ear of corn.

   ________________________________________

5. The path a river takes is called its course. Name a river you have seen.

   ________________________________________

6. Name one thing that really, really bores you.

   ________________________________________

School–Home Connection

Ask the student to think of a word with the /ôr/ sound spelled ar. Have him or her write a sentence using it.
Name ____________________________

**Skill Reminder**

Knowing how settings are alike and different can help you better understand a story.

Read the two story beginnings. Then circle the letter of the best answer to each question.

**Story Beginning 1**
Yolanda sat on the front lawn of her house. She was all prepared. She had her portable radio and a bowl of cherries. She ate and listened as she waited. Her mom would soon be home. Yolanda liked helping her mom bring in the groceries.

**Story Beginning 2**
Mario skateboarded in the driveway beside his house. He passed the time zooming from one end to the other. His dog, Wolfie, barked each time Mario rode past him. Soon Mario’s father would be home from work. Mario liked carrying his father’s lunchbox, hard hat, and jacket into the house.

1. How are the two settings alike?
   A They both take place inside a school.
   B They both take place at the beach.
   C They both take place near the characters’ homes.

2. How are the two settings different?
   A One is under a tree, and the other is by a river.
   B One is the front lawn, and the other is a driveway.
   C One is surrounded by flowers, and the other is filled with people.

**School-Home Connection**
Help the student compare and contrast the kitchen and bathroom in his or her home. Ask how the kitchen and bathroom are alike. How are they different?
In each row, circle the word with the /ûr/ sound. Then write the letters that stand for that sound. The first one has been done for you.

1. shirt start straight ___
2. barn burn born ___
3. curve cord crooked ___
4. dart door dirt ___
5. correct certain cricket ___
6. fast first find ___
7. quick curtain crumble ___
8. mermaid motion mud ___
9. twisted whistle servant ___
10. want leaned furthest ___

School-Home Connection
Have the student pick two words with er, ir, or ur. Then help him or her use each word in a sentence.
Read each question. Pay careful attention to the underlined Vocabulary Word. Then circle the letter of the best answer. The first one has been done for you.

1. Why might you be scolding a child?  
   A for sleeping too quietly  
   B for not doing her chores  
   C for not bothering anyone

2. Why might you be glancing around a movie theater?  
   A to look for an empty seat  
   B to watch the movie  
   C to sit comfortably in your seat

3. If bags of groceries are a burden, how much do they weigh?  
   A too little  
   B nothing at all  
   C quite a lot

4. When might you feel drowsy?  
   A if you have just eaten an apple  
   B after a long, hot bike ride  
   C when you are doing your favorite activity

5. If you console someone, what are you doing?  
   A dancing  
   B trying to point out the mistakes that he or she has made  
   C trying to make someone feel better

6. Which word describes a heroic person?  
   A brave  
   B hungry  
   C large

Have the student suggest times when he or she might console someone.
Prefixes and Suffixes are letters put at the beginning or the end of a root word to make a new word.

Circle the letter of the best word that completes each sentence. The first one has been done for you.

1. My older brother _____ mowing the lawn.
   A likely
   B disagrees
   C dislikes

2. The horses galloped _____ past the river.
   A silliest
   B quickly
   C quicker

3. The rabbit _____ into the bushes.
   A disappeared
   B cried
   C liked

4. The snail was _____ than the rabbit.
   A bravest
   B disable
   C slower

5. The baby’s fingers are the _____ I have ever seen.
   A large
   B smallest
   C small

Have the student write each correct answer on a sheet of paper. Ask him or her to draw a line to divide the prefix or suffix from each root word. For example: dislikes.
Connect the word parts in each box to form words. Write the words you made. The first one has been done for you.

1. fir n
   lear st
   first

2. wor th
   sear ch

3. dir se
   nur t

4. pur den
   bur se

5. ser ve
   wor d

School-Home Connection
Have the student read aloud the words he or she made and tell you how the /ûr/ sound is spelled in each word.

Extra Support
© Harcourt • Grade 3
Read each story. Then circle the letter of the sentence that best states its theme.

1. Rachel tore the paper into tiny pieces. She hated it! She had tried to make a picture of her backyard twice before that day. Each time, she had torn up the paper. This time, she took a break and walked around the room. Slowly, a picture of her backyard formed in her mind. There was grass, and there were trees. There also were birds and butterflies. As she sat down and began to draw, she knew this picture would be just what she wanted.

   A Never try to draw pictures of things you know well.
   B Never quit trying, even if you are discouraged.
   C Anyone can buy crayons and make art.

2. Sam had never been so angry in his life. His best friend Josh had not invited him to his birthday party. Everyone in school was talking about the party. They had received invitations yesterday, but none had come for him. He would never speak to Josh again. As he walked through his front door, his mother handed him an envelope. He ripped it open and saw an invitation to Josh’s party!

   A Do not jump to conclusions.
   B Do not go to birthday parties.
   C Slow and steady wins the race.
Name ________________________________

Read the root words under the first picture in each row. Add the suffix -er or -est to the root word to label the other pictures in that row. The first one has been done for you.

fat
fatter
fattest

brave

sad

small

School-Home Connection
Help the student use each word from above in a sentence.

Extra Support
© Harcourt • Grade 3
Circle the letter of the Vocabulary Word that completes each sentence. The first one has been done for you.

1. A fast plane can _____ across the sky.
   A crept  B streak  C yanked

2. The _____ sunset turned the sky red and orange.
   A glorious  B memory  C ruined

3. The baby _____ across the living room floor.
   A yanked  B ruined  C crept

4. What is your earliest _____ of childhood?
   A memory  B yanked  C streak

5. The drawing was _____ when it fell into the puddle of water.
   A yanked  B ruined  C glorious

6. Tina _____ too hard, and the button came off in her hand.
   A crept  B yanked  C ruined

School/Home Connection
Ask the student to explain why he or she chose each word for its particular sentence.
The pictures show directions for brushing your teeth. Use a time-order word from the box to match each picture. The first one has been done for you.

1. ____________ first

2. ____________

3. ____________

4. ____________

Skill Reminder
Directions are steps that tell how to do something. Remember to pay attention to the order of the steps. Do not skip any steps.

Extra Support
Li was lonely. She was at camp. This was the longest she had ever been away from home. At least the kids were nicer here than at her last camp. She felt hopeful that she would meet a best friend soon.

Suddenly, Li heard someone singing outside her cabin. It was the prettiest song she had ever heard!

Li quickly opened the door to her cabin. “Hello,” said a girl. She smiled the biggest smile Li had ever seen. “Would you like to be friends?”
All summer long, a squirrel was busy gathering nuts and carrying them to the hollow tree where she lived. A second squirrel just watched.

The summer passed, and cold weather came. The trees were bare, and the ground was covered with snow. The first squirrel had plenty to eat. The second squirrel was hungry because he had put nothing away for the winter. At last, the second squirrel asked the first squirrel for a nut.

She gave him one, but she shook her head.

“I have nuts to spare this winter,” she said. “But you did not work all summer long, and I worked hard. If you do not work, you will go hungry!"

1. What does the first squirrel do all summer?
   A She watches the other squirrel.
   B She works hard gathering nuts.
   C She sleeps and eats.

2. What happens to the second squirrel in the winter?
   A He gets very cold.
   B He gets angry.
   C He gets hungry.

3. What lesson does the second squirrel learn?
   A that nuts are hard to find
   B that friends are helpful
   C that he must work to eat

Have the student express the theme of the story in his or her own words.
Read the story below. Circle the words with the prefix un-. Then write the words on the lines. The first one has been done for you.

Meg was unhappy. Her brother Paul was in the hospital, and he had a big pile of get-well gifts to unwrap. Meg watched Paul undo packages and open boxes. He untied ribbons and bows. She tried to smile as he opened a box to uncover a new T-shirt. Paul unfolded the shirt and lifted it up. It was a size too small. He was unable to wear it.

“It will fit you, Meg,” Paul said. “It can be my stay-well gift to you!”

It was unlike any T-shirt Meg had. She looked at it and smiled. “I love it!” she said. “Thank you, Paul.” Meg unbuttoned her coat and put on the new shirt. She liked the uncommon animal print. It was very bright!

1. unhappy
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 
10. 

With the student, act out the words happy and unhappy, cover and uncover.
Each question contains a Vocabulary Word. Use what you know about the words to circle the letter of the best answer. The first one has been done for you.

1. Why might a *swift* runner win a race?
   A  because the runner is sneaky  C  because the runner is clever
   B  because the runner is fast

2. What might a person do if she is *vain*?
   A  help people who are in trouble
   B  swim slowly
   C  admire herself in a mirror

3. If you *overheard* someone’s conversation, what were you doing?
   A  talking
   B  sleeping
   C  listening

4. If a friend *suggested* something to you, what did he do?
   A  teased you
   B  gave you an idea
   C  yelled at you

5. What does an *enormous* family have?
   A  two members
   B  many members
   C  one person

6. What did someone do who *exclaimed*?
   A  spoke loudly
   B  spoke quietly
   C  slept

School-Home Connection

Have the student act out the Vocabulary Words *vain* and *swift.*
Read the directions about how to make a jelly sandwich. Write the time-order word from the word box that works best in each blank. The first one has been done for you.

- next
- first
- then
- fourth
- sixth
- second
- finally
- third
- fifth
- seventh

**How to Make a Jelly Sandwich**

**First**
- __________, wash your hands with soap.
- __________, dry your hands. __________, take out two pieces of bread. __________, take out the jelly and a butter knife. __________, open the jar of jelly. __________, spread the jelly on the bread with the knife. __________, close up your sandwich. __________, cut it in half. __________, get a napkin. __________, eat your sandwich.

**School-Home Connection**

Have the student help you in the kitchen. Give him or her directions with time-order words.
Name ____________________________

Rewrite each word below on the line. Then place a slash after the prefix to divide the word. The first one has been done for you.

undo  ____________  undo
redo  ______________
dislike  ______________
react  ______________
refill  ______________
easy  ______________
uneasy  ______________
reread  ______________
unlike  ______________
remove  ______________
rebuild  ______________

School-Home Connection

With the student, make a list of un-, re-, and dis- words that name actions he or she performs on a regular basis. (For example, refill, reuse, distrust, uncover, unwrap.)
For each word, write the letters that stand for the /ôr/ sound. The first one has been done for you.

<table>
<thead>
<tr>
<th>Word</th>
<th>Letters that Stand for /ôr/</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. for</td>
<td>or</td>
</tr>
<tr>
<td>2. snore</td>
<td></td>
</tr>
<tr>
<td>3. boar</td>
<td></td>
</tr>
<tr>
<td>4. pour</td>
<td></td>
</tr>
<tr>
<td>5. warn</td>
<td></td>
</tr>
<tr>
<td>6. tore</td>
<td></td>
</tr>
<tr>
<td>7. four</td>
<td></td>
</tr>
<tr>
<td>8. warm</td>
<td></td>
</tr>
<tr>
<td>9. course</td>
<td></td>
</tr>
<tr>
<td>10. acorn</td>
<td></td>
</tr>
</tbody>
</table>

School/Home Connection

Ask the student to list the five letter patterns that create the /ôr/ sound.
Circle only the words that have the /ûr/ sound in them. Then write the letter pattern that stands for the /ûr/ sound next to each circled word. The first one has been done for you.

<table>
<thead>
<tr>
<th>Word</th>
<th>Letter Pattern</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. fur</td>
<td>ur</td>
</tr>
<tr>
<td>2. bore</td>
<td></td>
</tr>
<tr>
<td>3. fern</td>
<td></td>
</tr>
<tr>
<td>4. heard</td>
<td></td>
</tr>
<tr>
<td>5. tear</td>
<td></td>
</tr>
<tr>
<td>6. bird</td>
<td></td>
</tr>
<tr>
<td>7. worth</td>
<td></td>
</tr>
<tr>
<td>8. learn</td>
<td></td>
</tr>
<tr>
<td>9. course</td>
<td></td>
</tr>
<tr>
<td>10. porch</td>
<td></td>
</tr>
</tbody>
</table>

With the student, look for objects whose names contain /ûr/.
Josie and Faye like to jump rope, but Faye can do double-dutch and Josie cannot.

1. How are Josie and Faye alike?
   A They both do double-dutch.
   B They both like to jump rope.
   C Faye can do double-dutch and Josie cannot.

2. How are Josie and Faye different?
   A They both like to jump rope.
   B Faye cannot do double-dutch and Josie can.
   C Faye can do double-dutch and Josie cannot.

Todd and Brian are the tallest boys in the class, but Brian has brown hair and Todd has red hair.

1. How are Todd and Brian alike?
   A They are the tallest boys in class.
   B Brian has brown hair.
   C Brian has brown hair and Todd has red hair.

2. How are Todd and Brian different?
   A They are tall.
   B Todd is taller than Brian.
   C They have different color hair.
Name __________________________

Join the root word and the suffix to make a new word. Then write the new word. The first one has been done for you.

<table>
<thead>
<tr>
<th>Word</th>
<th>Suffix</th>
<th>New Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. soft</td>
<td>-ly</td>
<td>softly</td>
</tr>
<tr>
<td>2. loud</td>
<td>-er</td>
<td></td>
</tr>
<tr>
<td>3. funny</td>
<td>-est</td>
<td></td>
</tr>
<tr>
<td>4. quick</td>
<td>-ly</td>
<td></td>
</tr>
<tr>
<td>5. beauty</td>
<td>-ful</td>
<td></td>
</tr>
<tr>
<td>6. happy</td>
<td>-est</td>
<td></td>
</tr>
<tr>
<td>7. hope</td>
<td>-ful</td>
<td></td>
</tr>
<tr>
<td>8. write</td>
<td>-er</td>
<td></td>
</tr>
</tbody>
</table>

School-Home Connection

Have the student circle the words that end in y and explain what happened to the y when the suffix was added.
Each word has either a prefix or a suffix. Underline the prefixes. Circle the suffixes. The first one has been done for you.

1. rewrite
2. hopeless
3. swiftly
4. hotter
5. dislike
6. remake
7. slowest
8. untie
9. careful
10. boldly

Skill Reminder

- A prefix is a word part added to the beginning of a word that changes the word’s meaning.
- A suffix is a word part added to the end of a word that changes the word’s meaning.

School-Home Connection

Together, go through the words on this page and discuss how the meanings change when the prefix or suffix is taken off the word.
Circle the letter of the best Vocabulary Word that completes each sentence. Write the word on the line. The first one has been done for you.

1. The actors must ___________ three days a week.  
   A rehearse  
   B versions  
   C mandatory

2. Directors ______________ performances so they can improve.  
   A immerse  
   B criticize  
   C mandatory

3. The ______________ can make the audience laugh.  
   A versions  
   B rehearse  
   C dialogue

4. A large set can ______________ the audience into the play.  
   A rehearse  
   B criticize  
   C immerse

5. The writer tried different ______________ of the ending until she created the right one.  
   A versions  
   B rehearse  
   C immerse

6. It is ______________ that an actor practices his or her lines.  
   A criticize  
   B mandatory  
   C dialogue

Extra Support  
Ask the student to name someone, other than an actor, who would have to rehearse.
Add the prefix to each word and write the new word formed. Then fill in the meaning with *not* or *again*. The first one has been done for you.

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Word</th>
<th>New Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. dis-</td>
<td>like</td>
<td>dislike</td>
<td>to <em>not</em> like</td>
</tr>
<tr>
<td>2. re-</td>
<td>write</td>
<td></td>
<td>to write _________</td>
</tr>
<tr>
<td>3. un-</td>
<td>happy</td>
<td></td>
<td>_________ happy</td>
</tr>
<tr>
<td>4. re-</td>
<td>read</td>
<td></td>
<td>to read _________</td>
</tr>
<tr>
<td>5. dis-</td>
<td>disagree</td>
<td></td>
<td>to _________ agree</td>
</tr>
<tr>
<td>6. dis-</td>
<td>honest</td>
<td></td>
<td>_________ honest</td>
</tr>
<tr>
<td>7. un-</td>
<td>easy</td>
<td></td>
<td>_________ easy</td>
</tr>
<tr>
<td>8. re-</td>
<td>make</td>
<td></td>
<td>to make _________</td>
</tr>
</tbody>
</table>

School-Home Connection

Have the student add more words to the list. Help him or her choose a prefix and add it to a word they know. Then help the student write a definition for the new word.
Read the story. Then circle the letter of the best answer.

The townspeople thought that Lily could not climb the mountain because she was so little. Lily did not believe them. She was brave and determined. She decided to try anyway. Up and up she climbed until her legs could not climb anymore. Exhausted, she stopped and sat down on a rock. Lily began to cry.

A hawk flew down to her. “What is wrong, Lily?” he asked.
“A want to climb to the top, but I cannot do it!” Lily sobbed.
“But you are already here!” exclaimed the hawk. Lily gasped. Her hard work had paid off. Beneath the clouds, she saw her little town!

1. What is Lily like?
   A determined
   B weak
   C funny

2. What does Lily want to do?
   A learn to fly
   B get a pet bird
   C climb a mountain

3. What is the theme of this story?
   A Children should not climb mountains.
   B You can do difficult things if you try hard enough.
   C Sharing brings people together.

School-Home Connection
Ask the student to name two clues that help explain the theme of the story.
Fill in the directions with the words from the word box. The first one has been done for you.

<table>
<thead>
<tr>
<th>then</th>
<th>finally</th>
<th>second</th>
<th>fourth</th>
</tr>
</thead>
<tbody>
<tr>
<td>third</td>
<td>first</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**How to Wash Your Hands**

One of the easiest ways to stop the spread of germs is to wash your hands. You can follow a few easy steps to wash your hands properly. **First**, turn on the water. **Second**, wet your hands. **Third**, put soap on your hands. Soap kills germs. The **fourth** step is to rub your soapy hands together. The rubbing helps break up dirt on your hands. **Second**, rinse off your hands under the water. **First**, dry your hands on a clean towel.

**School-Home Connection**

Have the student make a list of time-order words and put them in an order that would make sense for directions.
Read the passage. Pay attention to the dates and other time-order words. Then number the events in order from first to last. The first one has been done for you.

Born in Winchester, Virginia, in 1888, Richard Evelyn Byrd was a famous aviator who explored both the north and south poles. A fighter pilot for the U.S. Navy during World War I, Byrd developed a passion for flying that eventually led him to Antarctica.

On May 9, 1926, Byrd and another flyer, Floyd Bennet, took off from King’s Bay, Norway. Their goal was to fly over the north pole. It is widely believed that this was the first airplane flight to the pole. It took them fifteen and a half hours.

After this, Byrd led several expeditions to Antarctica. In 1929, he established “Little America” there. This camp for scientific research and exploration has been in use ever since. Byrd’s last expedition to Antarctica was in 1956.

4  Byrd’s last expedition to Antarctica was in 1956.

________ Byrd was a U.S. Navy fighter pilot during World War I.

________ On May 9, 1926, Byrd and Floyd Bennet took off for the north pole.

________ In 1929, Byrd established “Little America.”
Name ____________________________

Read each word in dark print. In the sentence beside it, you will find another word with the same spelling for the /oo/ sound. Circle that word and underline the letters that stand for the /oo/ sound. The first one has been done for you.

1. hoop  
   Roses and tulips[underline](bloom) during springtime.

2. fool  
   Don’t forget to proofread your writing.

3. drew  
   Everyone knew that the correct answer was “True,” not “False.”

4. blew  
   Sue loves cashew nuts.

5. moon  
   The swimming pool opens at 9:00 A.M.

6. few  
   Let’s have stewed tomatoes for dinner.

7. balloon  
   Did you lose any of that loose change in your pocket?

8. new  
   The plane flew high above the clouds.

9. room  
   The roof has a few problems and needs to be repaired.

10. crew  
    Carrie sliced a honeydew melon into cubes.

School–Home Connection

Have the student answer the following questions with /oo/ words: What shines at night? What is the opposite of old? Make sure the student pronounces each answer correctly.

Extra Support

© Harcourt • Grade 3
Read each question. Pay attention to the Vocabulary Words in dark print. Then circle the letter of the best answer. The first one has been done for you.

1. When snow **drifts** across the sky, what blows it along?
   A  cold
   B  ice
   **C  wind**

2. What would help you see better in **dim** lighting?
   A  a lamp
   B  a shade
   C  a camera

3. When food is **scarce**, how much of it is there?
   A  the right amount
   B  a lot
   C  very little

4. Which thing **shelters** people in rainy weather?
   A  a sock
   B  a house
   C  a plate

5. What do you call a long **absence** of rain?
   A  a flood
   B  a drought
   C  a hurricane

6. Who lives in a city **permanently**?
   A  citizens
   B  visitors
   C  tourists

**School-Home Connection**
Have the student explain how an umbrella **shelters** a person. Turn on a light and ask the student to tell you if the light is **dim** or not.
An author’s message is the main idea in a piece of nonfiction writing.
An author may use facts, detail, or descriptions to explain his or her message.

Read the passage from “Living at the Bottom of the World.” Then circle the letter of the best answer.

Why Did I Go There? I was in Antarctica to study invertebrates (animals without backbones), such as sea stars and sea urchins. I worked with the divers to collect invertebrates and to set up experiments—and I helped them with their equipment. Sometimes the divers found interesting animals to show everyone—like giant sea cockroaches!

1. Why is the author in Antarctica?
   A to visit its mountain peaks
   B to ski with friends
   C to study invertebrates

2. Which of the following facts is used in the passage?
   A The divers found interesting animals like giant sea cockroaches.
   B Antarctica’s winter is harsh.
   C Sea animals wait for the summer sun.

3. What might be the author’s message in this passage?
   A I helped the divers with their equipment.
   B I found giant sea cockroaches!
   C I was in Antarctica to study invertebrates.

Extra Support
Ask the student to describe an invertebrate.
Finish the words to complete each sentence. Add *oo*, *ew*, *ue*, or *ui*. Use a dictionary if you need help. The first one has been done for you.

1. I used the cl___.s on the map to find the buried treasure.

2. There were melon cubes, grapes, and berries in the fr____ t salad.

3. The earthquake sh____k the windows and doors of the house.

4. The pigeons fl____ over the houses.

5. We went for a walk in the w____ds.

6. My mom wears a s____t to work every day.

7. You can pet animals at a children’s z____.

8. The plane fl____ high over the mountains.

School-Home Connection

Have the student draw pictures to illustrate the words *fruit* and *woods*. Then have him or her write the words under the pictures and pronounce them for you.
Read the article. Then circle the letter of the best answer to each question.

Bat Meals
Some bats eat bugs. Other bats eat only fruit. Some bats need to get extra nutrients from hard leaves. To do this, first the bat softens the hard leaf in its mouth. Next, it swallows the liquid from the leaf. Finally, the bat spits out the rest of the leaf.

1. What does the bat do first when it eats a hard leaf?
   A  It swallows the leaf.
   B  It softens the leaf in its mouth.
   C  It swallows liquid from the leaf.

2. What does the bat do after the leaf is soft?
   A  It spits out the leaf.
   B  It swallows the leaf.
   C  It swallows the liquid.

3. What does the bat do last with the leaf?
   A  It spits out the leaf.
   B  It swallows the leaf.
   C  It swallows the liquid.

School/Home Connection
Talk with the student about something you do every day. Have him or her describe the activity using time-order words.
Read the sentences and underline the word with the /ô/ sound. On the line, write the letters that stand for the /ô/ sound. The first one has been done for you.

1. Yesterday I bought a new book. __________________________ (ough)
2. Rita wants to be an author one day. ________________________
3. You ought to help your parents clean the house. _____________
4. Tomas taught his dog how to sit. __________________________ 
5. Please pause the video while I get a glass of water. __________
6. We fought over who got to ride in the front seat. ______________
7. I hear you caught a cold last week. _________________________

Write the words cause, pause, and ought. Have the student circle the letters that make /ô/.

School Home Connection

Extra Support
© Harcourt • Grade 3
Circle the letter of the best answer that completes each sentence. The first one has been done for you.

1. People make an effort when they _____.
   A  give up quickly
   B  try very hard
   C  get tired

2. When a bird swoops, it moves _____.
   A  in fast jerks
   B  slowly and carefully
   C  quickly and smoothly

3. One detail about birds is that _____.
   A  they have thick fur
   B  they cannot fly
   C  they have wings

4. If a bird is fluttering, it is _____.
   A  sitting on a nest
   B  moving its wings quickly
   C  walking back and forth

5. A nocturnal animal is active _____.
   A  at night
   B  in the sun
   C  in rainy weather

6. If a person dozes, he or she _____.
   A  rests with open eyes
   B  sleeps lightly
   C  waits calmly
Read the two selections below. Answer the questions about the author’s message. Circle the letter of the best answer.

Most plants get food from the soil. There is one, though, that is different. The Venus Flytrap gets nutrients from live insects. Venus Flytraps have two leaves with pointed edges that look like teeth. The leaves stay open until an insect lands on one of them. Then, the leaves snap shut and trap the insect. The flytrap produces a liquid that helps it digest the insect. Once it digests the insect, the flytrap opens its leaves again. It is ready for its next meal.

1. What is the author’s message in this selection?
   A Many insects do not have wings.
   B Flowers grow faster in direct sunlight.
   C Venus Flytraps get food in an interesting way.

Starfish are a special kind of sea animal. They have five arms and are shaped like a star. A starfish can grow a new arm if one gets cut off. If a starfish is cut in two, the pieces will each form a new animal. The starfish’s ability to regrow new arms makes it a real survivor.

2. What is the author’s message in this selection?
   A Starfish are special.
   B Most fish do not have arms.
   C It is bad luck to find a starfish.
Name _________________________________

Read each word. Then write it in the column of the chart where it belongs. The first one has been done for you.

<table>
<thead>
<tr>
<th>pause</th>
<th>taught</th>
<th>author</th>
<th>walk</th>
</tr>
</thead>
<tbody>
<tr>
<td>lost</td>
<td>yawn</td>
<td>cause</td>
<td>false</td>
</tr>
<tr>
<td>ought</td>
<td>long</td>
<td>almost</td>
<td>straw</td>
</tr>
<tr>
<td>thaw</td>
<td>soft</td>
<td>also</td>
<td></td>
</tr>
</tbody>
</table>

/ô/ as au(gh) /ô/ as ough /ô/ as aw /ô/ as a(l) /ô/ as o

With the student, think of other words that have /ô/. Write them in the correct column in the chart.
Read the passage. Look for cause and effect relationships. Then circle the letter of the best answer.

**Bat Habitats**

Where in the world do bats live? Almost everywhere! Bats like very warm weather. Because of this, many bats live near the equator, where it is warmer than other places.

Bats can be found on six continents. Antarctica is the only continent where bats are not found. That is because the weather in Antarctica is very cold.

Some islands that are far away from continents do not have many bats. This is because the bats cannot fly all the way to the islands from the continents.

The United States has more kinds of bats than most other places. This means there may be bats living near you!

1. Why do many bats live near the equator?
   A because they like warm weather
   B because they like cold weather
   C because they like to swim

2. Why don’t bats live in Antarctica?
   A because there are too many penguins
   B because they like to live on islands
   C because Antarctica is too cold

**School-Home Connection**

Guide the student to identify cause and effect relationships at home. For example, “We read together every night, so the television is turned off at 7:00.”
Name _______________________

Skill Reminder

- Prefixes are added to the beginning of a real word. They make a new word with its own meaning.

Read each pair of words. Circle the word that best completes the sentence. Then write the word in the sentence. The first one has been done for you.

1. (preheat, prefer) Please __________________ the oven.
   - preheat

2. (preview, prey) Did you __________________ the video?

3. (misplace, miss) I was careful not to __________________ the money.

4. (ink, incorrect) If something is not right, it is __________________.

5. (pretest, pretty) We took the __________________ on Monday.

6. (Indiana, inside) Please put the plant __________________ tonight.

7. (misread, mist) Be careful not to __________________ the directions.

8. (press, preschool) My little sister paints at __________________.
Choose the Vocabulary Word that best completes each sentence. Write the word on the line. The first one has been done for you.

1. It would be ____________ to wear a heavy coat in the middle of summer. (ridiculous, decent)

2. He hoped to _______________ his family’s farm some day. (emotion, inherit)

3. It would be _______________ to tell a lie. (fondness, disgraceful)

4. She had a _______________ for warm weather. (fondness, emotion)

5. Someone who is _______________ would make a good judge. (decent, disgraceful)

6. Happiness is a good _______________ to feel. (inherit, emotion)

School-Home Connection
Have the student show what he or she would look like with different emotions, such as happiness, anger, or fear. Then ask the student to act in a ridiculous way.
Name ____________________________________________

**Skill Reminder**

Homophones are two or more words that sound the same but have different meanings and different spellings.

Read each boldfaced word. Then circle its homophone in the sentence. Write the homophone on the line beside the boldfaced word. The first one has been done for you.

1. ate ____________
   Six plus two is eight.

2. where ____________
   What did you wear to school today?

3. main ____________
   We brushed the horse’s mane.

4. pail ____________
   She looked pale as she got off of the roller coaster.

5. sail ____________
   Mom and I found a big sale at the mall.

6. or ____________
   We used an oar to row the boat.

**School-Home Connection**

Tell the student to make up his or her own sentences for the homophones sun and son.

Extra Support

© Harcourt • Grade 3
Read each pair of words. Choose the word that matches the meaning and write it on the line. The first one has been done for you.

1. preheat, heating
   to heat before preheat

2. mismatch, mistrust
   to wrongly trust _____________

3. preview, invisible
   not visible _________________

4. misspell, incorrect
   to not spell correctly _______________

5. reading, misread
   to read wrongly _______________

6. miswash, prewash
   to wash before _______________
It was only Niko's second day in his new school. Already he was embarrassed because his little sister Eve tried to walk with him to school. At recess, Niko felt lonely because he had not made any friends. He decided to be friendly to a group of boys playing ball. As a result, Niko made some friends, and they asked him to join their baseball team.

1. Eve tried to walk with Niko to school. What was the effect of this on Niko?
   A  He made a new friend.
   B  He was embarrassed.
   C  Other kids made fun of him.

2. Why did Niko feel lonely?
   A  He did not have any friends.
   B  He was bad at baseball.
   C  He missed his sister.

3. What was the effect of Niko being friendly to the boys at recess?
   A  He walked home alone.
   B  He started to cry.
   C  They asked him to join their baseball team.

School-Home Connection
Ask the student what the effect might be if he or she was friendly to another student while at recess.

Extra Support
© Harcourt • Grade 3
One word in each sentence is missing the schwa sound. Read each sentence. Then circle the missing vowel. Write the complete word on the line. The first one has been done for you.

1. He does not like to be __lone.  
   a e u  
   _____ alone

2. The circ__s came to town.  
   a e u  
   __________

3. Our fin__l practice is today.  
   a e u  
   __________

4. Did you __gree to do the dishes?  
   a e u  
   __________

5. Four is an ev__n number.  
   a e u  
   __________

6. She __mused the baby.  
   a e u  
   __________

7. What is going to happ__n?  
   a e u  
   __________

Ask the student to find the schwa sound in around and nickel.
Circle the letter of the word or words that best complete each sentence. The first one has been done for you.

1. The best way to avoid clutter is to be _____.
   A messy
   B organized
   C silly

2. _____ are only visible at night.
   A Stars
   B Clouds
   C Mountains

3. If your sister mentioned she was tired, she _____.
   A said, “I’m tired”
   B rubbed her eyes
   C yawned

4. Your friend might have beckoned to tell you to _____.
   A sit down
   B be quiet
   C come closer

5. If you had not eaten lunch, you might remark that _____.
   A you were hot
   B you were hungry
   C your foot hurt

6. A person who was flustered while performing in a play might have _____.
   A spoken very loudly
   B said his lines perfectly
   C forgotten his lines

Extra Support
© Harcourt • Grade 3
Read each sentence. Circle the homophone that correctly completes the sentence. The first one has been done for you.

1. The _____ the bus traveled over was rough.
   A rode   B road

2. Would you like a _____ of pie?
   A piece   B peace

3. She was sick for a _____.
   A week   B weak

4. My little brother just turned _____.
   A won   B one

5. Mary likes to walk along the _____ shore.
   A see   B sea

6. He knows the _____ to the new playground.
   A way   B weigh
Read the words below. Circle the syllable in each word that has the schwa sound. Then find and circle the words in the word search. The first one has been done for you.

- amount  ever
- apart  awake
- upon  around
- alike  either

<table>
<thead>
<tr>
<th>A</th>
<th>M</th>
<th>O</th>
<th>U</th>
<th>N</th>
<th>T</th>
<th>I</th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
<td>R</td>
<td>B</td>
<td>P</td>
<td>V</td>
<td>Y</td>
<td>E</td>
</tr>
<tr>
<td>A</td>
<td>A</td>
<td>R</td>
<td>O</td>
<td>U</td>
<td>N</td>
<td>D</td>
</tr>
<tr>
<td>R</td>
<td>W</td>
<td>M</td>
<td>N</td>
<td>N</td>
<td>P</td>
<td>S</td>
</tr>
<tr>
<td>T</td>
<td>A</td>
<td>L</td>
<td>I</td>
<td>K</td>
<td>E</td>
<td>Q</td>
</tr>
<tr>
<td>P</td>
<td>K</td>
<td>V</td>
<td>E</td>
<td>R</td>
<td>V</td>
<td>K</td>
</tr>
<tr>
<td>O</td>
<td>E</td>
<td>I</td>
<td>T</td>
<td>H</td>
<td>E</td>
<td>R</td>
</tr>
<tr>
<td>L</td>
<td>T</td>
<td>N</td>
<td>A</td>
<td>O</td>
<td>R</td>
<td>S</td>
</tr>
</tbody>
</table>

Ask the student to use two of the words from above in sentences.
Say the words in the Word Box. Then write each in the correct column. The first one has been done for you.

<table>
<thead>
<tr>
<th>threw</th>
<th>wood</th>
<th>stew</th>
<th>loop</th>
<th>took</th>
</tr>
</thead>
<tbody>
<tr>
<td>moose</td>
<td>bruise</td>
<td>foot</td>
<td>crew</td>
<td>cruise</td>
</tr>
<tr>
<td>drew</td>
<td>spool</td>
<td>noon</td>
<td>fruit</td>
<td>shook</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>/ʊ/ as oo</th>
<th>/ʊ/ as ew</th>
<th>/ʊ/ as ui</th>
<th>/u/ as oo</th>
</tr>
</thead>
<tbody>
<tr>
<td>(cool)</td>
<td>(few)</td>
<td>(suit)</td>
<td>(hood)</td>
</tr>
<tr>
<td>loop</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

With the student, think of another word that belongs in each column.

School/Home Connection

Extra Support
Part A. Underline the word in each group in which aw or o stands for /ô/. The first one has been done for you.

1. wart saw twin
2. loss round pole
3. wail owl raw
4. sofa toss fool

Part B. Underline the word in each group in which ough or au(gh) stands for /ô/. The first one has been done for you.

5. caught alone laugh
6. rough thought bouquet
7. pant launch bureau
8. also beauty fault
Read the story beginning. Circle the letter of the best answer to each question.

One summer afternoon, Emmy lay on her lawn watching the clouds. She saw one that looked like a rabbit. Then another cloud that looked like a dog appeared and seemed to chase the rabbit. Emmy laughed.

Suddenly, she heard a \textit{thunk}! She sat up and looked around. Then she noticed a baseball on the ground next to her. Emmy saw a girl her age peeking over the fence next door. “Hi,” the girl said. “Sorry my baseball landed in your yard!”

1. What happens first in the story?
   A A ball lands in the yard.
   B A dog chases a rabbit.
   C Emmy lies on the lawn watching the clouds.

2. What happens after Emmy sits up?
   A She sees a baseball.
   B She sees a cloud that looks like a rabbit.
   C She goes inside.

3. What happens last?
   A Emmy lies on the ground.
   B Emmy laughs
   C The girl next door talks to Emmy.

\textbf{Skill Reminder} 
Sequence is the order in which events take place.

\textbf{School-Home Connection} 
With the student, think of some events that might happen next in the story. List them in sequence.

\textbf{Extra Support}
Name ____________________________

One word in each sentence is not complete. Complete the word by writing pre-, mis-, or in- on the line. Use the underlined word as a clue for which prefix to use. The first one has been done for you.

1. I ______understood his directions and took a turn down the _______street.
2. You should take the ______test before the math exam.
3. It is ______ possible to see air because it is ______visible.
4. Alberto listened carefully to the ______flight announcements before his plane took off.
5. The ______experienced cashier had ______ worked at the store for very long.
6. Petra looked in the ______ cabinet for cereal because the drawers were ______labeled.

Extra Support
© Harcourt • Grade 3
Many green turtles spend most of their lives on the coast of South America. Every two or three years, however, they make an amazing trip. They swim 1,250 miles to Ascension Island in the Atlantic Ocean. There, they lay their eggs. Then they swim all the way back.

1. What is the author’s message in this selection?
   A. Green turtles lay their eggs on the coast of South America.
   B. Green turtles make an amazing trip to lay their eggs.
   C. Green turtles lay eggs every six years.

There are some warm-blooded animals that live in the ocean. Seals, sea lions, and walruses are ocean mammals. They swim well, but they are clumsy on land. Dolphins, manatees, and whales are other ocean mammals, but they spend all their time in the water. They are good swimmers, too.

2. Which animals do you learn about in this selection?
   A. Dolphins, seals, and whales
   B. Lions, tigers, and bears
   C. Swordfish, clams, and sharks

3. What is the author’s message in this selection?
   A. Mammals have a thick layer of body fat.
   B. Seals, sea lions, and walruses are clumsy on land.
   C. Some warm-blooded animals live in the ocean.
Read the sentences. Circle the letter of the Vocabulary Word that completes each sentence. The first one has been done for you.

1. Jeremy watched in _____ as the dancers leaped in the air.
   A ample
   B required
   C amazement

2. The teacher gave the class _____ time to finish the test.
   A responsibility
   B functional
   C ample

3. There was only one _____ lamp in the room.
   A inhabitants
   B functional
   C amazement

4. It was Latisha’s _____ to walk the dog.
   A responsibility
   B functional
   C inhabitants

5. The campers were _____ to wear life vests in the rowboats.
   A amazement
   B required
   C responsibility

6. The _____ of the park include squirrels, rabbits, and foxes.
   A ample
   B inhabitants
   C required

Ask the student to make up another sentence for each Vocabulary Word.
Part A. Underline the word in each group that has the schwa sound spelled with the letter a. The first one has been done for you.

1. aid    alive    angry
2. alert  add     able
3. age    ankle    afraid
4. amber  ago     awe

Part B. Underline the word in each group that has the schwa sound spelled with u or e. The first one has been done for you.

5. under  used    unless
6. broken early    speed
7. pure   sure     circus
8. redo   label    bear

School-Home Connection
With the student, think of another word with the schwa sound a or u.

Extra Support
© Harcourt • Grade 3
Read the article. Circle the letter of the correct answer to each question. The first one has been done for you.

People in the town of Clinton are angry. One of their neighbors is a kind person named Polly Pitt. She decided to take in stray dogs. Ms. Pitt now has fourteen dogs living in her home. Many of the animals were sick or starving when Ms. Pitt took them in. She fed and nursed them back to health. The neighbors now say that the Pitt house is noisy and smelly. They complain that the dogs bark all night. Her neighbors have asked the police to take the animals away.

1. What caused the neighbors to complain?
   A the police
   B barking dogs
   C sick, hungry dogs

2. What effect does Polly Pitt have on the dogs?
   A She finds good homes for them.
   B She teaches them to behave.
   C She nurses them back to health.

3. What caused the dogs to be starving?
   A They were strays, so no one fed them.
   B They did not like food.
   C They did not have teeth.

School–Home Connection
Ask the student to find another cause and another effect in the paragraph. Then write a happy ending for the article.
Homophones are words that sound the same but are spelled differently and have different meanings.

Read each sentence. Circle the letter of the homophone that correctly completes the sentence. The first one has been done for you.

1. I dropped the plate, but it did not _____.
   A   brake  B   break

2. Melissa ____ a big stack of pancakes.
   A   ate  B   eight

3. The ____ of Ms. Shin’s shoe broke.
   A   heal  B   heel

4. The wind ____ so hard that my hat flew off.
   A   blue  B   blew

5. I ____ a letter to my aunt in New Mexico.
   A   sent  B   cent

6. Matt ____ the boat all the way across the lake.
   A   road  B   rowed

With the student, think of another pair of homophones.
It was a sunny Tuesday afternoon. Lenny, a clubhorned grasshopper, hopped towards the river. He saw that the water moved quickly. “How am I going to cross this river?” he asked.

As Lenny thought about a solution, he heard a voice. It came from the trees. “I can help you,” said a blackbird. “I can carry you across the river.”

“You have a very sharp beak,” said Lenny. “It might hurt me.”

“You have a very sharp beak,” said the blackbird as he flew down.

“I forgot something. Clubhorned grasshoppers do not cross rivers on Tuesdays. It’s bad luck!” Then Lenny jumped away as fast as he could.

1. Why is the grasshopper worried about the blackbird?
   A The bird wants to cross the river.
   B The bird has a sharp beak.
   C The bird is the grasshopper’s friend.

2. What do you think blackbirds like to eat?
   A They eat other birds.
   B They eat rocks.
   C They eat insects, like grasshoppers.

3. Why did Lenny jump away as fast as he could?
   A Lenny guessed that the bird really wanted to eat him.
   B Lenny wanted to meet a friend on the other side of the river.
   C Lenny wanted the bird to follow him.

Extra Support
Have the student suggest a different ending for the story.
Circle the correctly spelled suffixed word that completes each sentence. The first one has been done for you.

1. Reggie’s (reaction) to the earthquake was to go under the table.

2. (Subtraction) is my favorite math activity.

3. Julianne’s (mission) is to become team captain.

4. The topic of our family (discussion) was where to go for summer vacation.

5. I am curious about a firefly’s (attraction) to light.

6. Ellie’s umbrella is her (protection) from the rain.

7. Opossums have poor (vision), but their sense of smell is very good.

8. Charles raised his hand to ask a (question) after the speech.

Have the student choose two of the correct words from above and write a sentence for each one.
Use the boldfaced Vocabulary Word to help you choose the best answer to each question. Then circle the letter of the best answer. The first one has been done for you.

1. What might you say to a person who is being a **nuisance**?
   A Join me for lunch.
   B Stop bothering me.
   C Sing me a song.

2. Why might a person be **boasting**?
   A because she earned an “A” on a test
   B because she lost a favorite shirt
   C because she was going to school

3. When might the school flag **sway**?
   A every Thursday
   B on a windy day
   C whenever it is sunny

4. How might you **oblige** your music teacher?
   A by arriving late for rehearsal
   B by forgetting a song’s lyrics
   C by practicing more often

5. What might you hear **summoning** students to class?
   A a ringing bell
   B a mooing cow
   C a chirping bird

6. When might you be **sedentary**?
   A walking home
   B running around the race track
   C after eating a big meal

---

**School-Home Connection**

Ask the student to think of other objects, like a wind chime, that might sway. Help him or her create a sentence incorporating this object and the Vocabulary Word sway.
Choose a word from the Word Box to complete each sentence. Fill in the blanks with your responses. The first one has been done for you.

bark  calf  right  left

1. The farm has a new baby ________.
  答：calf

2. A tree’s ________ is like its skin.

3. Irma had all twenty ________ answers on the test.

4. Is there any food ________ on the table?

5. Do you throw with your ________ hand?

6. Kevin hurt his right ________ in gym class.

7. I write with my ________ hand.

8. The dog’s loud ________ scared me.

Help the student write sentences using the word sheet in two different ways.
Name ________________________________

Make words by adding -tion or -sion to each root word. Use a dictionary for help if you wish. The first one has been done for you.

1. collect + tion = collection
2. act + _____ = ________________________
3. profess + _____ = ________________________
4. construct + _____ = ________________________
5. success + _____ = ________________________
6. produce + _____ = ________________________
7. attend + _____ = ________________________
8. progress + _____ = ________________________

In the Word Search you will find five words that have the suffix -tion or -sion. Look up and down the puzzle for the words, and then circle them.

School-Home Connection

Have the student pronounce all of the root words and all of the new words. Then help him or her choose two words and use them in one sentence.
Read each passage. Then circle the letter of the best answer that completes each inference. Use all the facts you read on the page to help you.

**Spiders are divided into two groups. There are wandering spiders and web-building spiders. Wandering spiders are active and seek out prey. Web-building spiders wait for their prey and catch them in webs.**

1. All spiders _____.
   A have tails  
   B eat prey  
   C wander

   Lynx spiders usually live in bushes and trees. These spiders chase their prey. Sometimes lynx spiders hide in flowers, then jump out and catch their prey.

2. Lynx spiders _____.
   A do not make webs  
   B have no homes  
   C are winged spiders

   Most spiders are not harmful to people. But some spiders can bite, and their bites can be painful. Unfortunately, it can be difficult to tell which spiders can cause painful bites.

3. When it comes to spiders, _____.
   A look but do not touch them all  
   B touch them all  
   C they all bite

**Have the student find facts in each passage to support the inference that he or she has made.**
Name ___________________________________

Circle the letter of the correct way to divide each word into syllables. The first one has been done for you.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. client</td>
<td>A cl/ie/nt</td>
<td>B clie/nt</td>
</tr>
<tr>
<td>2. quiet</td>
<td>A qui/et</td>
<td>B qu/i/et</td>
</tr>
<tr>
<td>3. create</td>
<td>A cr/eate</td>
<td>B crea/te</td>
</tr>
<tr>
<td>4. fluid</td>
<td>A fl/uid</td>
<td>B flu/id</td>
</tr>
<tr>
<td>5. poem</td>
<td>A po/em</td>
<td>B poe/m</td>
</tr>
<tr>
<td>6. loyal</td>
<td>A loya/l</td>
<td>B loy/al</td>
</tr>
<tr>
<td>7. neon</td>
<td>A n/eon</td>
<td>B neo/n</td>
</tr>
<tr>
<td>8. science</td>
<td>A sci/ence</td>
<td>B scien/ce</td>
</tr>
</tbody>
</table>

Have the student read the words from above aloud, clapping on each syllable. Then, above each word, have him or her write the number of syllables in that word.
Write the letter of the best answer to complete each sentence. The first one has been done for you.

1. Spiders catch prey ____.  
   A for food  B to get materials for their nests

2. When a river is shallow, it is ____.  
   A deep  B not deep

3. Someone who is fishing reels in a fish with a ____.  
   A bucket  B pole

4. A spider makes a web with strands of ____.  
   A silk  B spinnerets

5. Social animals make their lives ____.  
   A in groups  B completely alone

6. A ____ is shaped like a spiral.  
   A stop sign  B curl
Each word in the box matches two of the phrases below. Write each word next to its phrases. The first one has been done for you.

<table>
<thead>
<tr>
<th>root</th>
<th>string</th>
<th>roll</th>
<th>skip</th>
</tr>
</thead>
<tbody>
<tr>
<td>a round type of bread</td>
<td>roll</td>
<td></td>
<td></td>
</tr>
<tr>
<td>part of a plant</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a chord or wire on musical instruments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>an exercise in gymnastics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a piece of yarn</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>to move by hopping</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a cause or reason for something</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>to pass over</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**School-Home Connection**

Have the student think of another word that has multiple meanings. Ask him or her to use it in two different sentences.
Divide the underlined word in each sentence into syllables. The first one has been done for you.

1. I listened to music on my radio. 
\[
\text{r a d i o} \\
\text{r a } / \text{ d i } / \text{o}
\]

2. A\_
\[
\text{l i o n} \\
\text{a } / \text{l io n}
\]

3. Be\_
\[
\text{q ui e t} \\
\text{b e } / \text{ q ui e t}
\]

4. I gently touched the\_
\[
\text{p i a n o} \\
\text{g e n t l y } / \text{touc h e d} / \text{the}
\]

5. The second month of the year is\_
\[
\text{F e b r u a r y} \\
\text{F e b } / \text{r u a r y}
\]

6. I made a\_
\[
\text{d i a g o n a l} \\
\text{m a d e } / \text{a } / \text{di a g o n a l}
\]

7. Please\_
\[
\text{c r e a t e} \\
\text{p l e a s e } / \text{c r e a t e}
\]

8. It is nice to read in this\_
\[
\text{q ui e t} \\
\text{it } / \text{i s } / \text{n i c e } / \text{t o } / \text{r e a d}
\]

Have the student write three other V/V words that divide into syllables between two vowels.
Read the story. Then circle the letter of the best answer to each question.

“These sneakers are so cool,” said Kayla. The sales clerk smiled and said the sneakers were a brand new style. Kayla's brother Jamal grabbed the sneakers. “Wow,” he said, “these are so much nicer than the ones I have. I want a pair!”

“Mom,” said Kayla. “Can we get sneakers like these?”
Mom looked at the price. “Sorry, but they’re very expensive.”

“What if we borrow the money from you? We can pay you back from our allowances when we get home,” said Kayla. “Now, that’s a good idea!” said Mom.

1. What item do Kayla and Jamal want?
   A They want black T-shirts.
   B They want a pair of sneakers.
   C They want new backpacks.

2. What is the best prediction for what will happen next?
   A Mom will let Kayla and Jamal borrow money to buy new sneakers.
   B Mom will not lend Kayla and Jamal the money for new sneakers.
   C Mom will take Kayla and Jamal home without buying anything.

3. Which story clue helped you to make the prediction?
   A Kayla’s brother Jamal grabbed the sneakers.
   B The sales clerk smiled at her.
   C “What if we borrow the money from you? We can pay you back from our allowances when we get home,” said Kayla.
Name ________________________________

Circle the best word to complete each sentence. The first one has been done for you.

1. Will the moon be _____ tonight?
   visible  audible

2. The broken toy is _____.
   responsible  fixable

3. The map led to a ____ treasure.
   doable  valuable

4. A _____ person is someone you can count on.
   reliable  visible

5. Something that is _____ can bend and twist easily.
   laughable  flexible

6. A dog that listens well usually is _____.
   audible  trainable

School-to-Home Connection
Have the student read the completed sentences aloud.

Extra Support
© Harcourt • Grade 3
Name ________________________________

Write the letter of its meaning beside each word. The first one has been done for you.

1. C erupt  a. having pieces scattered over it
2. ______ grainy  b. complete and careful
3. ______ sprinkled  c. explode
4. ______ expand  d. not smooth; filled with small pieces
5. ______ thorough  e. to get bigger
6. ______ deliberation  f. a process of thought and judgment

Have the student use each word in a sentence.
Read the sentence on the left. Then decide which meaning of the boldfaced word on the right is used in that sentence. Write the letter of that meaning. The first one has been done for you.

1. Close the window before it rains. **B**
2. That weight is made out of lead. ____
3. The wind blew off my hat. ____
4. That glass is too close to the edge of the table. ____
5. I saw Percy tear the magazine. ____
6. I will wind the hose around the tree. ____
7. A big tear rolled down my cheek. ____
8. That dog can lead a blind person. ____

**close**
A. If one thing is near another, they are close to each other.
B. If you shut a door, you close it.

**lead**
C. If you lead a person, you walk in front of him or her.
D. It is a heavy gray metal.

**tear**
E. If you rip a piece of paper, you tear it.
F. Water that comes out of your eye.

**wind**
G. When air moves, it makes wind.
H. When you wrap string around your finger, you wind it around.
Circled the ending that has been added to each word or word part. Then write a meaning for each word. The first one has been done for you.

1. terrible ________ very bad or frightening
2. marvelous
3. reachable
4. sleepless
5. drinkable
6. visible
7. hairless
8. adventurous

School-Home Connection
Have the student use two words with the suffix -ous in sentences.
Look at the picture. Circle the letter of the best answer to each question.

1. What does the picture show?
   A  It is starting to rain on a picnic.
   B  It is a sunny day for a picnic.
   C  Snow has been falling for a long time.

2. What do I know from real life?
   A  People often picnic in the rain.
   B  Snow can be fun for families having a picnic.
   C  People seldom picnic in the rain.

3. What do you think will happen next?
   A  The family will stay and have their picnic.
   B  The family will pack up and leave.
   C  More people will join the family, and they will all have a wonderful time.

Skill Reminder
Good readers make predictions about what will come next.

School-Home Connection
With the student, find pictures in books. Take turns telling things you know about what is happening in each picture. Together, make predictions about what will happen next.
Read each meaning in dark print. Then circle the prefix and the root word that combine to form a new word with that meaning. Write the new word on the line. The first one has been done for you.

1. without a stop  bi + stop  non + stop  over + stop  nonstop

2. due a while ago  bi + due  non + due  over + due

3. not fiction  bi + fiction  non + fiction  over + fiction

4. see from above  bi + look  non + look  over + look

5. having two valves  bi + valve  non + valve  over + valve

6. without fat  bi + fat  non + fat  over + fat

7. above your head  bi + head  non + head  over + head

School-Home Connection
Ask the student to choose three of the words with prefixes on this page, and use them in sentences.
Circle the letter of the word or words that best complete each sentence. The first one has been done for you.

1. If something rotates, it _____.
   A stays still  B spins around and around  C moves backward
2. Something that is steady _____.
   A remains about the same  B changes a lot  C is very shaky
3. If a mirror reflects your image, it _____.
   A bounces it back  B makes it warm  C likes to look at it
4. If you stand on the surface of something, you are _____.
   A inside it  B under it  C on top of it
5. A big grin can be evidence that you _____.
   A are sad  B are angry  C are happy
6. A person who appears to be sleepy probably _____.
   A yawns a lot  B jumps around  C talks loudly

Try This
With a partner, take turns making up sentences for the Vocabulary Words.
Circle the correct meaning for the underlined homograph in each sentence. The first one has been done for you.

1. The dancer took a bow after his performance.
   - a bending of the head and body
   - a ribbon with loops in it

2. She wore a red bow in her hair.
   - a bending of the head and body
   - a ribbon with loops in it

3. She wound the rope around the tree.
   - to wrap
   - an injury

4. The doctor treated the patient’s wound.
   - to wrap
   - an injury

5. A diver’s weights are made of lead.
   - a heavy metal
   - to be in front or in charge

6. The drummers will lead the parade.
   - a heavy metal
   - to be in front or in charge
The first column has a meaning. The second column has a word. Add *bi-, non-, or over-* to that word to make another word that matches the meaning. Write the new word in the third column. The first one has been done for you.

<table>
<thead>
<tr>
<th>1. baked too much</th>
<th>baked</th>
<th>overbaked</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. without any dairy products</td>
<td>dairy</td>
<td></td>
</tr>
<tr>
<td>3. a plane with two sets of wings</td>
<td>plane</td>
<td></td>
</tr>
<tr>
<td>4. to reach too far</td>
<td>reach</td>
<td></td>
</tr>
<tr>
<td>5. too ripe</td>
<td>ripe</td>
<td></td>
</tr>
<tr>
<td>6. to sleep too much</td>
<td>sleep</td>
<td></td>
</tr>
</tbody>
</table>

**School-Home Connection**

Have the student read the new words aloud and discuss their meanings with you. Then ask the student to use at least two of the words in sentences.
Name __________________________

Write the root word and the suffix for each word with a suffix. The first one has been done for you.

<table>
<thead>
<tr>
<th>Word with a Suffix</th>
<th>Root Word</th>
<th>Suffix</th>
</tr>
</thead>
<tbody>
<tr>
<td>location</td>
<td>locate</td>
<td>-tion</td>
</tr>
<tr>
<td>correction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>confusion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>direction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>tension</td>
<td></td>
<td></td>
</tr>
<tr>
<td>revision</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Have the student tell you whether the spelling of each root word was changed when the suffix was added, and if so, how.
Underline the word in each row that has two or more vowel sounds. Then divide the word into syllables. The first one has been done for you.

1. lion join books
   
2. aid bail dial

3. meal idea eat

4. area beam treat

5. oink radio point

6. pie chief quiet

School-Home Connection

Have the student tell you the sounds made by the vowel pairs in the words that were not underlined.
Evan’s eyes opened wide, and his jaw dropped. He jumped up and down. “This is the best gift ever!”

Evan’s mother smiled. “It was hard keeping it a secret,” she said.

“We were worried that you’d go to the shed and snoop around,” said his sister Jada. “We had to put it together while you were sleeping.”

“I had no idea!” Evan grinned, showing his missing front teeth.

“We even put air in the tires, so it’s ready to go!” Jada added.

“I can’t wait to ride it to the park!” exclaimed Evan.

“Don’t forget to wear the helmet,” reminded Evan’s mother.

1. How does Evan feel about his gift?
   A  excited       B  bored       C  sad

2. When did Evan’s mother and Jada put the gift together?
   A  in the afternoon       B  during dinner       C  at night

3. What do you think Evan’s birthday gift is?
   A  a bike       B  a skateboard       C  a kite

Ask the student what clues in the story led to his or her answer for question 3.
Name ______________________________

Circle the word that goes with each meaning. The first one has been done for you.

1. capable of being used
   useless _____ usable

2. full of joy
   joyous _____ joyable

3. capable of being flexed
   flexible _____ flexous

4. without a home
   homable _____ homeless

5. without water
   waterable _____ waterless

6. full of mountains
   mountainous _____ mountainable

Have the student use the words usable, joyous, and homeless in complete sentences.
Multiple-Meaning Words

Lesson 30

Extra Support

Circle the letter of the correct meaning of the underlined word. The first one has been done for you.

1. I put the bag on the table.
   A a chart used to organize information
   B a piece of furniture with a flat top

2. Who is the star of that movie?
   A an actor playing a main part
   B a ball of gas visible in the sky at night

3. In the spring, I like to play baseball.
   A a flow of water that comes from the ground
   B the season that comes after winter

4. I keep blankets in the chest.
   A the part of the body between the shoulders and stomach
   B a large wooden box

5. I rode my bike around the block.
   A a square or rectangle area formed by four streets
   B a cube that is made of wood

Go through the words on the page together, and discuss each word’s meaning.
Each sentence has one incomplete Vocabulary Word. Fill in the missing letters to complete the word and sentence. The first one has been done for you.

magnify generates picturesque
observed confirm safeguard

1. Bekah used a flashlight to m______n____i____y the shadow of her hand.
2. The engine ____e____r_____a______n____ power to move the car.
3. I will call Dean to ____e____r_____f_____rm that he will be at band practice today.
4. The photo showed a ____e____r_____e____q______ view of the mountain.
5. Ben quietly o____e____r_____v____d the chicks in the bird’s nest.
6. To s____e____r_____d_____rd yourself against insects, wear light colors and long sleeves.

School-Home Connection
Ask the student to describe a picturesque place you have been to together.
Review: Prefixes: bi-, non-, over-

Lesson 30

Extra Support

Have the student underline the prefix in each word and then tell the meaning of the prefix.

Read each word and the two definitions below it. Circle the meaning that matches the word. The first one has been done for you.

1. nonprofit
   - not for profit
   - more than profit

2. bimonthly
   - not monthly
   - every two months

3. overuse
   - use twice
   - use more than needed

4. overpaid
   - not paid
   - paid more than one should

5. nontoxic
   - not toxic
   - doubly toxic

6. bivalve
   - having two valves
   - having no valves
Read the story. Then circle the letter of the best answer.

Anna’s father held the drumsticks in one hand and a small box in the other. “Remember how we said we were going to protect your ears if you played the drums?”

Seated behind her new drum set, the best present ever, Anna nodded. “Well, first you get these,” he said, showing her the box, “before you get these,” he said, raising the drumsticks.

1. Why does Ana’s father want her to protect her ears?
   A. Drumsticks can be dangerous.
   B. Loud music can damage her ears.
   C. So her family can’t hear the music.

2. What do you think is in the box?
   A. earplugs
   B. earrings
   C. a silver dollar

3. Do you think Anna will do what her father says? Why?
   A. Yes, because her father is a police officer.
   B. No, because hearing is not that important.
   C. Yes, because she wants to play the drums.
Read each sentence. Circle the letter of the correct meaning of the underlined homograph. The first one has been done for you.

1. Please _____ the door after you come into the classroom.
   A  near
   B  to shut

2. There was a _____ of water on the car window.
   A  a small amount of liquid
   B  to let fall

3. The singer took a _____ at the end of her show.
   A  the front part of a ship
   B  a bending of the head or body

4. When Charles did not get the lead role, he _____ for days.
   A  felt gloomy
   B  a small motorcycle

5. I saw two _____ sleeping on the forest floor.
   A  female deer
   B  performs something

6. The coach and the team captain _____ the award for Player of the Year.
   A  a gift
   B  to give a gift or honor

Homographs are words that are spelled the same but have different meanings and, sometimes, different pronunciations.

Help the student write sentences using the other meanings of the underlined words.