

Grado 3 Escritura y lenguaje

Paquete 3 de actividades para el hogar del estudiante

Este Paquete de actividades para el hogar está organizado como una serie de notas. Cada nota tiene dos partes. En la parte 1, el estudiante escribe respondiendo a una instrucción. En la parte 2, completa una lección del Manual de lenguaje y practica la habilidad en el contexto de lo que escribió en la parte 1. Se recomienda que el estudiante complete una parte cada día.

La mayoría de las lecciones las pueden completar independientemente. Sin embargo, hay algunas lecciones que pueden requerir el apoyo de un adulto. Si no hay un adulto disponible, no hay por qué preocuparse. Simplemente pasen a la siguiente lección.

Anime a su estudiante a trabajar lo mejor que pueda con este contenido. Lo más importante es que continúe trabajando en sus habilidades de escritura y de lenguaje.

Guía para este paquete:

Parte 1:

- Lee la instrucción de escritura.
- Si es necesario, usa marcos de oración para comenzar a escribir.

Parte 2:

- Completa la Guided Practice.
- Completa la Independent Practice.
- Responde a la instrucción de "Try It".

iDé vuelta a la página para ver las actividades de Escritura y lenguaje del Grado 3 incluidas en este paquete!



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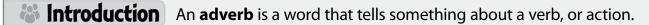
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his week, your family has assigned different household chores to everyone. Your hore is to do the laundry. Something goes madly wrong. Write what happens.		
	_	
When I did the laundry		



Lesson 5 Adverbs



Many adverbs end in -ly and tell how or in what way. When you write, you can use adverbs to help your readers picture clearly what is happening.

The batter quickly ran to first base. The umpire watched the runner closely.

- The adverb *quickly* describes the verb *ran*. It tells how the batter ran.
- The adverb *closely* describes the verb *watch*. It tells in what way the umpire watched.

₩ Guided Practice

can come either before or after the verb it describes. A sentence might say walked slowly, or it might say slowly walked.

Underline the adverb in each sentence. Draw an arrow from the adverb to the verb that it tells about.

- 1 Jasmine nervously stood at home plate.
- 2 Her family shouted her name loudly.
- 3 She carefully rested the bat against her shoulder.
- 4 The pitcher gripped the ball tightly and then threw it.
- Jasmine hit the ball sharply, and it soared toward left field.
- 6 A player tried to catch the ball but accidentally dropped it.
- 7 Jasmine easily slid into home base.
- 8 Her whole team cheered wildly!



For numbers 1-3, choose the word in the sentence that is an adverb.

- The crowd clapped excitedly when Jasmine hit the home run.
 - crowd
 - В clapped
 - excitedly
 - D hit
- The coach told Jasmine that she had hit the ball perfectly.
 - coach
 - told
 - C ball
 - **D** perfectly
- 3 Jasmine's brother waved proudly and jumped from his seat.
 - waved
 - В proudly
 - jumped
 - D seat

For numbers 4 and 5, choose the word that the underlined adverb describes.

- Jasmine smiled shyly when she saw her family.
 - smiled
 - В saw
 - **Jasmine**
 - D family
- 5 She quickly jogged back to the bench and sat down.
 - jogged
 - back
 - bench
 - D sat

Try It Reread what you wrote in Part 1. Find several places where you can better describe the action using adverbs. Add those to your story.



9

ou have new neighbors. Help them learn the area. Make a list of your favorite laces to visit. Write down the address of each place. Don't forget to include nportant places like your school. Use the Internet to find the addresses if you on't know them.			
My favorite places in			
town are			



Punctuating Addresses

Introduction What is the name of the street where your school is? What city or town is it in? What is the name of the state where you live? When you put all of this information together, you get an address.

When you write an address, place a **comma (,)** between the name of the street and the city. Place another comma between the name of the city and the state.

The store is at 300 Craig Street, Durham, North Carolina.

Guided Practice

Rewrite each address. Add commas where they are needed. Then finish the last sentence by writing your own address.

HINT The name of a street can also have the word Road, Drive, Lane, or Avenue at the end. The comma always comes after those words.

1	18 West Lane Orlando Florida

2	2 Griggs Avenue Alban	v New	York
	Z driggs / Werlde / libari	y ivev	1011

3	531 Front Street Monroe Wisconsin
	221 LIGHT STIECT MOTIFICE MISCOLISIT

4	1538 C	akwood	Drive	Canton	Ohio
---	--------	--------	-------	--------	------

5	49 Jeffrey Road Athens Georgia
---	--------------------------------

6	My address is	



For numbers 1-3, pick the choice that correctly punctuates the address underlined in the sentence.

- My grandmother lives at 945 Peters Street Fresno California.
 - Α 945 Peters, Street Fresno, California
 - В 945 Peters Street, Fresno, California
 - C 945 Peters Street Fresno, California
 - 945 Peters Street, Fresno California
- I sent the card to 310 Medford Road Concord North Carolina.
 - Α 310 Medford Road, Concord, North Carolina
 - В 310, Medford Road, Concord, North Carolina
 - C 310 Medford Road, Concord North, Carolina
 - D 310 Medford Road Concord, North Carolina
- The address on the envelope was 18 Arcola Lane Tucson Arizona.
 - Α 18 Arcola, Lane, Tucson, Arizona
 - В 18 Arcola Lane, Tucson Arizona
 - C 18 Arcola Lane, Tucson, Arizona
 - D 18 Arcola Lane Tucson, Arizona
- **Try It** Look at your list of places and the addresses. Edit your addresses to make sure you have commas in the right places. Share your list of favorite places with a family member.



our gym teacher posts workouts for you on Facebook. Write a post eacher to convince him to have a water fight as part of a workout. Be needed that you and the other students will be responsible which	e sure to
	A water fight would be a good workout
	because
	5

Subject-Verb Agreement

The **subject** of a sentence tells whom or what the sentence is about. A subject can tell about one or more than one person, place, or thing. The verb in the sentence must **agree** with, or match in number, the subject. The subject can be singular or plural.

Singular	Plural
subject verb	subject verb
Kenji writes poems for a hobby.	His brothers write songs.

Follow these rules if the subject is a singular noun or the pronoun he, she, or it.

Add -s to the end of most verbs.	Tara collects old trains.
Add -es if the verb ends in ch, sh, ss, or x.	She washes the trains.
Change <i>y</i> to <i>i</i> before adding - <i>es</i> if the verb ends in a consonant and <i>y</i> .	She tries to fix them.

Do <u>not</u> add anything to the verb if the subject is a plural noun or the pronoun *I*, *you*, *we*, or *they*.

Sometimes I help Tara, too. The trains always look beautiful.

Guided Practice

Cross out each verb that does not agree with its subject. Write the verb correctly above it.

ends in a vowel and y, just add -s if the subject is singular. Do not add anything if the subject is plural.

Example:

Tina **plays** sports. We **play**, too. Many people enjoys hobbies. My friend Simon likes baseball cards. He keep them in a huge box. My sister Kim watch cartoons.

Then she draws her favorite characters. My grandparents travel a lot. They saves coins from everywhere. Even our dog finds bones and bury them in our yard.

For numbers 1-5, read each sentence. Then choose the correct verb to agree with the subject.

- 1 My uncle _____ for a hobby.
 - **A** fishs
 - fishies
 - **C** fishes
 - D fish
- 2 He the fish home in a pail.
 - **A** carrys
 - carries
 - **C** carryes
 - D carry
- 3 My sisters to hike.
 - **A** likes
 - likse
 - C liks
 - D like

- They for interesting flowers and rocks.
 - **A** searchs
 - **B** searches
 - **C** search
 - **D** searchse
- 5 Dora the names of many rocks.
 - Α knows
 - **B** knowes
 - **C** knowz
 - **D** know

Try It Reread what you wrote in Part 1. Look for times when subjects and verbs don't agree. Fix any places where this happens.

You get to redecorate a room in your home. Which room will you choose? How will you choose to redecorate it? Write to describe it to others.					
			(I am red	lecorating
				00~	

Coordinating Conjunctions

Introduction A conjunction is a word that is used to join other words, groups of words, or sentences. The words *and*, *but*, *or*, and *so* are conjunctions.

• Use and when you mean "also."

Birds and dogs are my favorite animals.

• Use but when you want to show a difference.

Mario's cat is playful, but Lila's cat likes to sleep.

• Use or when you want to show a choice.

Dad says we can have a kitten or a puppy.

• Use so when you want to give a reason.

I love animals, so I like having a lot of pets.

Guided Practice

Write the conjunction *and*, *but*, *or*, or *so* to complete each sentence.

more than one conjunction can make sense in a sentence. Choose the conjunction that makes the meaning clearest.

U	Poodles collies are both smart dogs.
2	I take my dog to the park, he can get more exercise.
3	Shanti likes cats not dogs.
4	Pedro wants a dog, he does not want a big dog.
5	Kim walks her dog then feeds him.
6	Should we name the puppy Ernie Bert?
7	Our dog doesn't obey, we need to send him to a dog trainer.
8	Pedro might get a dog today, he will wait until tomorrow.



For numbers 1–5, choose the best conjunction to complete each sentence.

- Parrots are colorful smart birds.
 - Α and
 - but
 - or
 - **D** so
- 2 Most parrots live in jungles, some of them live in homes as pets.
 - A and
 - but
 - or
 - **D** so
- Parrots have strong, curved beaks, they can crack open seeds.
 - Α and
 - but

 - **D** so

- Anisa wants a parrot no pet at all.
 - A and
 - **B** but
 - or
 - **D** so
- 5 I would like to have both a parrot a parakeet.
 - **A** and
 - but
 - or
 - **D** so

Try It Reread your Part 1 writing. Find sentences that you might combine. Revise those sentences using the correct conjunctions.

had a strange dream last night. You were on a different planet. Write a story out what it might be like to live on that planet in the future.	
In the furwould be	
	M

Lesson 8 Simple Verb Tenses

Introduction The tense of a verb helps readers know when something is happening.

• The **present tense** shows that something is happening *now*, or in the present.

I walk on the grass.

• The past tense shows that something happened before, or in the past. To form the past tense of most verbs, add -ed at the end.

In 1969, Neil Armstrong walked on the moon.

• The **future tense** shows what is going to happen in the future. To form the future tense, put will before the verb.

Maybe someday we will walk on Mars.

Look at the table below. Notice how the verbs change when the tense changes.

Present Tense	look	roam	discover
Past Tense	looked	roamed	discovered
Future Tense	will look	will roam	will discover

Guided Practice Write the correct tense of the verb to complete each sentence.

HINT Words and phrases such as in 1958, today, and *years from now* can help you decide which verb tense to use.

1	The NASA space program _		in 1958.
		start	

2	In 1961, NASA		a capsule called <i>Freedom 7</i> .
		launch	

5	Years from now, we will	to other planets
---	-------------------------	------------------

For numbers 1–4, choose the sentence in which the tense of the verb is correct.

- **1** A Our class visited Johnson Space Center next Wednesday.
 - **B** Our class will visited Johnson Space Center next Wednesday.
 - **C** Our class visit Johnson Space Center next Wednesday.
 - **D** Our class will visit Johnson Space Center next Wednesday.
- **A** Yesterday we learn about a space rover trip to Mars.
 - **B** Yesterday we learned about a space rover trip to Mars.
 - **C** Tomorrow we learned about a space rover trip to Mars.
 - **D** Yesterday we will learn about a space rover trip to Mars.
- **A** The rover, named *Curiosity*, landed on Mars in August of 2012.
 - **B** The rover, named *Curiosity*, land on Mars in August of 2012.
 - **C** The rover, named *Curiosity*, will land on Mars in August of 2012.
 - **D** The rover, named *Curiosity*, will landed on Mars in August of 2012.
- **A** Right now, videos from *Curiosity* show the surface of Mars.
 - **B** Right now, videos from *Curiosity* will showed the surface of Mars.
 - **C** In the future, videos from *Curiosity* showed the surface of Mars.
 - **D** In the future, videos from *Curiosity* show the surface of Mars.
- **Try It** Reread your story from Part 1. What verb tense did you use? Add a new chapter to your story. This time you are living there in the present.



ou're a reporter for your school newspaper. Everyone is back in school. Write newspaper article about what happened to close your school. Tell what your eachers and classmates will do now that school is open again.
Our school has been closed
Now that everyone is back

Subordinating Conjunctions and Complex Sentences

- **Introduction** Simple sentences can be combined using different kinds of conjunctions.
 - One way to combine simple sentences is to use a conjunction such as *after, because, when,* or *while.* When you combine two simple sentences with such conjunctions, you form a **complex sentence**.

simple sentence simple sentence [Yasmin did not stay for the game] although she loves soccer.

- In a complex sentence, the conjunction shows how the ideas in the two simple sentences go together.
- The conjunction can come at the beginning or in the middle of the sentence.

Conjunctions	When to Use	Examples
because	to explain or give a reason	Yasmin went home because she felt ill.
after, before, until, when, while	to show when things happen	She had a snack before she took a nap. When she woke up, she watched TV.
although, unless	to compare or to show an exception	She'll stay home Monday unless she feels better.

₩ Guided Practice

Combine each pair of simple sentences to make a complex sentence. Use the conjunction in parentheses ().

HINT When you begin a sentence with a conjunction, use a comma after the first simple sentence.

Example: Before you play soccer, you should stretch.

1 The soccer players have fun. They practice. (while)

2 Kayla works hard. She wants to be a better player. (because)

Milo was on the team. He got hurt. (until)

For numbers 1–4, first read the simple sentences. Then pick the choice that correctly combines the simple sentences into a complex sentence.

- The game had already begun. We arrived.
 - The game had already begun because we arrived.
 - Although the game had already begun, we arrived.
 - The game had already begun when we arrived.
 - The game had already begun while we arrived.
- 2 It started to rain. The game was not called off.
 - Although it started to rain, the game was not called off.
 - В Because it started to rain, the game was not called off.
 - It started to rain when the game was not called off.
 - **D** It started to rain unless the game was not called off.

- The Hawks won. They scored the most goals.
 - The Hawks won unless they scored the most goals.
 - В The Hawks won before they scored the most goals.
 - After the Hawks won, they scored the most goals.
 - The Hawks won because they scored the most goals.
- The game was over. We went out for pizza.
 - Α Until the game was over, we went out for pizza.
 - В After the game was over, we went out for pizza.
 - The game was over unless we went out for pizza.
 - The game was over because we went out for pizza.
- **Try It** Reread your newspaper article. Circle any conjunctions you used to combine sentences. If you didn't use any, find at least two sentences that you can combine. Combine them using the correct conjunction.



You need ideas for the classroom play. You overheard two classmates telling about a fun trip they went on together. Write what they said as the opening act for your class play.	
"We had so much fun when we went	
to," said	

Punctuating Dialogue

Introduction When characters in a story talk to each other, this is a dialogue. When you write a dialogue, use quotation marks ("") before and after each speaker's words.

Mr. Simons said, "We're going on a field trip!" "Hooray!" the class shouted.

When a speaker's words come last in a sentence, use a **comma (,)** to separate the speaker's words from the rest of the sentence.

Myra asked, "Where are we going?"

Mr. Simons answered, "We are going to the Natural History Museum."

Guided Practice

HINT The end punctuation after a speaker's words should be *inside* the quotation marks.

Correct: "It's a dog, isn't it?"

Incorrect: "It's a dog,

isn't it"?

Read each sentence. Then rewrite the sentence on the line below, adding quotation marks and commas where needed.

- I am so excited about our trip to the museum! Janie said.
- Carlos asked Do you think it will be boring?
- Then Justin explained It's a chance to go someplace new.
- I think we'll have a great time! Tanisha added.

For numbers 1–4, choose the sentence in each group that uses correct punctuation.

- **1 A** "This museum is gigantic"! Anna exclaimed.
 - **B** "This museum is gigantic!" Anna exclaimed.
 - **C** "This museum is gigantic! Anna exclaimed."
 - **D** This museum is gigantic! "Anna exclaimed."
- A Celia said, "Everyone should visit this museum."
 - **B** Celia said "Everyone should visit this museum."
 - **C** Celia said, Everyone should visit this museum.
 - **D** "Celia said" Everyone should visit this museum.
- A Alberto asked. "What is this?"
 - **B** Alberto asked, "What is this"?
 - **C** Alberto asked "What is this"!
 - **D** Alberto asked, "What is this?"
- **A** I've never seen anything like it! Juanita replied.
 - **B** I've never seen anything like it! "Juanita replied."
 - **C** "I've never seen anything like it!" Juanita replied.
 - **D** "I've never seen anything like it! Juanita replied."
- **Try It** Reread your opening scene for the class play. Be sure that you have used quotation marks and commas in the correct spots. Fix the dialogue as needed.



You wake up to find you have a superpower. Write to tell about this new superpower. What can you do? How will you use your superpower?	
	When I woke up this
	morning, I discovered
	- ~ \ \ \ \ \

Choosing Words and Phrases for Effect

Introduction When writing, pick words and phrases that express your ideas and experiences in a lively, interesting way.

• Replace general words or phrases with more precise words or phrases.

On Saturday

Last week I went to a nice swimming party.

Swap general verbs with more specific or descriptive verbs.

attended

On Saturday I went to a nice swimming party.

• Trade in weak adjectives for stronger or more interesting adjectives.

an amazing

On Saturday I attended a nice swimming party.

• The final sentence is much more precise and interesting to read than the first one.

On Saturday I attended an amazing swimming party.

₩ Guided Practice

HINT When replacing a word or phrase, make sure you are changing the effect of the sentence but not its meaning.

Circle the word or phrase that can best take the place of the underlined word or phrase. The goal is to make each sentence more precise and interesting.

1 The swimming party started in the afternoon.

at noon later on early

2 When I arrived, the sun was over the pool.

rose moved blazed

B Everyone at the party was very glad to swim.

ready surprised excited

4 The pool was a depth of 12 feet.

measured seemed had

I walked to the edge and slowly got into the pool.

went jumped eased

For numbers 1–5, which word or phrase would replace the underlined words with more specific language? (The correct answer will not change the meaning of the sentence.)

- At the pool party there was good-tasting food such as pizza.
 - delicious
 - В salty
 - C filling
 - cheap
- I ate a lot of pizza.
 - some
 - a piece of
 - C a few bites of
 - **D** at least five slices of
- Then I noticed that someone had brought a dog to the pool.
 - Α an animal
 - a golden retriever
 - a pet
 - a creature

- A sign next to the pool said that pets were not allowed.
 - decided
 - wondered
 - **C** warned
 - **D** thought
- **5** The dog was nice, so the pool manager let it stay.
 - friendly
 - small
 - huge
 - **D** smart

Try It Reread your writing from Part 1. Find words or phrases that you could make more interesting or precise. Change those words or phrases.

he sun is shining, and you get to do whatever you want to do as long as you do to outside. Write to tell how you will spend this nice day.	
I will spend the day	



Adding Suffixes

Introduction A suffix is a word part added to the end of a base word. Adding a suffix changes the meaning of a word.

Follow these spelling rules when adding suffixes to base words.

When a Suffix Begins w	ith a Vowel
If the base word ends in a short vowel sound and one consonant, double the consonant.	bat + t + ing = batting jog + g + ed = jogged
If the base word ends in a silent -e, drop the e.	smile – e + ing = smiling safe – e + er = safer
When a Base Word Ends with a Consonant and y	
Change the <i>y</i> to <i>i</i> before adding most suffixes.	happy - y + i + ness = happiness silly - y + i + est = silliest

Guided Practice

Add the suffix shown to each word. Write the new word.

HINT When you add -ing to a verb that ends in y, do not change the y to i.

Example:

- 1 hike + ed _____
- 2 skip + ing _____
- 3 nice + er _____
- hurry + ing _____
- silly + ness _____
- try + ed _____
- dive + ing _____
- funny + est _____

For numbers 1-5, read each question and choose the correct answer.

- 1 How would you spell the new word if you added the suffix -ing to "spin"?
 - A spineing
 - **B** spining
 - **C** spinning
 - **D** spinneing
- How would you spell the new word if you added the suffix -er to "brave"?
 - **A** braveer
 - **B** bravver
 - **C** bravr
 - **D** braver
- How would you spell the new word if you added the suffix -ness to "heavy"?
 - **A** heavyness
 - **B** heaviness
 - **C** heavyiness
 - **D** heavieness

- How would you spell the new word if you added the suffix -ed to "smile"?
 - A smiled
 - **B** smield
 - **C** smild
 - **D** smilled
- How would you spell the new word if you added the suffix -est to "rainy"?
 - **A** rainyest
 - **B** rainyiest
 - **C** rainest
 - **D** rainiest

► **Try It** Reread your text from Part 1. Circle words where you added suffixes like -ing, -ed, -er, and -ness. Talk to someone about how you spelled those words. Did you have to change the spelling of the base word?

	Journal Entry 10	PART 1
Write about a topic you know a l	lot about. You can write about anything] .
		I know a lot about



Spoken and Written English

- Introduction When you speak with friends, you don't have to worry about every word and how it sounds. But when you write, you want your words to be exact and clear.
 - When you speak, you often use single words and phrases. When you write, you should use complete sentences.

Spoken English	Written English
Dan: Want to see the stars tonight? Ava: Nah. Too many clouds. Maybe tomorrow.	Clear nights are the best time to see stars.

• When you speak, you often use slang such as hey or can't. When you write, you usually do not use slang or contractions.

Spoken English	Written English
Dan: That's a shooting star. Ava: Hey, there's another one. Whoa! There are so many I can't count them all!	During the meteor shower, more than 150 shooting stars came streaking across the sky.

Guided Practice

HINT To find spoken language, look for slang such as yup and awesome. Also, look for sentences that are not complete.

Read each sentence with a partner. Which ones sound like spoken language? Write spoken or written next to each sentence. Tell your partner which clues helped you decide.

- This is okay homework. _____
- Yup, really good.
- Learning about meteors is interesting.
- The next meteor shower will be in August. _____
- Awesome. Can't wait! _____
- The number of shooting stars people see depends on where they stand.



Dan and Ava are watching the sky again. Read what they say in numbers 1-3. Then rewrite the information as if it were a report about stars.

1	Ava: Stars are really cool, and constellations are even cooler.
	Dan: Right, they look like pictures of things.
2	Ava: Wow! That's the Big Dipper. Looks like a ladle. See its handle?
	Dan: Yeah, I see it. I can count all seven stars.
3	Ava: Check out the North Star. It's in the Little Dipper.
	Dan: Ever get lost? The North Star can help you find your way.

Try It Reread your writing from Part 1. Pick out three sentences to revise, this time writing as if you were talking to a friend. Be sure to include what your friend would say, too. Compare the two pieces of writing. How are they different?

