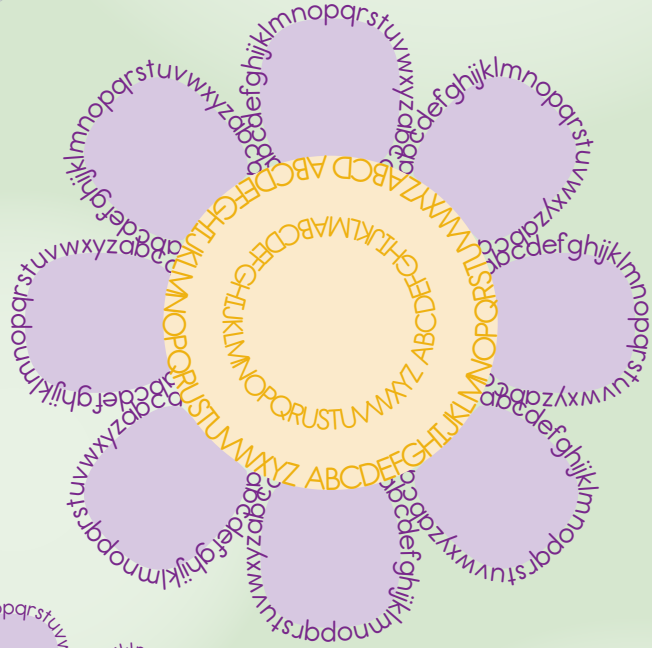
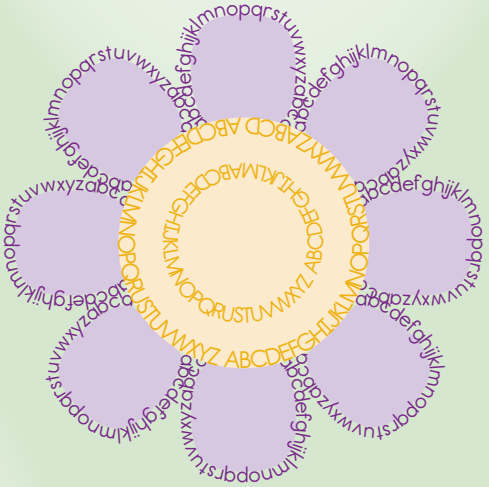
Unit 3
Skills Workbook





GRADE 3

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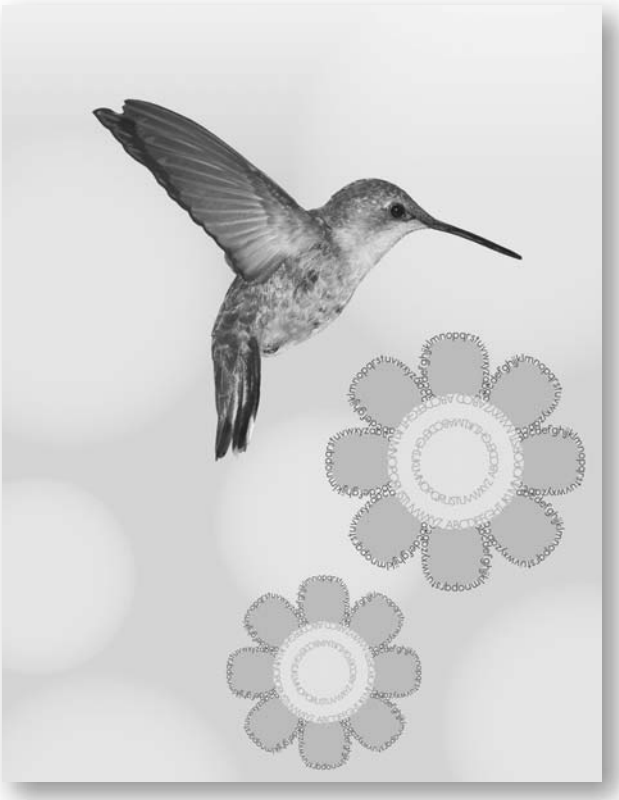

Unit 3

Skills Workbook

Skills Strand

GRADE 3

Core Knowledge Language Arts®

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Unit 3
Skills Workbook

This Skills Workbook contains worksheets that accompany the lessons from the Teacher Guide for Unit 3. Each worksheet is identified by its lesson number and where it is intended to be used. For example, if there are two worksheets for Lesson 8, the first will be numbered 8.1 and the second 8.2. The Skills Workbook is a student component, which means each student should have a Skills Workbook.

Name: _____

1.1

Take-Home Worksheet 

Dear Family Member,

Please help your child succeed in spelling by taking a few minutes each evening to review the words together. Helpful activities for your child to do include: spelling the words orally, writing sentences using the words, or simply copying the words.

Spelling Words

This week, we will be reviewing the spelling of several types of plural nouns. Some plural nouns are formed by adding *–s* or *–es*. For nouns ending in 'y', the 'y' changes to an 'i' before adding *–es*. Your child will also review irregular singular and plural nouns. On Friday, your child will be assessed on these words. On the assessment, your child will be asked to write the singular and plural forms of these nouns.

Students have been assigned two Challenge Words, *exercise* and *laugh*. Challenge Words are words used very often. They may not follow spelling patterns and need to be memorized. Students will not be responsible for changing the form of the Challenge Words.

Irregular nouns, such as *child*, cannot be made plural using the regular patterns. Your child must learn and memorize the correct plural form.

The spelling words, including the Challenge Words are listed below:

Regular Singular Nouns	**Regular Plural Nouns**
1. match	matches
2. night	nights
3. glass	glasses
4. fox	foxes
5. story	stories
6. baby	babies

Irregular Singular Nouns	Irregular Plural Nouns
7. child	children
8. man	men
9. woman	women
10. goose	geese
11. mouse	mice
12. louse	lice
13. tooth	teeth
14. foot	feet
15. person	people

16. Challenge Word: exercise

17. Challenge Word: laugh

Student Reader

The Reader for Unit 3 is entitled *How Does Your Body Work?* Although it is a nonfiction Reader, Dr. Welbody, a fictional character, is the narrator who guides students through the factual information. We are using Dr. Welbody as the narrator in this Reader to make the informational text more accessible to students. The Reader consists of selections that explain how a few of the body systems work.

The chapters your child will read this week include information about the skeletal and muscular systems. Students will learn important facts about the skeletal and muscular systems—what they are and how they work.

Students will take home text copies of the chapters in the Reader throughout the unit. Encouraging students to read a text directly related to this domain-based unit will provide content and vocabulary reinforcement. Your child will also bring home a copy of the glossary for use in reading the text copies to family members. The bolded words on the text copies are the words found in the glossary.

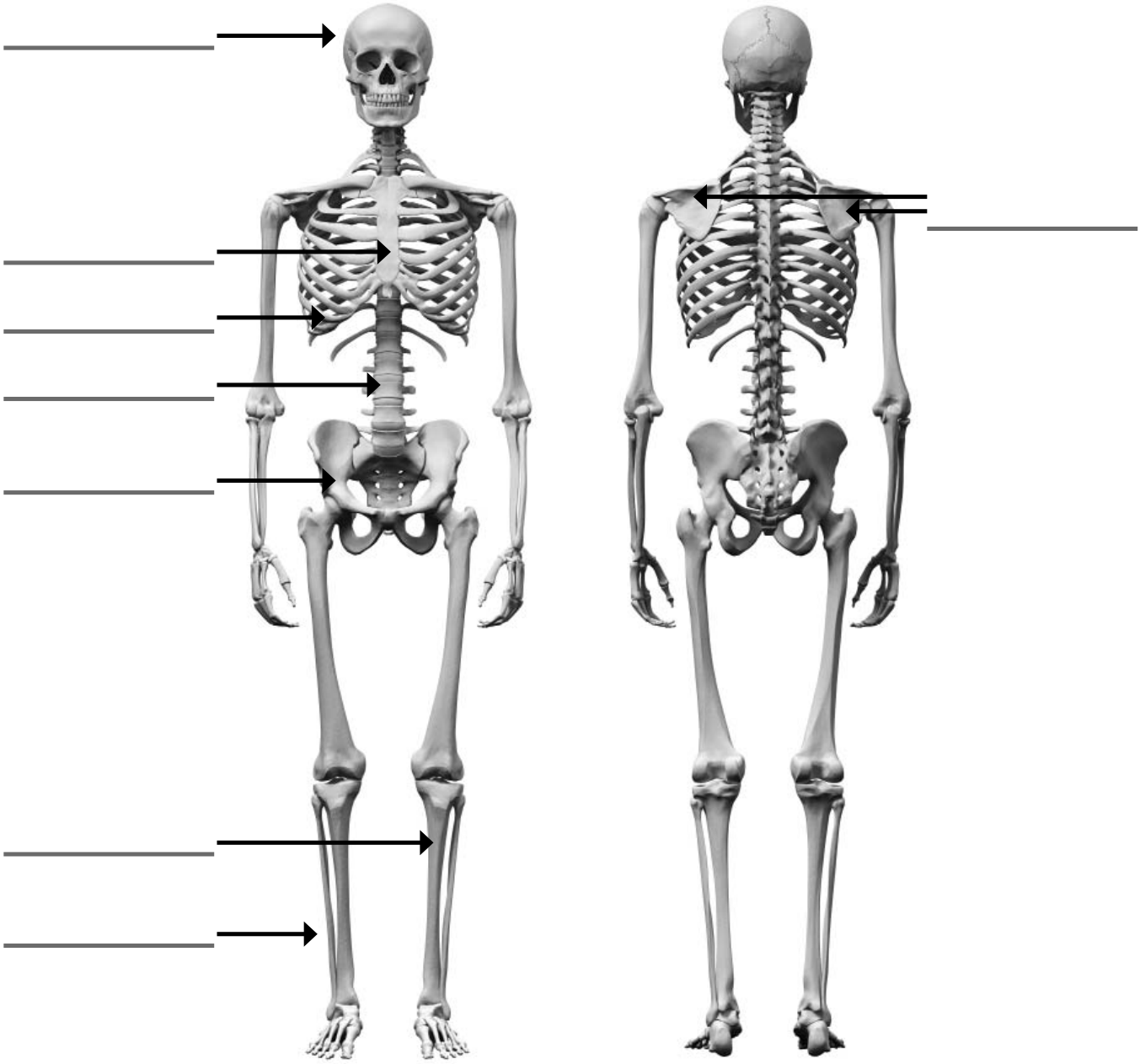
Name: _____

2.1

The Skeletal System

Label the parts of the skeleton using the words in the box.

scapula	sternum	rib cage	spine
pelvis	fibula	tibia	cranium



Name: _____

2.2

Topic and Concluding Sentences

Draw a box around the topic sentence of the paragraph. Draw a circle around the concluding sentence.

For Katie and Molly, when it's hot during the summer, a day at the beach is a perfect day! Katie, Molly, and their mom took a cab from their hotel to the beach. At the beach, all three smeared sunblock all over their skin. It was hot so they got in the water for a bit. Then they looked for seashells. After that, Katie and Molly played volleyball with some teenagers. Katie made some really sweet plays. In fact, a small group formed to watch her play. After the game, Katie and Molly and their mom started to feel like they could use some food. They left the beach to find something to eat. What a good day!

Name: _____

2.3

Topic and Concluding Sentences

Draw a box around the topic sentence of each paragraph. Draw a circle around the concluding sentence.

Cookies are the best treat. They are very sweet and very tasty. Also, there are lots of different yummy flavors of cookies. If you get tired of one kind of cookie, you can always try another kind. I can't think of one thing that's bad about cookies.

Joyce is not good at singing. When she sings, she can never seem to hit the right notes. If she is supposed to sing high, Joyce sings low. If she is supposed to sing low, Joyce sings high. Even Joyce's dog hates it when she sings!

Hugo is good at drawing. In fact, he once won a drawing contest. Hugo drew a car for the contest, but he can draw all sorts of things. If you ask Hugo to draw an animal or a person or a plant, his drawing will look just like the real thing. He is the best artist I know.

Name: _____

Take-Home Worksheet 

The Skeletal System

Hello! My name is Dr. Welbody. Some of you may remember me. I visited your school once before. You were in first grade then. We learned about some of the systems that keep your body working. I told you to eat healthy food so you would grow up to be big and strong. It looks like you listened to me, too! I see that you have grown a lot since then! You are getting big and tall!

I am here today to help you learn more about the body and its systems. In the next few days we will learn about three systems: the **skeletal system**, the **muscular system**, and the **nervous system**.

I'd like to begin with the **skeletal system**. The **skeletal system** is made up of bones that give your body shape.

I have a slideshow here on my computer. The first slide shows the **skeletal system**. The picture on the right shows what the **skeletal system** looks like from the front. The one on the left shows what it looks like from the side.

There are more than 200 bones in your body. When I went to medical school to learn to be a doctor, I had to learn the name of every bone in the body. I had to study very hard!

You kids don't need to be able to name every bone in the body. But you should know the names of some of the more important bones. So let's get started!

Let's start at the top, with the **skull**. Doctors call this set of bones the **cranium**. The **skull**, or **cranium**, has a very important job. It protects your brain.

You might think the **skull** is all one big bone. But that's not the case. In fact, a human **skull** is a set of 22 bones.

Rub the back of your neck. Can you feel the bone that's right at the base of your neck? That's one of the bones in your spine, or spinal column. The spine is a chain of bones that runs down through your neck and back. It runs from the base of the **skull** all the way down to your hips (or **pelvis**).

The spinal column is made up of more than thirty smaller bones, stacked one

on top of another. These smaller bones are called **vertebrae**. The **vertebrae** protect a bundle of nerves called the spinal cord. The spinal cord delivers nerve signals to and from the brain.

You may remember learning that animals with spines, or backbones, are called vertebrates. That's because their spines are made up of **vertebrae**.

My next slide shows the bones inside your chest. If you tap on your chest, right in the middle, you can feel your breastbone. It's also known as the **sternum**.

If you tap a bit to the left or the right, you may be able to feel some of your ribs. The ribs protect inner **organs** like the heart and lungs.

If you look at the slide, you can see why people sometimes talk about "the rib cage." The rib bones look like the bars of a cage.

Do you see the two large bones behind the rib cage? They are shaped like triangles. There's one on each side. These are your **shoulder blades**. The medical name for the **shoulder blade** is the **scapula**.

The last two bones I want to tell you about are leg bones. They are called the **tibia** and the **fibula**. These are the two bones in the lower part of your leg. The **tibia** is the larger of the two.

Okay, that's a lot of bones—and a lot of names. Let's play Simon Says and see if you can remember the names. I'll be Simon.

Are you ready?

Simon says, tap your **skull**.

Simon says, now tap your **cranium**.

Ha! The **cranium** is the same thing as the **skull**. Did I trick any of you?

Simon says, flex your **vertebrae** by bending over and touching your **tibia**.

Simon says, take a deep breath and feel your rib cage **expand**.

Simon says put your **pelvis** to work and sit down.

Now, reach back and see if you can touch one of your **scapulae**, or **shoulder blades**.

Wait! I didn't say Simon says! Did I catch anyone?

Name: _____

Take-Home Worksheet 

The Skeletal System: Reader's Theater

Narrator

Welcome to the Human Body Network. Today, we are visiting Mrs. Bones' third-grade class as they learn about the skeletal system.

Mrs. Bones

Good morning, everyone. We have a special visitor today named Dr. Welbody. Some of you may remember her. She visited your classroom when you were in first grade.

Dr. Welbody

Hello! My name is Dr. Welbody. I visited your school a few years ago. We learned about some of the systems that keep your body working.

Everyone

Hello! Hello!

Dr. Welbody

Well, let's begin. The skeletal system is made up of bones. There are more than 200 bones in your body. You kids don't need to be able to name every bone in the body. But you should know the names of some of the most important bones. So let's get started!

Student 1 (tapping her head)

What is the name of the bone that makes up my head?

Dr. Welbody

Good question! Your skull is made up of more than one bone. Doctors call this set of bones the cranium.

Student 2

The cranium? That's a funny name. How will I remember that name?

Dr. Welbody

Try this: The cranium protects your brain, right?

Student 3

I guess so.

Dr. Welbody

And the word cranium sounds like the word brain. The CRAN-ium protects your BRAIN-ium!

Everyone (giggling)

The CRAN-ium protects your BRAIN-ium.

Narrator

Dr. Welbody and Mrs. Bones are great teachers. The class is learning a lot today!

Dr. Welbody

That was easy!

Student 4 (tapping his chest)

What about this bone right here in the middle of my chest? What is its name?

Dr. Welbody

The sternum. Say it with me—sternum.

Student 5

That's a hard word to remember. Do you have a trick to help us?

Dr. Welbody

Try this poem:

Be glad your sternum's on the inside,
That really is the best.
For if it were on the outside,
You'd have a bony chest!

Everyone (giggling)

Say it again, say it again!

Dr. Welbody and students

Be glad your sternum's on the inside,
That really is the best.
For if it were on the outside,
You'd have a bony chest!

Narrator

I wish I were a third grader today!

Student 6

What about the bones in my legs? What are they called?

Dr. Welbody

The two bones in your lower leg are called the tibia and the fibula. The tibia is the larger of the two.

Student 7

I bet you have a trick for us to help us remember, don't you?

Dr. Welbody (chuckling)

Yes, I do! You see in your reader that one of the bones is larger than the other. Well, here goes—a fib is a little lie and the fibula is the little leg bone. How about that?

Everyone

We loved your visit! Hooray for Dr. Welbody's tricks and for Mrs. Bones' bones!

Narrator

Thanks for tuning into the Human Body Network today. We hope you learned a lot about bones. Tune in again soon!

Name: _____

3.1

All About Bones

1. What is the outer part of a bone made of?

   A. blood

   B. muscle

   C. calcium

   D. seashells

   Page _____

2. Identify what makes up the inside of bones.

   A. calcium

   B. bone marrow

   C. oxygen

   D. soft tissues

   Page _____

3. The important job of the bone marrow cells is to _____

   _____

   Page _____

4. _____ carry oxygen all around the body.

   A. bone marrow cells

   B. white blood cells

   C. red blood cells

   D. soft tissues

   Page _____

5. Describe how an x-ray works so that a doctor can see the bones inside someone's body.

   _____

   _____

   Page _____

6. Explain how a cast helps broken bones heal.

   _____

   _____

   Page _____

7. What do you think might happen to a broken bone if a cast were not placed on it?

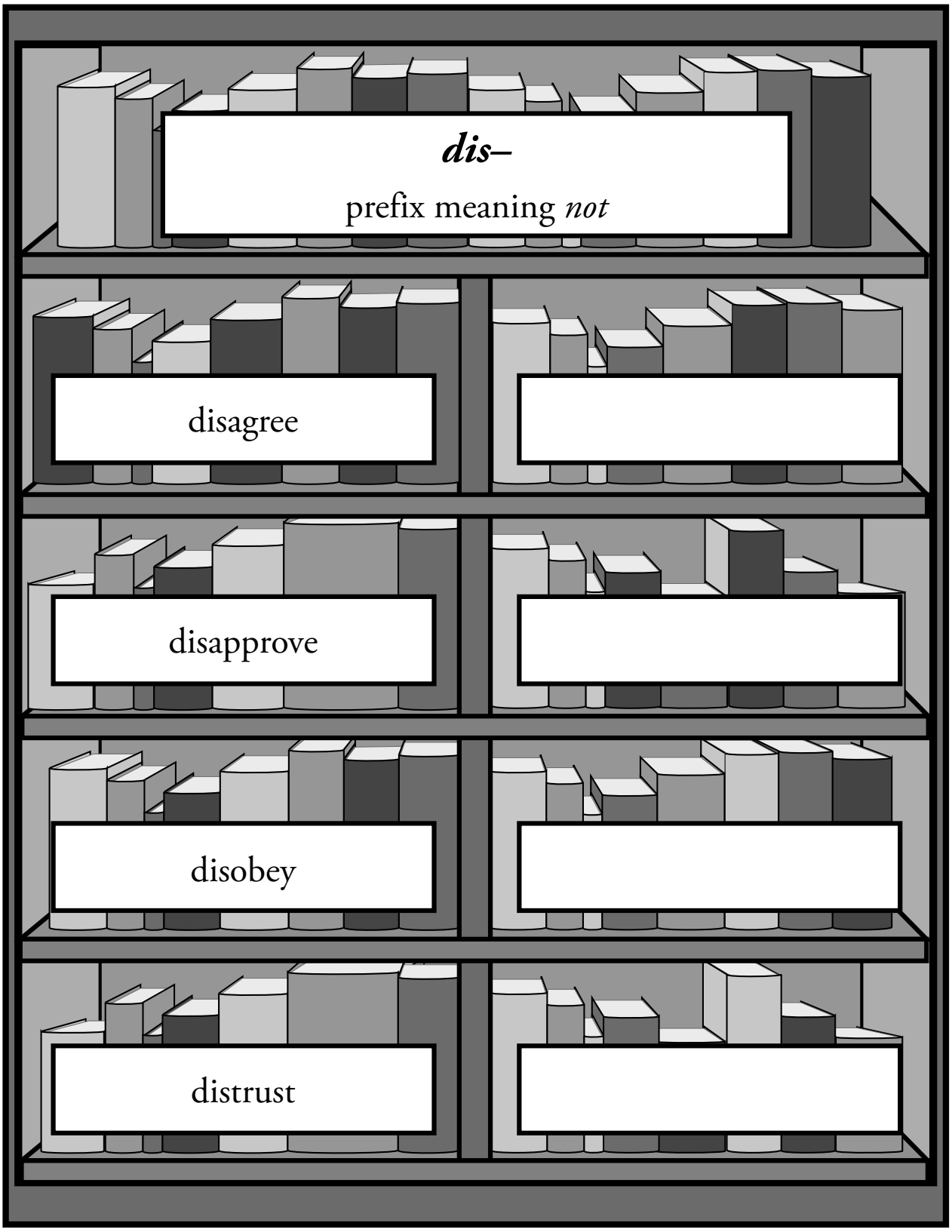
   _____

   _____

Name: _____

3.2

Word Shelf



Name: _____

dis–: Prefix Meaning "not"

disagree—(verb) to not have the same opinion	
disapprove—(verb) to not accept something	
disobey—(verb) to not do what someone tells you to do	
distrust—(verb) to not believe that someone or something is honest or truthful	

Choose the right word to complete each sentence. Write it on the line.

disobey	disapprove	dislike	disconnect

1. Our teacher had to _____ the projector from the computer to see if she could fix the display problem.

2. We _____ people who call our house and insist they aren't selling something because they really are.

3. You should not _____ a police officer if he tells you not to cross the street yet.

4. Write your own sentence using the one word left in the box.

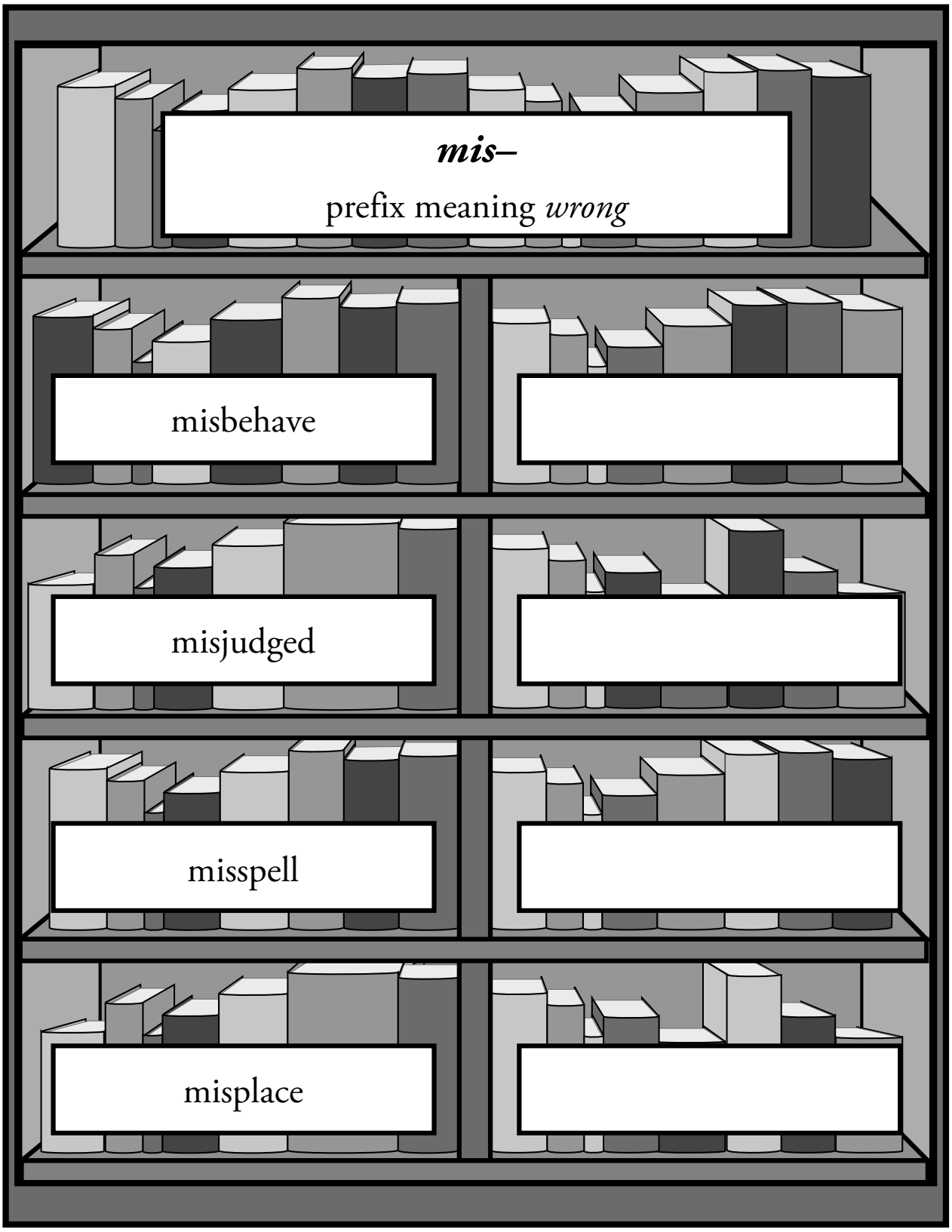
_____

_____

_____

Name: _____

Word Shelf



Name: _____

mis–: Prefix Meaning "wrong"

misbehave—(verb) to act wrong	
misjudged—(verb) formed an opinion that is wrong	
misspell—(verb) to write or name the letters in a word in the wrong order	
misplaced—(verb) put something in the wrong location	

Choose the right word to complete each sentence. Write it on the line.

misplaced	misunderstand	misjudged	misused

1. I have _____ my keys because they are not where I put them every night.

2. It is easy to _____ Mr. Connor because he speaks in such a quiet voice.

3. Sam _____ how large the couch was so we had a hard time getting it through the door of his new apartment.

4. Write your own sentence using the one word left in the box.

_____

_____

_____

Name: _____

The Mowse Hole
Your Classroom Wall
Mowse Land U.S.A.
September 30 2011

dear friends,

i have been listening to your teacher tell you about real animals for the last few weeks i love learning about animals because I am one I no you have met my relative, Rattenborough

i thought i would write a report about animals and leave it for you to read

i had trouble writing my report my sentences seem to be out of order can you help me

Thank you so much

sincerely,

mr. mowse

Name: _____

Select and mark the topic sentence (TS) and concluding sentence (CS) in this paragraph. Then, number the remaining sentences, which provide supporting details, in the correct order.

Classification of Animals
A Report by Mr. Mowse

___ Another characteristic is that all living things reproduce, or make babies.

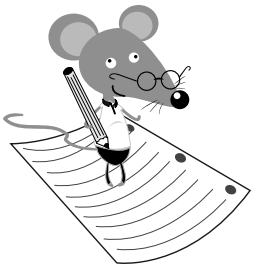
___ One important characteristic is that all living things need energy, or food to survive.

___ A second characteristic is that all living things develop, starting as babies and growing into adulthood.

___ There are certain important characteristics that living things have in common.

___ Learning about the characteristics of all living things helps us to better understand life.

___ Last, all living things respond and adapt to the surrounding environment.



Select and mark the topic sentence (TS) and concluding sentence (CS) in this paragraph. Then, number the remaining sentences, which provide supporting details, in the correct order.

___ Another way to classify animals is whether they are cold-blooded or warm-blooded.

___ One characteristic that scientists study is the type of body covering on an animal.

___ Animals can be classified or grouped by a set of common characteristics.

___ Warm-blooded animals can control their body temperature, but the temperature of cold-blooded animals is affected by the outside temperature.

___ Some animals have fur and some have scales to cover their bodies.

___ Classification makes understanding life easier and more organized.

___ Finally, scientists also study whether animals are vertebrates (having backbones) or invertebrates (not having backbones).

Name: _____

3.8

Blank Busters

child	match	foot	tooth	mouse
glass	woman	man	person	goose
louse	story	fox	night	baby

Fill in the blanks with the correct spelling words. Sometimes you will use the singular form and sometimes you will use the plural form. Sometimes you will use both. You will not use a word more than once.

1. My cat chased a _____ under the fence. Cats like to chase _____.

2. My friend is the only _____ in her family. In my family, there are three _____.

3. _____ are not toys. You could start a fire with just one if you are not careful with it.

4. I thought I only needed one _____ to take pictures during the play. But after seeing how wide the stage is, I need two or three _____ to take pictures so that we can see everything.

5. The library book I checked out this week is a _____ about a boy who lived on a boat. I like reading _____ about kids my age.

6. A group of _____ waited at the bus stop in the rain. One _____ did not have an umbrella or raincoat so he was soaked.

7. My sister has a loose _____ that she wiggles all the time. She has already lost four_____.

child	match	foot	tooth	mouse
glass	woman	man	person	goose
louse	story	fox	night	baby

8. Some _____ sat on a blanket at the park and ate lunch. One _____ took her shoes off before she ate.

9. Today, there are many more _____ at the pond. Yesterday I only saw one _____ and it was not long before it flew away.

10. My neighbor found a _____ on her son's head. She washed all his clothes and sheets to make sure there were no _____ on those.

11. My _____ hurt after walking around all day. There is a blister on one _____ but not on the other.

12. I put the dirty _____ in the sink so nobody would use them. My _____ still had some milk left in it from dinner so I gulped it down.

Name: _____

3.9

Take-Home Worksheet 

Dear Family Member,

This week we are practicing our spelling words by using and writing them in sentences. Students are working on Blank Busters to figure out which words fit in sentences. Below is the list of words for this week. Please assist your child in writing three sentences using the singular and plural form of spelling words, leaving blanks where the words actually go. Use the following models as a guide:

My friend is the only _____ in her family. In my family, there are three _____.

My _____ hurt after walking around all day. There is a blister on one _____ but not on the other.

Regular Singular Noun	**Regular Plural Noun**
match	matches
night	nights
glass	glasses
fox	foxes
story	stories
baby	babies
Irregular Singular Noun	**Irregular Plural Noun**
child	children
man	men
woman	women
goose	geese
mouse	mice
louse	lice
tooth	teeth
foot	feet
person	people

Be sure he or she brings this homework page back to school tomorrow.

Blank Buster Sentences

1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

_____

Name: _____

Take-Home Worksheet 

All About Bones

Last time, we learned the names of some of the bones in the body. Today, I'd like to tell you a little more about bones.

The bone I'm pointing to is the human fibula bone. The fibula, you may recall, is one of the bones in your leg.

The outer part of a bone is hard. It is made up of the same stuff as a seashell you might find at the beach. That stuff is called **calcium**.

Do you like milk? Milk and other **dairy** products like cheese have lots of **calcium** in them. They are good for your bones. One way to take good care of your bones is to eat a healthy diet with **dairy** products. Exercise is also good for your bones.

If you could look inside a bone, you'd see something called bone **marrow**. Since you can't see inside this bone, I'll show you a slide.

This slide shows bone **marrow cells**. I think you may already know a little about **cells**. Is that right? If you look at things with a strong microscope, you can see that many things are made up of tiny **cells**. Your skin is made of **cells**. So are your bones.

Here you can see some bone **marrow cells**. There are millions of **cells** like these inside your bones. The bone **marrow cells** have an important job. They are like little factories. They pump out red blood **cells**. Then, the red blood **cells** carry oxygen all around the body.

As you get older and taller, your bones grow with you. Bones are strong. They can support a great deal of weight. However, if we put too much pressure on them, or if the pressure comes from the wrong direction, bones can break.

This next slide shows a broken bone. This is a special kind of picture called an **x-ray**.

X-rays are part of the invisible light spectrum. When you aim **x-ray** light at your body, some parts of the body absorb a lot of **x-rays** and some do not. Your bones are hard. They absorb a lot of the **x-ray** light. The soft **tissue** around your

bones absorbs less **x-ray** light. That is why doctors like **x-rays**. We can aim **x-rays** at a part of your body and get a picture of the inside of your body. We can use **x-rays** to find out if any bones are broken. You will learn much more about **x-rays** in a later unit about light and sound.

Have any of you ever broken a bone?

I fix lots of broken bones each year. Would you like to know how I do it?

I start by taking **x-rays**. That's how I find out if the bone is really broken. If the **x-rays** show that a bone is broken, then I set the bone. That means I put the bone pieces back in the right place. Once the bones are in the right place, I put on a **cast**.

One of the remarkable things about the bones in your body is that they are able to heal themselves. Once a broken bone has been set, it grows back just like it was before it was broken.

Here's a boy I fixed up last summer. He broke one of the bones in his arm. I put the **cast** on to hold the bones in the right place so they would heal. He had to wear the **cast** for two months while the bones healed. Then, I cut the **cast** off for him.

He's just fine now. His bone has healed and his arm is as good as new.

Name: _____

3.11

Take-Home Worksheet 

Order Sentences

Select and mark the topic sentence (TS) and concluding sentence (CS) in this paragraph. Then, number the remaining sentences, which provide supporting details, in the correct order.

___ Next, spread the peanut butter on one slice of bread and the jelly on the other slice of bread.

___ Making a peanut butter and jelly sandwich is an easy thing to do.

___ First, get out a plate, the bread, the peanut butter, the jelly, and a knife and place it all on a counter.

___ Before you know it, you are ready to sink your teeth into your yummy sandwich!

___ Put your two pieces of bread together to make a sandwich.

Name: _____

The Muscular System

1. Discuss why it would be unrealistic for a skeleton to chase you.

_____

_____

_____

Page _____

2. Explain how muscles help your bones move.

_____

_____

_____

Page _____

3. Why does your body need so many muscles?

_____

_____

_____

4. Argue whether or not you could breathe without muscles. Be sure to state if it is possible or not and why.

_____

_____

_____

Page _____

Name: _____

4.2

Write a Paragraph

I like winter. _____

Name: _____

4.3

Practice Prefixes *dis–* and *mis–*

If the sentence shows an example of the correct definition of the underlined word, write *yes* on the blank that follows. If the sentence does not show an example of the correct definition of the underlined word, write *no*.

1. Dad <u>disapproves</u> of my goal to try out for the baseball team so he said he will help me practice. _____

2. To <u>misspell</u> a word means you spelled it incorrectly when you wrote it on your paper. _____

3. Carla <u>misused</u> the glue by using a few dabs on her paper instead of squirting it all out at one time. _____

4. The puppy <u>disobeyed</u> her master by chewing up his slippers. _____

5. When I <u>disconnect</u> the leash from my dog's collar, he might try to run off. _____

Write a sentence for each word like the ones above that you can answer with *yes*.

1. *disagree*

_____

_____

_____

2. *misunderstand*

3. *misplaced*

Name: _____

The Muscular System

Have you ever seen a movie or a TV show in which skeletons chase people? I saw a cartoon like that the other day. These kids were trying to solve a mystery but they were having problems. Every time they went out to look for clues, a skeleton would pop out of a grave and chase them around.

Well, as a doctor, I have to tell you: that's just not very **realistic**. Bones don't move all by themselves. In fact, bones don't go anywhere at all without **muscles**.

When I bend my arm, I do it by using **muscles**. I tighten the **muscles** in my arm and the **muscles** make the bones and the rest of the arm move.

When you kick a ball, it's the same thing. You tighten the **muscles** in your legs in order to move your leg bones.

This slide shows you some of the **muscles** in the muscular system. You can see that there are lots of **muscles** in our bodies. There are about 650 **muscles** in the human body, in fact. About half of your body's weight comes from **muscles**!

Muscles are important to us for many reasons. Can you think of some?

Muscles help us run and jump. They allow us to stand up and sit down. We use **muscles** when we lift heavy objects. We also use them when we chew our food and when we smile. We even use **muscles** when we breathe.

Doctors divide **muscles** into two groups: **voluntary muscles** and **involuntary muscles**. **Voluntary muscles** are **muscles** that you can make move and control. **Involuntary muscles** are **muscles** that you can't control. **Involuntary muscles** work without you even thinking about them. These **muscles** work **automatically**.

The **muscles** that help you move your arms and legs are **voluntary muscles**. When you want to pick up a box, you think about it and then tighten the **muscles** in your arms so you can lift the box. You can also control the **muscles** in your legs when you want to make your body run or jump.

The **muscles** in your heart, however, are **involuntary muscles**. They keep your heart beating, whether you are awake or asleep. You don't have to think, "It's time to

beat again, heart!" These **muscles** work **automatically**.

There are **involuntary muscles** in your stomach, as well. Your **stomach** muscles keep **digesting** your food without you reminding them to do the job.

Name: _____

5.1

Spelling Assessment

As your teacher calls out the words, write them in the correct column.

Singular Noun	Plural Noun
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Challenge Word: _____

Challenge Word: _____

Dictated Sentences

1. _____

_____

_____

_____

_____

2. _____

_____

_____

_____

_____

Name: _____

5.2

Joints and Muscles

1. Make a list of the joints in your body. (Hint: There are more joints than what are listed in *How Does Your Body Work?* Use the information in the chapter and think about other parts of your body.) Be ready to share your list with your classmates.

_____

_____

_____

_____

2. Explain what cartilage does.

_____

_____

_____

_____

Page _____

3. Ligaments connect _____ to _____, while tendons connect _____ to _____.

Pages _____ and_____

4. Your Achilles tendon is located just above your _____.

A. knee

B. cranium

C. heel

D. sternum

Page _____

Name: _____

5.3

Write Topic and Concluding Sentences

Read the sentences that go with each topic. Then, write a topic sentence and a concluding sentence for each topic. Remember to indent the topic sentence.

Topic: Summer

_____

_____

One of the best things about summer is that we don't have school! I have the whole day to do lots of fun things. Another good thing about summer is that it is hot and sunny so I can go swimming almost every day. Also, since it stays light out later at night, after dinner my mom lets me go to the park to play ball with my friends.

_____

_____

Topic: Class Trip

_____

_____

First, we all got on a bus that took us from school to the harbor at Battery Park. Then, we took a boat to the Statue of Liberty. Then, we got to climb up inside the statue. When it was time for lunch, we had a picnic outside on the grass near the statue. Then, it was time to go back to school.

_____

_____

Name: _____

6.1

The Nervous System

Read the following sentences carefully. If the sentence describes an action that is a reflex, write the word *yes* in the blank. If the sentence describes an action that is not a reflex, write the word *no* in the blank.

1. You see it's snowing outside so you put on a coat. _____

2. You touch a pan of boiling water and immediately pull your hand away. _____

3. You see a vase of flowers and stop to smell them. _____

4. You walk outside, it's freezing, and your arms get goose bumps. _____

5. Your brother jumps out at you from around the corner and you flinch. _____

6. The cookie you ate tasted so good you had another. _____

7. The doctor taps your knee with a rubber hammer and your leg kicks. _____

Answer in complete sentences, noting the page in *How Does Your Body Work?* where you found the answer.

1. Why does a doctor check your reflexes?

_____

_____

_____

Page _____

2. Imagine you are at the doctor's office and when the doctor taps on your knee, your leg does NOT kick up. Name the system that may not be healthy.

_____

_____

_____

Page _____

Name: _____

6.2

Take-Home Worksheet 

Dear Family Member,

Please help your child succeed in spelling by taking a few minutes each evening to review the words together. Helpful activities for your child to do include: spelling the words orally, writing sentences using the words, or simply copying the words.

Spelling Words

This week, your child will continue to work with singular nouns and their plural forms. Students will change the singular noun to a plural noun by first changing the 'f' to 'v', dropping the final 'e' when appropriate, and then adding the suffix *–es*. On Friday, your child will be assessed on these words. On the assessment, your child will be asked to write the singular and plural forms of these nouns.

Students have been assigned two Challenge Words, *before* and *please*. Challenge Words are words used very often. They may not follow spelling patterns and need to be memorized. Students will not be responsible for changing the form of the Challenge Words.

The spelling words, including the Challenge Words, are listed:

Singular Nouns	**Plural Nouns**
1. knife	knives
2. life	lives
3. wife	wives
4. half	halves
5. wolf	wolves
6. loaf	loaves
7. elf	elves
8. leaf	leaves
9. thief	thieves
10. shelf	shelves
11. self	selves
12. Challenge Word: before	
13. Challenge Word: please	

Student Reader

The chapters your child will read this week in *How Does Your Body Work?* include information about the nervous system, the spinal cord and brain, and eyes and vision. Dr. Welbody will continue to guide students through the factual information.

Again, students will take home text copies of the chapters in the Reader throughout the unit. Encouraging students to read a text directly related to this domain-based unit will provide content and vocabulary reinforcement. Please remind your child that the glossary that came home last week can be used for finding the meanings of the bolded words.

Name: _____

Take-Home Worksheet 

Joints and Muscles

Does anyone know what we call the place where two bones come together?

It's called a **joint**.

You have lots of **joints** in your body. Your elbow is a **joint**. So is your shoulder. So is your knee.

Many **joints** are **cushioned** by **cartilage**. **Cartilage** is a **flexible**, **connective** tissue. It is not as hard as bone, but it is stiffer and less **flexible** than muscle.

Do you remember when we learned about the vertebrae—the bones that make up your spinal column? Well, we have **cartilage** between each of the thirty or so vertebrae in our spinal column. The **cartilage cushions** the vertebrae and keeps them from rubbing or banging against each other. The **cartilage** is shown in red in the **model** on the slide.

You also have **cartilage** in your ears. Grab the top of your ear and bend it down a little. Now, let it go. Do you feel how your ear snaps back into place when you let go of it? It's the **cartilage** that makes your ear do that.

Some of the most important tissues in your body are located at the **joints**.

A **ligament** is a kind of tissue that connects one bone with another. Most of your **joints** contain **ligaments**. You have **ligaments** in your knee, in your neck, and in your wrists.

This slide shows **ligaments** in your knee. Can you see how the **ligaments** connect your thigh bone to the bones in your lower leg?

Ligaments connect bones to other bones. **Tendons** connect muscles to bones.

I said earlier that the muscular system and the skeletal system are connected. Well, it's the **tendons** that link these two systems. It's the **tendons** that connect muscles to bones and allow you to move your bones.

One of the most famous **tendons** in the body is called the **Achilles** [ə-KIL-eez] **tendon**. Does anyone know where the **Achilles tendon** is?

That's right! The **Achilles tendon** is in the back of your leg, just above the heel.

The **Achilles tendon** connects your heel bone to the muscles in your lower leg. It's an important **tendon** that you use when you walk or run.

Does anyone know why this **tendon** is called the **Achilles tendon**?

No? Well, then, I guess I had better tell you the story.

The **Achilles tendon** is named for a famous Greek **warrior** named **Achilles**. You may remember hearing about the ancient Greeks when you were in second grade.

When **Achilles** was a baby, his mom tried to make sure that he would never die. She had heard that a person who had been dipped in the River Styx could not be harmed by spears or arrows. She took her son and dipped him in the river. Then, she felt better. She believed that her son was **invulnerable**. Nothing could harm him—or so she thought.

There was just one problem. When she dipped **Achilles** in the river, she held him by his heel. So this heel never got dipped in the river.

Many years later, during the **Trojan** War, a **Trojan warrior** shot an arrow at **Achilles**. The arrow landed right above **Achilles**'**s** heel—the very spot that had not been dipped into the River Styx. **Achilles** died from his wound.

So now you know why the **Achilles tendon** is named for **Achilles**. This **tendon** was the one spot where the mighty **warrior** was **vulnerable** and could be wounded.

Name: _____

The Nervous System

The skeletal system is made up of bones. The muscular system is made up of muscles. The nervous system is made up of—you guessed it—nerves!

You have about 200 bones in your body. You have about 650 muscles to help you move those bones around. How many nerves do you think you have?

A thousand? Nope. You have more than that.

Ten thousand? That's still too low. Try again.

A million? Believe it or not, that's still too low.

You have about a billion nerves in your body.

Your nerves allow you to keep track of what's happening in the world around you. The nerves send messages to the brain. Then, the brain tells your body how to act.

Have you ever walked outside and felt a chill that sent you back inside to get a coat? What happened was the nerves in your skin sent a message to your brain. The message was, "It's cold out here!"

Have you ever touched something hot? Chances are you pulled your hand away pretty quickly. That's because your nerves sent a message to your brain.

Nerves are important for our sense of touch. Without nerves, we couldn't feel heat or cold. We couldn't touch things and find out if they are smooth or rough.

Nerves are important for our other senses, too. Without nerves, we couldn't see or hear. We couldn't smell or taste our food.

The nerves in your body are made up of nerve cells. A single nerve contains many nerve cells.

Here is an illustration of nerve cells. You can see that nerve cells have long stringy parts that lead away from the center. The center of the cell is called the **cell body**. The stringy parts that lead away from the **cell body** are called **dendrites**.

You can think of the **dendrites** as being like roads. Imagine that you want to

send a letter to your aunt who lives in another town. Someone will have to put the letter in a car or truck and drive it to your aunt's house. You might do this yourself. You might pay the post office to do it. When one of the nerves in your body wants to send a message to your brain, it sends the message out along the **dendrites**. The message travels along the **dendrites**, much as a car or truck travels along a road. Each of the little green dots in the picture is a message traveling along a **dendrite**.

Has your family doctor ever tapped you on the knee with a little rubber hammer? Did you ever wonder why he did that?

What your doctor is doing is checking your **reflexes**—which is another way of checking your nerves.

A **reflex** is something the body does without us even thinking about it. If someone jumps out of a closet at you, you may **flinch**. You will tighten up the muscles in your body, just in case the person is trying to hurt you. This is a **reflex**. When you pull away from a hot stove, that is also a **reflex**.

When your doctor taps your knee, he's looking for a **reflex** reaction. If your leg moves a little, that's a sign that your nervous system is working as it should.

Name: _____

7.1

Your Brain Signal

1. You have ___ ___ ___ ___ ___ ___ all over your body.
   (1) (2)

2. If a person is ___ ___ ___ ___ ___ ___ ___ ___ ___, he is unable to move his legs and/or his arms.
   (3)

3. The ___ ___ ___ ___ ___ ___ cord extends from your tailbone to your skull and is like a super highway.
   (4)

4. The cerebellum has two ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___.
   (5) (6)

5. The medulla controls involuntary movements in your lungs such as ___ ___ ___ ___ ___ ___ ___ ___ ___.
   (7) (8)

Once you have answered the questions above, fill in the letters with the corresponding numbers below to answer the question:

What does the brain send out to the rest of the body?

5	7	2	4	3	8	1	6

Name: _____

Identify Irrelevant Sentences

For each paragraph, underline the topic sentence and cross out the sentence that does not stay on the topic. Circle the concluding sentence.

Vegetables come in many different colors. Some vegetables are green like beans and lettuce. Some vegetables are yellow like squash. Sometimes meat is red. Other vegetables, like carrots, are even orange. The many colors of vegetables help to make them appealing.

I visit the dentist for a checkup two times a year. The dentist checks my teeth for cavities. A vet helps sick animals. Then, the dentist cleans my teeth and flosses them. After that, the dentist lets me pick out a tooth brush. When I leave the dentist's office, my teeth are so clean!

Clara jumps out of bed excitedly. Today is the day that her class is going to the zoo. As she brushes her teeth, Clara wonders what animals she will get to see at the zoo. Last week, Clara went with her dad to get the car fixed. She hopes that she'll get to see the tigers and the bears at the zoo. But she knows that even if she doesn't get to see them, her day will still be amazing.

Name: _____

7.3

Take-Home Worksheet 

Topic and Irrelevant Sentences

Read all of the sentences in each set. One of the sentences in each set is a topic sentence; underline that sentence. Most of the other sentences in the set are supporting details for the topic sentence. But, there is one sentence in each set that does not belong because it does not stay on the topic. Cross out this sentence.

If you are interested in art, there are many art museums that you can visit.

If you like going to shows, you can choose from many different dramas and plays.

New York City is a wonderful place to visit.

There are also many different kinds of restaurants so you can find just about anything you want to eat.

Valentine's Day is in February.

You must be sure to give a dog food and clean water each day.

Taking care of a dog as a pet is a big responsibility.

Birds make their nests in the spring.

You also need to walk a dog or let him outside at least twice a day.

It is important that a dog has a comfortable, dry place to sleep.

Francis Scott Key wrote a poem while watching the attack on Fort McHenry.

Andrew Jackson led the army in the Battle of New Orleans.

This poem later became a song known as "The Star Spangled Banner," which is now our national anthem.

Key watched the American flag fly at Fort McHenry during the entire battle.

He was inspired to write the poem when he saw that the flag was still waving at Fort McHenry the morning after the battle.

Name: _____

8.1

The Spinal Cord and Brain

Answer each of the following questions by first reading the question silently, then writing the answer on the line. Write the page number where you found the answer. If you need a hint, look in the brain on the back of this page. Some words may be used more than once.

Page

1. Which bones protect your brain? _____ _____

2. What is it called when you bruise your brain or hit your head really hard? _____ _____

3. How many main parts is the brain divided into? _____ _____

4. What is another name for the medulla? _____ _____

5. What is the job of the medulla? _____ _____

   _____

6. The cerebellum helps you to control _____ movements, like walking, running, and jumping. _____

7. What is the name for the largest part of the brain? _____ _____

8. The wrinkly outer covering of the cerebrum is called the _____. _____

9. What is another more common name people have given to the cerebral cortex? _____ _____

Choose one question out of the following three to answer. You will not find the answer on a page in *How Does Your Body Work?*, but please indicate the page number you reread that helped you form your idea.

Choice 1. Explain whether or not you can have a concussion in your big toe.

Choice 2. Determine if scratching an itch is a voluntary or involuntary movement and state why.

Choice 3. How is the medulla, also called the brain stem, similar to the stem of a tree?

Write the answer to the question you choose below.

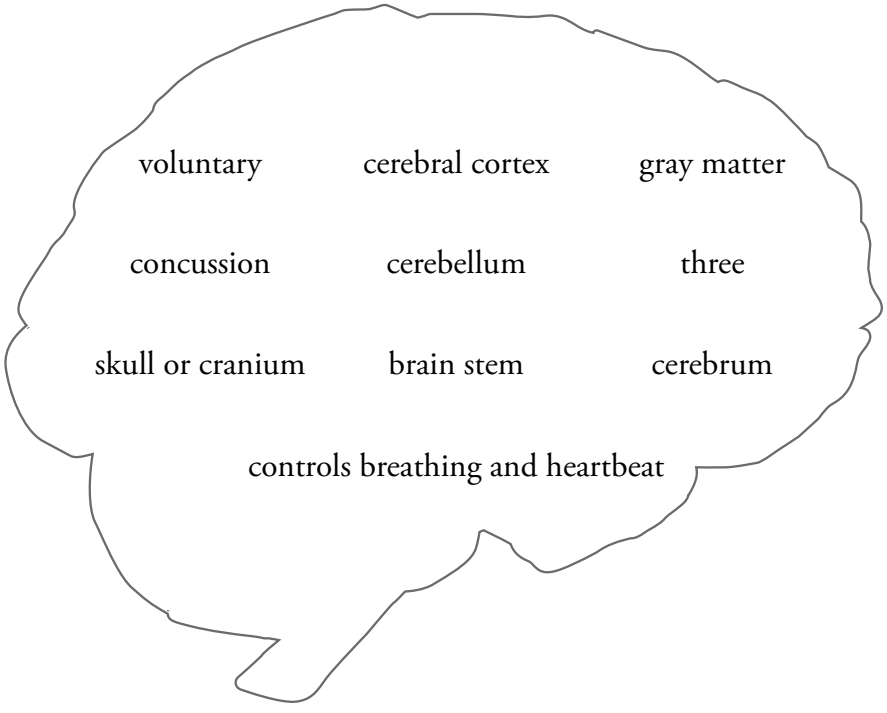
Question that you chose: _____

Answer: _____

_____

_____

Page _____



Prefix Review: *un–*, non–, *re–*, *pre–*, *mis–*, and *dis–*

Name: _____

Directions:

1. Throw the die and move the number of spaces indicated.
2. Read the word in the space that you land on and use it correctly in a sentence.
3. Then, write the word in the correct column on this page.
4. Next, write the part of speech for the way you used the word in the sentence.

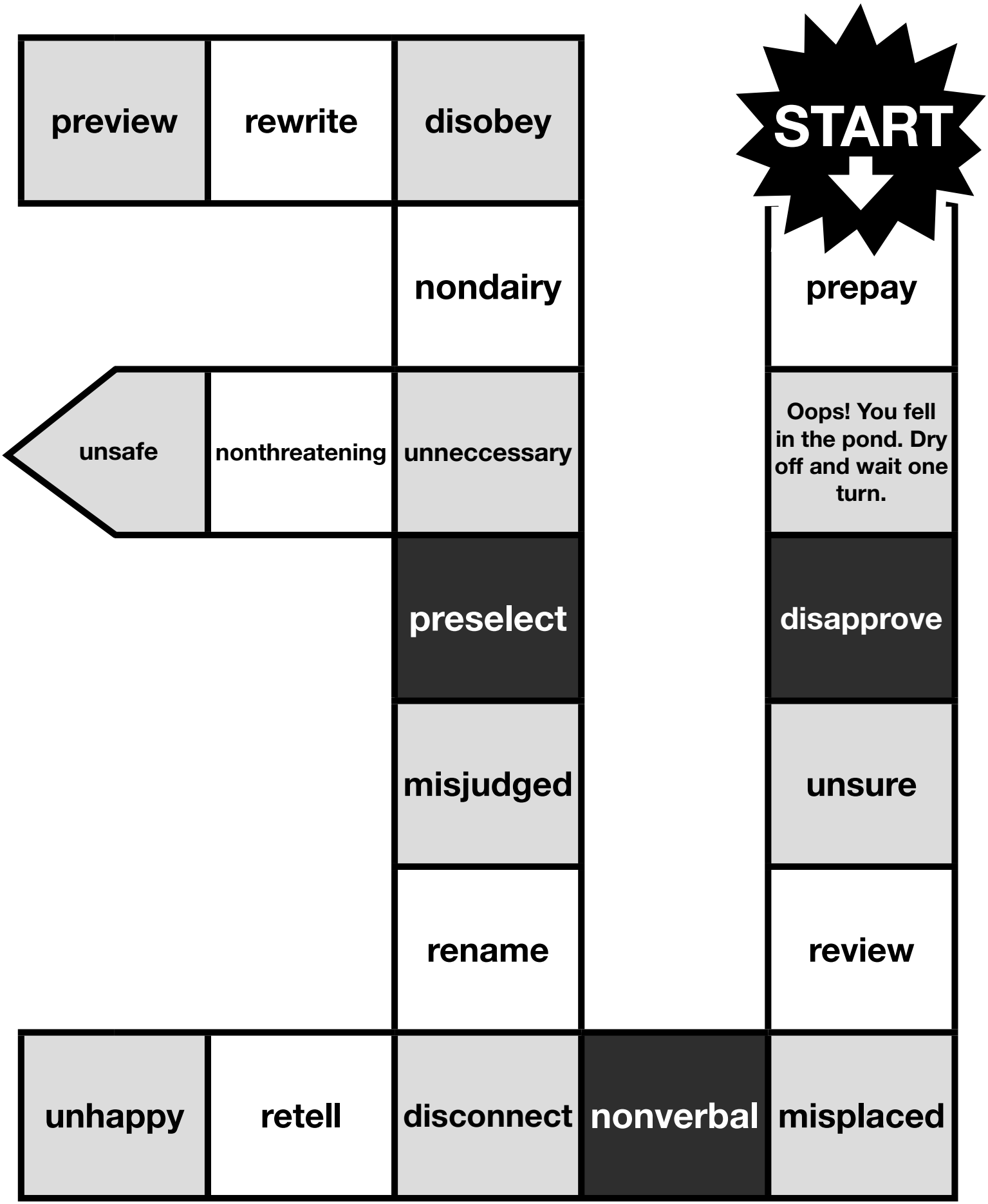
un–	Part of Speech	*non–*	Part of Speech	*re–*	Part of Speech

pre–	Part of Speech	*mis–*	Part of Speech	*dis–*	Part of Speech

distrust	redo	unable	Good job! You got a big tree for the beavers. Move ahead one space.	misused
nonabsorbent				
precook				
misbehave				
refill				
uneven				
Oh no! The tree fell on the den. Wait 1 turn.	dislike	nonliving	preset	misspell

Frisky Beavers

8.3


START
preview
rewrite
disobey
nondairy
prepay
unsafe
nonthreatening
unneccessary
Oops! You fell in the pond. Dry off and wait one turn.
preselect
disapprove
misjudged
unsure
rename
review
unhappy
retell
disconnect
nonverbal
misplaced

Name: _____

8.4

Titles for Paragraphs

Write a title for each paragraph.

Title:_____

Summer is the best season. When it is summertime, I get to swim in the lake by my house. I also get to go to the beach with my family. We cook outside and enjoy the sunshine. That is why I like summer best of all.

Title:_____

Last Halloween, Linda dressed up in a pink, silk princess costume. She even wore a silver crown on her head. Her dress was all ruffled. She really looked like a princess. Linda's princess costume was great!

Title:_____

Gertrude did not enjoy her walk in the forest. As she walked, branches from the trees scratched her arms and legs. It was very hot and there were lots of flies. Then, there was a loud howling in the forest that really scared Gertrude. She decided that the next time she takes a walk, she will walk in the park!

Name: _____

8.5

Blank Busters

life	thief	wolf
loaf	shelf	self
leaf	wife	knife
elf	half	

Fill in the blanks with the correct spelling words. Sometimes you will use the singular form and sometimes you will use the plural form. Sometimes you will use both. You will not use a word more than once.

1. Last week we ran out of bread for lunch since we only bought one _____. This week we need to buy two _____.

2. Several _____ stole things left in the cars that were parked on the street last night. One _____ dropped a hat that the police kept for evidence.

3. My uncle has been married twice and has had two _____. His current _____ makes the best cookies.

4. I can only reach the bottom _____ in the kitchen cabinet. The top two _____ are too high for me.

5. _____ could hurt you if you are not careful. When you cut with a _____, you have to take your time and pay close attention to what you are doing.

6. Dogs and _____ have many things in common. However, a dog would make a good pet but a _____ would not.

life	thief	wolf
loaf	shelf	self
leaf	wife	knife
elf	half	

7. In the fall, the _____ change colors. I love it when I find a bright yellow or red _____ on the ground!

8. When a frog begins its _____, it lives in the water. When the frog grows to be an adult, it is almost as if it leads two _____, one in the water and one on land.

9. After taking a vacation, she was her usual, happy _____. Sometimes people need to take a break to get back to their normal _____ after working hard for so long.

10. You did not divide the pile of books into two equal _____. My _____does not include enough books for the topic I am writing about.

11. Sometimes during the holidays, I see people in stores dressed as _____. Once, someone dressed as an _____ was handing out stickers to children.

Name: _____

8.6

Take-Home Worksheet 

Dear Family Member,

This week we are practicing our spelling words by using them in sentences. Students are working as Blank Busters to figure out which spelling words fit in the blanks. Below is a list of words for this week. The following is the pattern for forming the plural nouns:

Plurals are formed for these words by changing the 'f ' to 'v', dropping the 'e' when appropriate, and then adding *–es*.

Please assist your child in writing three Blank Busters sentences using the singular and plural form of spelling words. Have your child write sentences with blanks where the spelling words would fit. Use the following examples as a guide:

You did not divide the pile of books into two equal _____. My _____ does not include enough books for the topic I am writing about.

I can only reach the bottom _____ in the kitchen cabinet. The top two _____ are too high for me.

Singular Noun	Plural Noun
1. knife	knives
2. life	lives
3. wife	wives
4. half	halves
5. wolf	wolves
6. loaf	loaves
7. elf	elves
8. leaf	leaves
9. thief	thieves
10. shelf	shelves
11. self	selves

Please be sure your child returns this homework to school tomorrow.

Blank Buster Sentences

1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

_____

Name: _____

The Spinal Cord and Brain

You've got a lot of nerves! Really, you do!

You have nerves in your fingers. You have nerves in your toes. There are nerves all over your body. But there are two parts of your body that are especially important for your nervous system. One is the spinal cord. The other is the brain.

I told you a little about the spinal cord earlier, when we were looking at the skeletal system. I told you that the bones that make up your spine—the vertebrae—are there to protect your spinal cord. The vertebrae are **hollow** and long strings of nerves run through the **hollow** parts of the bones. The nerves that make up the spinal cord run all the way up your back and neck. They end up in the brain.

If I were to have a serious accident and damage my spinal cord, that could be a very bad thing. I might end up **paralyzed**—unable to move my legs and/or my arms. I might need to use a wheelchair to get around, like the boy in this photograph.

You see, the brain uses the spinal cord as a sort of super-highway to send messages out to the rest of the body. If the spinal cord is broken, or damaged, the messages can't get through to the arms and legs.

The spinal cord leads right to the center of your nervous system—your brain. It's the brain that receives messages from the nerves. It's the brain that sends messages out to your muscles. Even though the brain weighs only 2–3 pounds, it is the most important organ for life.

The brain is protected by the skull. Inside the skull, there are three layers of **fiber** and **fluid** protecting the brain. So, the brain is really well-protected. But it can still be harmed. Ask a football player who's had a **concussion**. Getting a **concussion** is like bruising the brain. Ouch!

The brain is divided into three main parts: the **medulla**, the **cerebellum**, and the **cerebrum**. Each part has its own job to do.

The **medulla**, or "brain stem," is located at the base of the skull in the back, right where the spinal cord meets the brain.

The **medulla** controls the important involuntary actions of the body, like breathing, heartbeat, and digestion.

The **cerebellum** sits right next to the **medulla**. It is divided into two **hemispheres** or halves. The **cerebellum** has several jobs. One of them is to control voluntary movements. That means the **cerebellum** helps you walk, run, and jump.

The two **hemispheres** of the **cerebellum** control different parts of the body. The right **hemisphere** controls movement on the left side of the body. The left **hemisphere** controls movement on the right side. It might seem strange that the left side of the brain controls the right side of the body, but that's just the way we're made.

The third part of the brain is the **cerebrum**. The **cerebrum** sits on top of the **cerebellum** and the **medulla**. It is the largest part of the brain.

Each part of the **cerebrum** has a certain job to do. For example, the front part just inside your forehead controls emotions. The very back part just above the brain stem controls the sense of sight. The sense of touch is controlled by a strip of the brain running over the top of your head from ear to ear.

The outside part of the **cerebrum** is called the **cerebral cortex**. The **cerebral cortex** is the wrinkly part of the brain that most people think about when they think of a brain. People sometimes call this part of the brain "the gray matter."

The **cerebrum** is divided into two **hemispheres**, just like the **cerebellum**. Until recently, we did not know much about what the various parts of the **cerebrum** do. But in the past few **decades**, we have learned a lot.

Scientists now have even more advanced ways than just x-rays to look at and observe different organs in the body, including the brain. They use something called a **PET scan** to see different parts of the brain work. A scientist may ask the person having the **PET scan** to do something like talk or blink his or her eyes. When the person performs different actions, different parts of the brain light up on the computer screen. Scientists have learned a lot about what happens where in the brain by looking at **PET scans**. As you can see from this image of the brain, some of the things we do take place in the left **hemisphere**, while others happen in the right **hemisphere**.

Name: _____

9.1

Write a Paragraph

Write a good paragraph. Remember to include a topic sentence, 3–4 supporting sentences, and a concluding sentence. Add a title.

Name: _____

9.2

Review Prefixes
un–, *non–*, *re–*, *pre–*, *dis–*, and *mis–*

Circle the correct word, from the choices after each sentence, to complete the sentence.

1.	I _____ peaches but I'll gladly eat apples instead.	like	dislike
2.	Grandma asked me to help her _____ the photos in her photo album because she had new photos.	do	redo
3.	Ben felt _____ enough to get out of bed and sit outside while his brother played in the backyard.	unwell	well
4.	Our assignment was to write a _____ paper about one of the systems of the human body.	fictional	nonfictional
5.	It is easy to _____ you when you try to talk with your mouth full of food!	misunderstand	understand
6.	Please _____ the oven to 350 degrees so it will be warm enough to start baking the cake batter we are preparing.	heat	preheat
7.	Will cannot eat or drink _____ products, like cheese and ice cream, because he is allergic to milk.	nondairy	dairy
8.	You should _____ this letter because it is hard to read your handwriting.	rewrite	write

Write the part of speech and the meaning for each word. Then, write the root word for each word.

1. *nonliving*

   Part of Speech: _____ Root Word: _____

   Meaning: _____

2. *misspell*

   Part of Speech: _____ Root Word: _____

   Meaning: _____

3. *disobey*

   Part of Speech: _____ Root Word: _____

   Meaning: _____

4. *preprint*

   Part of Speech: _____ Root Word: _____

   Meaning: _____

5. *unsafe*

   Part of Speech: _____ Root Word: _____

   Meaning: _____

Name: _____

10.1

Spelling Assessment

As your teacher calls out the words, write them in the correct column.

Singular Noun	Plural Noun
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Challenge Word: _____

Challenge Word: _____

Dictated Sentences

1. _____

_____

_____

_____

_____

2. _____

_____

_____

_____

_____

Name: _____

10.2

Help This Eye See!

Find the correct order in which light travels through the eye by reading the clues and choosing the correct word for each clue. Then write the word in the numbered blanks. Next, fill in the letters for the mystery word at the bottom of the page.

optic nerve	brain
lens	cornea
pupil	retina

Clues

1. Protects the eye from dirt and germs ___ ___ ___ ___ ___ ___ (1)

2. Gets bigger in the dark and smaller in bright light ___ ___ ___ ___ ___ (2)

3. The one in your eye is a convex ___ ___ ___ ___ (3)

4. This is made up of rods and cones ___ ___ ___ ___ ___ ___ (4)

5. The eye highway for messages to travel on
   ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ (5)

6. This organ receives information through the optic nerve allowing us to see.
   ___ ___ ___ ___ ___ (6)

Mystery Word= ___ ___ ___ ___ ___ ___ **W**
(4) (1) (2) (3) (6) (5)

If you have extra time, you may draw a picture of the mystery vision on the back, using colors.

Name: _____

Mixed Practice Review

Circle nouns. Draw a box around adjectives and arrow them to the nouns they describe. Draw a wiggly line under verbs.

1. A talented basketball player catches, dribbles, and dunks the ball with skill.

2. The fluffy, sweet ball of soft fur is my new kitten Powder Puff.

3. *Classic Tales* filled me with excitement and joy as I read and reread it.

4. Our new teacher assesses our daily work.

5. Your background in science helps you understand the human body.

Draw a box around the topic sentence. Circle the concluding sentence. Create a title for the paragraph.

Title: _____

Grandma's broken down barn was in great need of a paint job and my brother and I were just the team to paint it. We were visiting Grandma during our summer vacation and were eager to see what farm life was all about. We quickly discovered there is a lot to do on a farm. Since Grandma lived far away from any town, any jobs that needed to be done Grandma and her helpers did themselves. Grandma's chief helper had taken a week's vacation so many of his jobs became ours. The cows needed to be milked and the horses wanted to be out in the pasture. The stables needed to be cleaned out and vegetables were ready to be picked in the garden. But the most important job Grandma has saved for us to do was to paint her barn that used to be red and had little paint left on it. Even though we were quickly becoming used to helping around the farm, we couldn't wait to get started painting!

Split the run-on sentences by inserting punctuation and capitalization.

6. Studying the human body is fascinating my favorite chapter was about the skeletal system.

7. Drinking milk every day is good for your growing body exercising is also good for you.

Add either a subject or a predicate to the fragment to create a simple sentence.

8. my math book _____

_____

_____

9. makes me want to shout for joy _____

_____

_____

Name: _____

11.1

Vision Problems, Vision Solutions

1. When you are nearsighted, what does that mean?

   A. You can see things clearly if they are upside down.

   B. You can see things clearly if they are far away.

   C. You can see things clearly if they are close by.

   D. You can see things clearly if you close your eyes.

   Page _____

2. When you are farsighted, you can see things clearly if they are _____.

   A. close by

   B. far away

   C. upside down

   D. diagonal

   Page _____

3. What three things can correct vision problems?

   _____

   _____

   _____

   Page(s) _____

4. After LASIK surgery, you may no longer need to wear _____.

A. braces or retainers

B. hat or gloves

C. glasses or contact lenses

D. long sleeves or short sleeves

Page(s) _____

Name: _____

11.2

Take-Home Worksheet 

Dear Family Member,

Please help your child succeed in spelling by taking a few minutes each evening to review the words together. Helpful activities for your child to do include: spelling the words orally, writing sentences using the words, or simply copying the words.

Spelling Words

This week, we are reviewing spelling patterns and irregular spellings that we have already learned. On Friday, your child will be assessed on these words. On the assessment, your child will be asked to determine the appropriate form of a word to fit in a sentence given orally. Students have reviewed all rules and unique spellings for these words. The chart on the next page lists the words for this week and the pattern or note for each. The bolded words are the spelling words for this week.

Students have been assigned two Challenge Words, *across* and *idea*. Challenge Words are words used very often. They may not follow spelling patterns and need to be memorized. Students will not be responsible for adding any suffixes to the Challenge Words.

The spelling words, including the Challenge Words, are listed below:

Verbs	
Patterns for Adding Suffixes	**Spelling Words**
add *–ed* and *–ing* by doubling or not doubling the final consonant	**watch** → watched, watching **submit** → submitted, submitting
drop the final letter 'e' then add *–ed* and *–ing*	**raise** → raised, raising
add *–s* or *–es* (add *–es* to verbs ending in the following letters: 's', 'x', 'z', 'sh', and 'ch')	**wish** → wishes
change the 'y' to 'i' then add *–ed* or *–es*	**dry** → dried, dries

Nouns	
Patterns for Forming Plurals	**Spelling Words**
add *–s* or *–es* (add *–es* to nouns ending in the following letters: 's', 'x', 'z', 'ch', and 'sh')	**book** → books
change the 'y' to 'i' then add *–es*	**puppy** → puppies
change the 'f' to 'v' then add *–es*, dropping the final letter 'e' when needed	**knife** → knives
irregular plural forms	**child** → children **person** → people
Challenge Word: across	
Challenge Word: idea	

Student Reader

The chapters your child will read this week in *How Does Your Body Work?* include information about vision—problems and solutions—and the ears and hearing. Dr. Kwan Si-Yu and Dr. Kim Audit will guide students through the factual information.

Students will take home text copies of the chapters in the Reader throughout the unit. Encouraging students to read a text directly related to this domain-based unit will provide content and vocabulary reinforcement. Please remind your child that the glossary can be used for finding the meaning of the bolded words.

Name: _____

Take-Home Worksheet 

Eyes and Vision

For the past few days I have been talking to you about the body and its systems. Your teacher asked me if I could also tell you something about **vision** and hearing.

I told her I could. I know a little about **vision** and a little about hearing, but I am not an expert on either one. So, I told her I would bring in some friends of mine who know more about these subjects.

I have one of those friends with me today. His name is Dr. Kwan Si-Yu. He is a special kind of eye doctor called an **optometrist**. He can tell you all about the eyes and how they work.

Hello, I am Dr. Kwan Si-Yu. Are you ready to learn all about eyes?

Good!

The human eye has several parts. I'd like to start by showing you two parts you can see easily.

In the images on the right, you can see what eyes look like up close. The **pupil** is the black part in the center of the eye. The **iris** is the colorful part of the eye that surrounds the **pupil**.

The **iris** can be different colors. Some of you may have green eyes or brown eyes. When we say that a person has green eyes or brown eyes, it's his or her **irises** we are talking about.

The **pupil** is not as colorful as the **iris**. It is always black, but it changes shape. When it is dark, the **pupil** gets bigger to let more light in. When it is very bright and sunny, the **pupil** shrinks to let less light in. How much light will be let into the inside of your eye depends on the shape of the **pupil**.

Now, let's learn about some parts of the eye that you can't see just by looking at a person's face.

This slide shows some parts of the eye as they would look if you could see inside a person's head. You are looking at them from the side.

You can see the **iris** and the **pupil**. There are also some other parts shown.

- The **cornea** is a thin, clear tissue that covers the colored part of the eye. It helps protect the eye from dirt and germs.
- The **lens** is the part of your eye that focuses light. The **lenses** in your eyes curve outward.
- The **retina** is made of a special kind of tissue that is very sensitive to light. Light from the **lens** falls on the **retina**. Then, nerves in the **retina** send messages to the brain.
- These messages travel down a nerve called the **optic nerve**.

Now, let's see how all of these parts work together so you can see things. You may be surprised to learn that the eye does not really see objects. Instead, it sees the light that reflects off objects.

Light passes into the eye—first through the **cornea**, and then through the **pupil**. If it's dark, the **pupil** expands to let more light in. If it's bright, the **pupil** gets smaller to let less light in. When a doctor shines a light in your eyes, she is watching to see if your **pupils** change shape.

Next, the light passes through the **lens**, which focuses the light and projects it onto the **retina**.

The **retina** is lined with special cells called **rods and cones**. These are special kinds of nerve cells that sense light. The **rods and cones** send information to the brain, using the **optic nerve**.

All of this happens very quickly—so quickly that it seems like you see things at the exact moment you look at them. In reality, though, you are seeing them a split second later.

The brain combines the information passed through the **optic nerve** of each eye to make one image. That is when you "see" the object.

Name: _____

11.4

Take-Home Worksheet

Vision Problems, Vision Solutions

Last time, I showed you some parts of the eye and explained how those parts work together to help us see. Today, I want to talk about some things that can go wrong with our vision and also some ways we can fix vision problems.

A lot of vision problems have to do with the lens of the eye. The lens of your eye is curved outward. The lens of your eye bends the light rays closer together to focus the light on the retina.

The image on the right shows two rays of light entering the eye as they pass through the cornea and lens. The cornea and the lens bend the light rays so that they meet and touch the retina at the same spot. You have perfect vision.

Sometimes, however, the cornea of the eye may not be shaped correctly. When this happens, your vision will not be perfect. This slide shows what happens when a cornea is not shaped correctly. This time, the light rays passing through the lens meet before they touch the retina. Then, they hit different places on the retina. This means that this person is **nearsighted**. She can see things that are close by, but things that are farther away will look blurry and out of focus.

A long time ago, there was no way to help a **nearsighted** person. That is no longer the case. Today, we have several ways to help a person who is **nearsighted**.

An optometrist can examine and measure the lenses of the eyes. If they are not shaped correctly, he can write a **prescription** for a pair of glasses with special lenses. An **optician** then makes these lenses and glasses.

My next slide shows how glasses with special lenses can correct **nearsighted** vision. Again, you can see the two rays of light. But here you can see that a lens that curves inward has been placed in front of the eye. (This lens is in a pair of glasses the person is wearing.) Now, before the light enters the eye, the lens bends the light a little differently. As a result, when the rays pass through the eye's cornea and lens, they now touch the retina at the same spot.

We can make different glasses for lots of different kinds of vision problems. There are lenses that help a **nearsighted** person see things that are far away. There

are other kinds of lenses that help a **farsighted** person see things up close.

Do you know anyone who wears **contact lenses**? **Contact lenses** work the same way as glasses. The only difference is that you place the lens in your eye, right on top of your cornea.

In this slide, you can see a girl getting ready to **insert** a **contact lens**. Once she puts it in, it will cover her iris and her pupil. It will be almost invisible. You will not see it unless you look very closely.

There is another way to solve vision problems. It's called **LASIK surgery**. When you have **LASIK surgery**, the doctor uses a **laser beam** to change the shape of the cornea of your eye. Once your cornea is fixed, you may not need to wear glasses or **contact lenses**.

Name: _____

12.1

Introduce Subject Pronouns

Replace the words in parentheses with the correct pronoun from the box. Write the pronoun on the line.

I	We
You (singular)	You (plural)
He	They
She	
It	

1. _____ (the boy) sailed around the world.

2. _____ (everyone in my class including me) are terrific third graders.

3. _____ (the person who you are talking to) like ice cream.

4. _____ (a girl named Wanda) sits next to me at lunch every day.

5. _____ (your name) enjoyed the grammar lesson and learned a lot.

6. _____ (my dogs) eat every bite in their bowls.

7. _____ (the three people you are speaking to) make up my grammar team.

8. _____ (your favorite book) fascinates me even when I read it a second time.

Read each sentence below and mark the subject by writing an 'S' over top of it. Write a new sentence replacing the subject with the appropriate subject pronoun. Mark the pronoun as the subject by underlining it in the new sentence. Then, answer the question.

Example:

S

A. My brother teaches me to shoot hoops in our driveway.

B. He teaches me to shoot hoops in our driveway.

Who does the pronoun refer to? My brother

1. A. The black dogs sleep under the porch.

   B. _____

   _____

   Who does the pronoun refer to? _____

2. A. Sally, Sandy, and Sherman watch the funny movie.

   B. _____

   _____

   Who does the pronoun refer to? _____

Review: Change the fragment into a complete sentence.

1. my pet hamster _____

   _____

   _____

Name: _____

Take-Home Worksheet 

Ears and Hearing

Boys and girls, today you are going to learn about the sense of hearing. I'm an expert on eyes and vision, but not on ears and hearing.

That's why I brought in a friend of mine. This is Dr. Audit. She is an ear doctor. She will tell you all sorts of interesting things about your ears!

So please welcome Dr. Kim Audit.

Hi! Can you all hear me?

You can? Well, then, tell your ears thanks! Your ears work for you all day long. They tune into all kinds of sounds. They help you learn during school. They help you stay safe on the playground. When was the last time you thanked your ears for all the help they give you?

I'm here to teach you about ears and hearing. But I'd like to start by using this drum to tell you about sound waves. Let me give it a couple of taps.

A drum is just a thin **membrane**, or skin, that's been pulled tight over a **frame**. When you hit a drum, the **membrane** begins to **vibrate**. To **vibrate** means to move back and forth rapidly. The **vibrations** of the drum create **vibrations** in the air. The **vibrations** in the air are called sound waves!

Now back to your ears. Your ears are made up of three parts: the **outer ear**, the **middle ear**, and the **inner ear**.

The part of your ear that you see on the side of your head is called the **outer ear**. The **outer ear** is made of cartilage and fat. The **outer ear** may look funny, but its shape is a good one for catching sounds. That's really the **outer ear's** main job—to catch sounds and guide them into the **middle ear**.

The **outer ear** has an opening in it called the **ear canal**. The **ear canal** is a tube that lets sound enter your skull.

The **ear canal** is lined with hairs and **glands** that produce ear wax. Ear wax helps to protect the ear. It also helps keep germs out of your ears.

The **ear canal** leads to the **eardrum**. The **eardrum** is a lot like the drum I

brought in today. It has a thin **membrane** that is stretched tightly across the **ear canal**. When sounds reach the **eardrum**, they make the **eardrum** vibrate.

The **middle ear** is made up of three small bones with funny names: the **hammer**, the **anvil**, and the **stirrup**. These bones are named for things they look like. One looks like a **hammer**. Another looks like an **anvil**—the piece of iron on which a blacksmith bangs hot metal into shape. The last one looks like a **stirrup** that you put your foot in when you are mounting a horse.

These bones are very tiny. The **stirrup** is the size of a grain of sand. It is the smallest bone in the body.

All three bones are very **sensitive** to sound waves. They vibrate when they are struck by sound waves and they pass vibrations to a part in the **inner ear** called the **cochlea**.

The **cochlea** is a fluid-filled **coil**, shaped like a snail's shell. It is lined with hairs, which are connected to nerves. Sound waves from the **middle ear** make these hairs vibrate. Then, the nerves connected to the hairs send messages to the brain through the **auditory nerve**. That's how your ears let you hear what I'm saying.

Hearing is pretty amazing if you think about it. When I hit this drum, the sound waves travel across the room. Some of those waves enter your **outer ear** and are guided down the **ear canal** to your **eardrum**. The sound waves make your **eardrum vibrate**. The vibrating **eardrum** makes the tiny bones in your **middle ear vibrate** and these bones make the tiny hairs in your **cochlea vibrate**. Then, the nerves attached to these hairs send messages to your brain. All of this happens quicker than the time it just took you to read this sentence!

Name: _____

12.3

Take-Home Worksheet 

Practice Subject Pronouns

Replace the words in parentheses with the correct pronoun from the box. Write the pronoun on the line.

I	We
You (singular)	You (plural)
He	They
She	
It	

1. _____ (Our school) is located in the middle of a big city.

2. _____ (Mrs. White) teaches fourth grade and loves it.

3. _____ (A small, furry mouse) listens to our lessons and wants to learn to write.

4. _____ (insert your name) painted beautiful pictures to sell at the local market.

5. _____ (The nature photographers) filmed the frisky beavers building a lodge in the pond.

6. _____ (insert the name of a member of your team and speak to him/her) work very hard!

7. _____ (John, Sarah, and I) walked around the park feeding the birds.

8. _____ (insert the names of two members of your team and speak to them) play soccer very well.

9. _____ (*How Does Your Body Work?*) taught me a lot about the human body.

10. _____ (The New York Yankees) won the game easily.

11. _____(insert your name) thought pronouns were easy to find in sentences.

12. _____ (The skeleton) is made up of many bones.

13. _____ (Fables and fairy tales) are fun stories to read.

14. _____ (Our president) lives in Washington, D.C.

15. _____ (insert your teacher's name) is the best teacher in the world!

Name: _____ 13.1

Unit 3 Assessment

The Body Tells a Story: The Case of Otzi, the Iceman

In 1991, two hikers were out for a hike in the Alps mountains, of Europe. One of them spotted something sticking out of the ice. They went to have a look. It turned out to be a body. The hikers thought it might be the body of a hiker who had died recently. They notified the police.

The body was unearthed and examined. It turned out to be the body of a man who died about 5,300 years ago. His body had not decayed much. It had been covered by snow and ice. The snow and ice had preserved the body.

At that point, the police began to lose interest. Whoever the man was, he was not the victim of a crime in the recent past. On the other hand, scientists and historians started to get more interested. This man—who was nicknamed Otzi—had lived a long time ago in prehistoric times. He lived back when writing had not yet been invented. Many people were hoping Otzi's body might help us learn more about how human beings lived in prehistoric times.

Scientists began to study the iceman's body. They looked at his skeleton. They measured his bones. The bones helped them pin down some key facts. They made it clear that Otzi was a man. He was about 45 when he died. He stood about 5 feet, 4 inches tall. He weighed about 110 pounds. He would be a bit on the small side today. He may have been normal-size 5,000 years ago.

One scientist looked at Otzi's leg bones. He found that Otzi had strong bones. The iceman's tibia was thick and strong. It had been strengthened by traveling long distances on sloping ground. Otzi had apparently walked many miles on the slopes of the Alps. He may have been a shepherd who tended a herd of animals. The scientist also found a small fracture in Otzi's hip bone. This is an injury that was caused by years of wear and tear.

Another scientist looked at Otzi's teeth. He found tiny specks of pollen and dust in Otzi's tooth enamel. These tiny grains came from specific kinds of plants. They suggested that Otzi spent his childhood in a specific area in Northern Italy where such plants grow. Later, he moved farther north into the area where his body was found.

Scientists used x-rays to examine Otzi's body. One x-ray showed that he had an arrowhead lodged in his left shoulder. Apparently, someone shot him with an arrow. It may have been the arrow that killed him, but scientists are not sure.

Other scientists looked at Otzi's digestive system. In Otzi's intestines, they discovered the remains of two meals. These were the meals he had eaten in the hours before his death. The main course for one meal consisted of meat from a chamois, a kind of antelope. During this meal, Otzi also ate some roots and fruits. The other meal included meat from a red deer, along with more roots and fruits.

Scientists found tiny grains of pollen from pine trees in Otzi's food. These suggested that Otzi ate one of his last meals in a pine forest and that he died during the springtime, when pollen is produced by plants.

The scientists also found wheat and barley in Otzi's stomach. They think these grains may have been grown by Otzi and his kinsmen, rather than picked in the wild. The grains may have been baked to make bread.

A group of scientists studied Otzi's lungs. They found that his lungs were blackened, probably from the smoke of campfires.

You might not think fingernails are very interesting. But it turns out they are. Fingernails provide a record of bodily health, sort of like the rings of a tree. Otzi's fingernails had three odd lines. Scientists think each line was left by an illness. Otzi was probably sick three times in the six months before he died. His last sickness seems to have lasted about two weeks.

You can see that people were right to be excited about the discovery of Otzi's body. By studying his body, we have learned a lot about how human beings may have lived in prehistoric times.

1. Why had Otzi's body not decayed much?

_____

2. Which of Otzi's bones had been strengthened by traveling long distances on sloping ground?

   A. tibia

   B. fibula

   C. sternum

   D. cranium

3. What does the word **sloping** mean in the following sentence?

It had been strengthened by traveling long distances on sloping ground.

   A. flat

   B. rough

   C. slanted

   D. sandy

4. A scientist found tiny specks of _____ and _____ in Otzi's tooth enamel.

5. Why was using x-rays a good way to examine Otiz's body?

   A. X-rays show a picture of the outside of the body.

   B. X-rays show a picture of the inside of the body.

   C. X-rays show how muscles work.

   D. X-rays show how the nervous system works.

6. Why did the author write this selection?

   A. to tell readers about what scientists learned from a preserved iceman

   B. to question readers about scientists who examine bones

   C. to educate readers about scientitsts in the Alps

   D. to prevent readers from becoming scientists who preserve things from nature

7. According to the selection, what does the word *kinsmen* mean?

   A. animals

   B. kings

   C. relatives

   D. pets

8–10. Select and mark the topic sentence (TS) and concluding sentence (CS) in this paragraph. Then, number the remaining sentences, which provide supporting details, in the correct order.

_____ Next, you pour the hot water in a cup and drop in the tea bag.

_____ Then, remove the tea bag carefully and add sugar or milk if you wish.

_____ Making a cup of hot tea is an easy thing to do.

_____ You must wait 3–5 minutes for the tea to steep, or become tea.

_____ First, you heat water in a kettle on the stove.

_____ Before you know it, your tea is ready to drink!

11. If scientists *misjudged* something about Otzi, what does that mean they did?

_____

12. Scientists may *disagree* about what features of Otzi's body indicate, which means scientists may _____.

    A. not believe that someone is honest

    B. not enjoy something

    C. not do what someone tells them to do

    D. not have the same opinion

13. Put the following words from the selection in alphabetical order:

skeleton	scientists	fracture	frozen	iceman

    A. _____

    B. _____

    C. _____

    D. _____

    E. _____

Lost and Found

It was very crowded at Megaland that day. I was six years old. I went on a spin-around ride with Mom and Dad. On the way out, they turned right. I was swept off to the left with a crowd of other people. Soon, I was standing outside the ride all by myself. I was not sure what to do.

I walked along a path. "Mom?" I called out. "Dad?"

Mom and Dad were on the other side of the ride looking for me. They were worried. They looked for me but could not find me.

I could not find them either. The park was too crowded. I was not sure what to do. Then, I remembered something Mom told me once: "If you ever get lost, look for a mom with kids." I sat down on a bench and started looking for a mom. After a while, a kind-looking mom came by with three kids. Their dad was with them, too. The mom looked nice—friendly in a mom sort of way. I walked up to her and tugged on her blouse.

"Excuse me," I said. "My name is Amy and I've lost my mommy."

She seemed to understand right away. "Don't worry!" she said. "We'll take you to the security office and help you find your parents."

We set out for the security office, but there was a big parade going on. The guard said we could not cross the road until the parade was over.

While we were waiting, the mom asked me some questions.

"What's your last name, sweetheart?"

"Jones."

"And where are you from?"

"Muncie, Indiana."

"What do your parents do?"

"My mommy is a nurse and my daddy is the mayor."

She asked me some more questions. The dad didn't seem to be paying much attention to me. He was tapping away on his cell phone. I was surprised when he said, "Good news, Amy! I just got a text message from your dad!"

"You what?" said the mom.

The dad explained, "Amy said her dad was the mayor of Muncie, Indiana. I looked him up on the Internet and sent him a text message. He just texted me back. I told him that we'll meet him at the Misty Mountain ride as soon as the parade is over."

So that is how I got lost . . . and found again. Pretty cool, isn't it?

14. Where does this story take place?

_____

15. Put the following sentences in order as they appear in the selection, using the numbers 1–5.

_____ The dad texted Amy's dad and got a text to meet him at the Misty Mountain ride after the parade.

_____ Amy could not find her parents after she got off the spin-around ride.

_____ Amy noticed the dad tapping away on his cell phone, not paying attention to her.

_____ The mom asked Amy questions.

_____ Amy found a mom and told her she was lost.

16. According to the selection, what does *swept* mean?

A. seated quickly

B. pushed quickly

C. ran slowly

D. hopped slowly

17. Why couldn't Amy and the other mom and dad get to the security office?

_____

18. What might have happened if Amy and the other mom and dad were able to go right to the security office?

    A. The dad might not have looked up Amy's dad on the Internet.

    B. The mom might have taken Amy on another ride.

    C. Amy's parents might have let her ride the spin-around ride again.

    D. The other mom might have bought lunch for Amy before riding the next ride.

19. What did Amy's mom tell her to do if she ever got lost?

    _____

20. Why did the author write this selection?

    A. to inform readers about rides at an amusement park

    B. to entertain readers with a story about a girl who was lost

    C. to challenge readers to take more vacations

    D. to ask readers questions about parades with guards

21. Circle the sentence that does not stay on topic in the following paragraph.

> *How Does Your Body Work?* is a fascinating book to read. It is full of interesting chapters about our skeletal, muscular, and nervous systems. It even describes our respiratory system and shows images of the lungs! I know that I want to reread the entire book to make sure I did not miss a single detail. We are so lucky to have exciting readers to study here at school!

22. Which prefixes have the same meaning, which is "not?"

A. *mis–* and *dis–*

B. *re–* and *un–*

C. *non–* and *un–*

D. *re–* and *pre–*

23. Replace the words in parentheses with the correct subject pronoun.

_____ (my kittens) lap up every drop of milk in their bowls.

24. Name the root word and prefixes in the following words.

review	**preview**

Root Word: _____

Prefix: _____ Prefix: _____

25. If this selection was *nonfictional*, then it would be what?

A. related to something that is made up

B. not made with or does not contain milk

C. able to soak up liquid

D. not related to something that is made up

Name: _____ **13.2**

Fluency Assessment

Reflexes

The students in the class were talking among themselves. None of them were 13
paying attention to their science teacher, Mr. Brown. 21

Mr. Brown walked over to his bookshelf. He took a huge book off the shelf. 36
It was a dictionary. It weighed about five pounds. He held the book out with two 52
hands. Then, he let it fall. 58

SMACK! 59

The book slammed against the floor. 65

The students were startled. Sally almost jumped out of her chair. Ned 77
twitched. Jimbo blinked and shook his head. Susan was so scared she shouted 90
"Whuh?" 91

The students turned to look at Mr. Brown. Some of them look shocked. 104
Some of them looked annoyed. 109

"What's the deal, Mr. Brown?" Susan said. "Why did you drop that book?" 122

"I was testing your reflexes," said Mr. Brown. 130

"What?" said Ned. "Did you say test? Do we have a test today? Oh, man! I 146
am going to fail! I totally forgot to study!" 155

Mr. Brown smiled. "Don't worry, Ned. This is a test you can pass without 169
even trying!" 171

"Cool!" said Ned. "That's my kind of test!" 179

"You see," Mr. Brown explained, "that's the thing about reflexes. You don't 191
have to think about them. A reflex is something you just do without thinking. 205
Sally, when I dropped that book, did you think, Goodness! A loud noise! I think 220
I will show how surprised I am by jumping out of my seat?" 233

"No," said Sally. "I don't remember thinking anything at all." 243

"Exactly," said Mr. Brown. "That's how reflexes work. If you touch a hot 256
stove, you don't want to have to think things out. You want to be able to react 273
right away, without having to think about it. This is one of the ways in which 289
your nervous system keeps you safe. Your nerves are always on the lookout. They 303
react, on their own, to loud noises. They feel vibrations. They sense heat. Your 317
nervous system is like a watchdog that never sleeps. It is always protecting you 331
and your body." 334

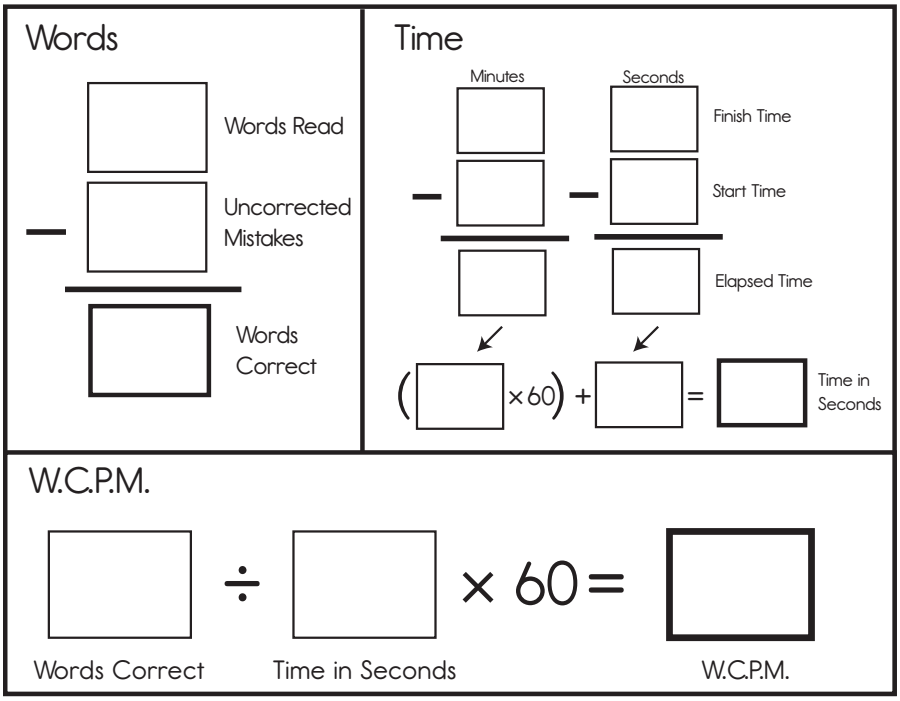
Name: _____

W.C.P.M. Calculation Worksheet

Student: _____ Date: _____

Story: *Reflexes*

Total words: 334



Compare the student's W.C.P.M. score to national norms for Fall of Grade 3 (Hasbrouck and Tindal, 2006):

W.C.P.M	National Percentiles for Fall, Grade 3
128	90th
99	75th
71	50th
44	25th
21	10th

Comprehension Total ____ / 4

Answers Correct	Level
4	Independent comprehension level
3	Instructional comprehension level
1–2	Frustration comprehension level
0	Intensive remediation warranted for this student

Name: _____

14.1

Subject-Verb Agreement

Insert the correct present tense form of each verb in the following groups of sentences.

Example:

fix: **Joan _fixes_ the sandwiches. We _fix_ the salad.**

He _fixes_ his hair.

1. *toss:* I _____ the ball in the air.
   Pat _____ the salad in the bowl.
   We _____ the newspaper in the recycling bin.

2. *wash:* Sally _____ her hair.
   The kitten _____ her muddy paws.
   They _____ the car.

3. *soak:* I _____ my hurt knee.
   She _____ the casserole dish.
   We _____ the dirty clothes.

4. *make:* Bill _____ his bed each morning.
   You _____ me very happy!
   Alex _____ his lunch each day.

5. *talk:* You _____ very softly!
   I _____ on the telephone to you.
   The answering machine _____ to us!

Circle the correct form of the verb in each sentence.

1. The stream (flow, flows) down the hill.

2. The little baby (fuss, fusses) when she is hungry.

3. Mrs. Toms (teach, teaches) us about the Vikings.

4. The myths we are reading (amuse, amuses) us a lot.

5. The turtle (splash, splashes) around in the tank.

Write a sentence using the following subject pronoun and the correct form of the verb:

1. *She* and *mix*

_____

_____

Review:

1. Read the sentence carefully and choose the adjective that describes a noun.

Dr. Welbody gave a fabulous talk about the bones in our body.

A. talk

B. bones

C. fabulous

D. body

Name: _____

15.1

Spelling Assessment

As your teacher calls out the words, write them in the correct column.

Part A	Part B
1. _____	6. _____
2. _____	7. _____
3. _____	8. _____
4. _____	9. _____
5. _____	10. _____

Challenge Word: _____

Challenge Word: _____

Dictated Sentences

1. _____

_____

_____

_____

_____

2. _____

_____

_____

_____

_____

Name: _____

PP1

Overcoming Disabilities, Part I

1. What is the selection mostly about?

   A. deafness and seeing-eye dogs

   B. deafness and blindness

   C. seeing-eye dogs and Braille

   D. blindness and Helen Keller

2. Which of the following is the best title for the list in the box shown below?

1. Use a cane **2. Use a seeing-eye dog** **3. Listen to voices** **4. Learn to read using Braille**

   A. Ways to Cope with Deafness

   B. Ways to Cope with Hearing Loss

   C. Ways to Cope with Learning Problems

   D. Ways to Cope with Blindness

3. What does the word **gesture** mean in this question?

> **Did you know that there is a gesture or sign in American Sign Language for each letter in the alphabet?**

_____

Page _____

4. What does it mean to "read lips"?

_____

_____

_____

_____

Page _____

5. Which of the following lists of words from "Overcoming Disabilities, Part I" is in alphabetical order?

   A. communicate, cane, read, language

   B. understand, language, read, message

   C. blind, Braille, cane, communicate

Name: _____

PP2

Take-Home Worksheet 

Overcoming Disabilities, Part I

Last time, I told you a little bit about hearing. Earlier, Dr. Si-Yu told you about eyes and vision. Today, I would like you to think about what it would be like if you couldn't hear or couldn't see.

Millions of people live with poor hearing or with no hearing at all. These people suffer from **deafness**.

Imagine, if you can, what it would be like to be completely **deaf**. How would you know what other people are saying? After all, you could not hear their words.

Many deaf people use sign language. Sign language is a way to communicate without speaking. One person makes signs with her hands that stand for words and letters. The other person sees the signs and understands the message. The two women on this slide are using sign language.

Did you know that there is a **gesture** or sign in **American Sign Language** for each letter in the alphabet? See if you can spell out your name using the signs shown on this next slide.

Sign language is one way **deaf** people can communicate. There are also other ways. Some **deaf** people can "read lips." That means they carefully watch a person's lips move as he is speaking. They can tell what the person is saying by looking at how his lips are moving.

How? A person's lips take on different shapes and positions as he says different sounds. Try looking in the mirror sometime while you are talking to see how your lips move. Someone who reads lips "translates" what a person is saying by studying the different shapes and positions of his lips. Isn't that amazing?

It takes much time and practice to learn how to use sign language and how to read lips.

Now, I'd like you to try to think what life would be like if you could not see. What would it be like to be **blind**? How would you find your way around? How would you read?

Life is hard for **blind** people but they find ways to **cope** with their **disability**. Many **blind** people use a cane to help them get around. By tapping in front of them, they can tell where there are walls. They can tell when they need to step up and when they need to step down.

Some **blind** people use seeing-eye dogs to help them get around. These dogs are also known as **guide dogs**. They are specially trained to help **blind** people get from place to place safely.

Blind people can also learn to use their other senses to make up for their inability to see. A **blind** person can't tell what you look like, but he or she may be able to recognize you by your voice.

Blind people can also learn to read using a system called **Braille**. In the **Braille** system, raised bumps that a person can feel are used to stand for letters. A **blind** reader touches and runs her fingers over the dots and recognizes letters. Then, she thinks of the sounds the letters stand for and blends the sounds together to read. Like lip reading or using sign language, it takes lots of time and practice to learn how to read using **Braille**.

Name: _____

PP3

Overcoming Disabilities, Part II

1. When did Ray Charles become blind?

_____

_____

Page _____

2. Which sentence from the selection tells you about the success of Ray Charles?

   A. Ray Charles won ten Grammy Awards and made millions of dollars as a singer.

   B. He couldn't see, but there was nothing wrong with his ears.

   C. He did not give up on life.

   D. He learned to sing and play the piano.

3. Why did Helen Keller have terrible temper tantrums?

_____

_____

_____

Page _____

4. What does the word **communicate** mean in this sentence?

> **They did not know how to help her communicate.**

A. hear her parents call

B. carry her dolls outside

C. tell her feelings and wants

D. turn the television off

5. What was special about Helen Keller's college degree?

_____

_____

_____

_____

Page _____

Name: _____

PP4

Take-Home Worksheet

Overcoming Disabilities, Part II

People with disabilities face extra **challenges** in life. It can be hard to make your way in the world when you are deaf or blind. However, these disabilities don't keep **determined** people from doing amazing things.

This is a painting of the musician Ray Charles. Ray Charles went blind when he was seven years old. He couldn't see, but there was nothing wrong with his ears. He loved music and decided to become a musician. He learned to sing and play the piano. **Eventually**, he became one of the most popular musicians of his day.

Ray Charles won ten **Grammy Awards** and made millions of dollars as a singer. He did not let his disability hold him back.

This next image shows a girl named Helen Keller. Helen Keller lost both her sight and her hearing from a serious illness when she was just nineteen months old. She was deaf and blind for the rest of her life.

As a young girl, Helen Keller could not hear or speak. She learned to communicate a few ideas by making gestures. When she wanted her mother, she would grab and pull her mother to her. When she wanted to be alone, she would push her mom away. She could nod her head to say yes or shake it to say no. When she wanted toast, she would make a gesture as if she was spreading butter on bread.

There were a few ideas she could communicate. Yet there were many things she could not get across with gestures. As a child, she would often try to communicate and fail. Then, she would get angry and cry. Sometimes she would have terrible **temper tantrums**. She wanted, more than anything, to communicate with people. She was not able to do so.

Helen's parents were worried about her. They did not know how to help her communicate. Since she was deaf and blind, she could not attend school. So, her parents **searched** and found a special teacher who came to live with them. The teacher's name was Annie Sullivan.

Annie Sullivan wanted to teach Helen to understand words but how can you understand words if you can't hear them? Sullivan started by giving Helen a doll to

hold. Then, she took Helen by the hand and traced the letters d-o-l-l on her **palm**. She did this over and over. After a while, Helen learned to write the letters d-o-l-l on a page. She did not know that she had written a word. She did not even know that words **existed**. But she felt proud that she could **imitate** what her teacher was doing.

Her teacher, Annie Sullivan, traced more words on Helen's **palm**. She learned to spell *pin*, *hat*, *cup*, and a few other words. The real **breakthrough** happened when Annie tried to teach Helen the word *water*. Sullivan took Helen outside to a **well**. She placed one of Helen's hands under the **spout** and spelled w-a-t-e-r on her other **palm**. Suddenly, something **seemed to click** in Helen's head. She understood that w-a-t-e-r meant the "wonderful, cool something" that was flowing over her hand.

Helen soon learned more words. When she was eight, she went to a special school for the blind. Sullivan went with her. Later, she went to a school for the deaf. But she didn't stop there. She went on to Radcliffe College, where she became the first deaf and blind person to receive a **college degree**.

Helen learned to speak and she learned to read lips with her fingers. She learned to read, using Braille. She wrote books, including a biography of her own life, *The Story of My Life*. She was **active** in **politics** and fought for women to have the right to vote.

Helen Keller lived a long and productive life. She died in 1968 at the age of 87.

In 2003, the state of Alabama honored Helen Keller by putting an image of her on their state quarter. The quarter pays **tribute** to Helen's **courage** in overcoming her disabilities and inspiring millions of people.

Name: _____

PP5

Identify Topic and Concluding Sentences

Draw a box around the topic sentence of each paragraph. Draw a circle around the concluding sentence.

Food stores are organized in ways that make lots of sense. Around the outside walls of the store are the areas that have counters where people work to prepare food and make things for shoppers to buy. You will find the bakery where the bakers are cooking up wonderful smelling cookies and cakes. Next, workers are making yummy sandwiches and serving salads to shoppers. There is even a person arranging lovely flowers into vases. On the inside rows of the store are the cans and boxes of foods for people to buy. It is so smart the way food stores are laid out!

Puzzles are my very favorite toy to play with when I have nothing else to do. I love the shapes and colors of the pieces and the pictures they make when the puzzle is finished. It is so much fun to connect all of the outside pieces first and then try to fill in the middle. Watching the puzzle picture appear from the pieces as I put the puzzle together is a fun sort of magic. Puzzles fill up my time in very neat ways.

Kittens are the funniest and cutest little animals on earth. I enjoy watching them scamper about, chasing things only they can see. They love to reach out to grab a ball or a piece of yarn and really have fun when their claws catch them. Their little eyes dart from this to that, noticing all that moves around them. I could watch a kitten play and just laugh for hours!

Name: _____

PP6

Order Sentences

Select and mark the topic sentence (TS) and concluding sentence (CS) in this paragraph. Then number the remaining sentences that provide supporting details in the correct order.

___ Next, pour the cereal in the bowl.

___ Making breakfast is an easy thing to do.

___ First, get out a bowl, the cereal, a spoon, and the milk and place it all on a counter.

___ Before you know it, you are ready to sink your teeth into your yummy breakfast!

___ Last, pour the milk over the cereal.

Name: _____

PP7

Write a Paragraph

Write a paragraph using the following topic sentence:

Third grade is the best grade ever! _____

Name: _____

PP8

Write Topic and Concluding Sentences

Read the sentences that go with each topic. Then, write a topic sentence and a concluding sentence for each topic. Remember to indent the topic sentence.

Topic: Friends

_____

_____

Sally and John are friends of mine because they are nice. They treat me kindly and always ask me to join in their games. Sometimes we play on the swings and sometimes we play ball. Other times we just sit and talk with each other.

_____

_____

Topic: Ice Cream

_____

_____

Chocolate and strawberry are my favorite flavors. I love the way the flavors melt in my mouth and cool me off on a hot day. Sometimes I put toppings like nuts or whipped cream on my ice cream. Ice cream is yummy in my tummy!

_____

_____

Name: _____

PP9

Irrelevant Sentences

For each paragraph, underline the topic sentence and cross out the sentence that does not stay on the topic. Circle the concluding sentence.

Fruit comes in all shapes and colors. Some fruits are red and round like apples. Some are yellow and long like bananas. I like playing in the park during the summer. Other fruits, like grapes are small, green, and sweet. The bright colors of fruits make me want to eat them up!

Keeping my desk neat at school really helps me to do well. My reader and papers are stacked up in piles and my pencils and crayons are in my pencil box. I like recess the best when I can go out and play on the playground. My 3-ring binder is always where it should be in my desk. When I need to find something in my desk quickly, it is easy when everything is in its place.

Name: _____

PP10

Introduce Subject Pronouns

Replace the words in parentheses with the correct pronoun from the box. You may use the words from the box more than once.

I	**We**
You (singular)	**You (plural)**
He	**They**
She	
It	

1. _____ (the boy) made lunch for the party.

2. _____ (Mrs. Smith) dances beautifully.

3. _____ (the person who you are talking to) are a wonderful friend.

4. _____ (a girl named Wilma) invites me to her house.

5. _____ (your name) learned a lot about animals!

6. _____ (everyone in my class including me) are terrific spellers!

7. _____ (my cats) lick up every drop of milk.

8. _____ (the three people you are speaking to) make up my kickball team.

9. _____ (your favorite movie) makes me laugh.

10. _____ (Mr. Bard) plays piano like a pro.

Make up sentences using nouns as subjects. Then, replace the nouns with the appropriate subject pronouns (noted in parentheses) to make new sentences.

Example:
(She) A. My sister teaches me to paint pictures in our home.
B. She teaches me to paint pictures in our home.

1. (He)

A. _____

_____

B. _____

_____

2. (We)

A. _____

_____

B. _____

_____

3. (You) plural, all of you

A. _____

_____

B. _____

_____

4. (It)

A. _____

_____

B. _____

_____

5. (They)

A. _____

_____

B. _____

_____

Name: _____

PP11

Subject-Verb Agreement

Insert the correct present tense form of each verb in the following groups of sentences.

Example:

wish: Joan _wishes_ for a puppy. We _wish_ upon a star.

He _wishes_ his hair would grow.

1. *watch:* I _____ the ball fly up in the air. Pat _____ the TV show. We _____ the children play in the park.

2. *splash:* Sally _____ her brother. The boy _____ in the puddle. They _____ in the pool.

3. *sink:* I _____ in the pool. She _____ the toy in the tub. We _____ the toy pirate ship.

4. *like:* Bill _____ to sleep in late. You _____ my jokes! Alex _____ his lunch each day.

5. *put:* You _____ away your toys! I _____ you on hold on the telephone. The librarian _____ the books on the shelf.

Circle the correct form of the verb that belongs in each sentence.

6. The insects (dart, darts) through the air.

7. Ducks (quack, quacks) in the pond.

8. The green frogs (croak, croaks) loudly.

9. She (paint, paints) beautiful portraits.

10. The gorilla (take, takes) care of her baby.

Write sentences using the following subject pronouns and the correct forms of verbs.

11. *He* and *patch*

_____

_____

12. *It* and *miss*

_____

_____

13. *She* and *wash*

_____

_____

Name: _____

PP12

Practice Using Prefixes *dis–* and *mis–*

If the sentence shows an example of the correct definition of the underlined word, write *yes* on the blank that follows. If the sentence does not show an example of the correct definition of the underlined word, write *no*.

1. Jamie misjudged the distance between him and the basketball hoop and threw the ball right in the basket to score 3 points.

   _____

2. If you disagree with someone about the best ice cream flavor, one of you might choose chocolate and the other one might choose strawberry.

   _____

3. When Tony misbehaves, he sits still at the table and keeps his hands to himself.

   _____

4. Her bad experiences with rental cars from one company made her distrust that company and choose a different one.

   _____

5. When you misunderstand something I say, you know exactly what I mean.

   _____

Write a sentence for each word like the ones above that you can answer with *yes*.

1. *disapprove*

2. *misused*

3. *dislike*

Name: _____

PP13

Review Prefixes
un–, *non–*, *re–*, *pre–*, *dis–*, and *mis–*

Circle the correct word, from the choices after each sentence, to complete the sentence.

1.	Robby approached the dog in a _____ way so the dog would know he wasn't going to hurt him.	nonthreatening	threatening
2.	Uncle Bill was _____ that someone scratched his new truck.	happy	unhappy
3.	Mary had to _____ the roast the night before the party and then finish cooking it that morning.	precook	cook
4.	I _____ that we should offer to cut the grass and rake leaves for our neighbor, Miss Andrews, since her health is not good.	disagree	agree
5.	She _____ how cold it was outside and forgot to take a hat and gloves so she was very cold.	judged	misjudged
6.	The ribbons I cut for wrapping presents look _____ because two of them seem much longer than the others.	uneven	even
7.	My brother asked me to _____ the new bucket with water so we could wash the car.	refill	fill
8.	Rachel knows the best _____ ways to get her mom's attention from across the room so she doesn't have to yell.	nonverbal	verbal

Write the part of speech and the meaning for each word. Then write the root word for each word.

1. *disconnect*

   Part of Speech: _____ Root Word: _____

   Meaning: _____

2. *misused*

   Part of Speech: _____ Root Word: _____

   Meaning: _____

3. *review*

   Part of Speech: _____ Root Word: _____

   Meaning: _____

4. *unsure*

   Part of Speech: _____ Root Word: _____

   Meaning: _____

5. *prepay*

   Part of Speech: _____ Root Word: _____

   Meaning: _____

Glossary for *How Does Your Body Work?*

A

Achilles—a hero of the Trojan War in Greek mythology; He could only be killed by a wound just above his heel.

Achilles tendon—the strong tendon joining the muscles in the calf of the leg to the bone of the heel

active—busy

American Sign Language—a kind of sign language used in the United States and Canada

anvil—a small bone in the ear that looks like an anvil and vibrates when sound waves hit the eardrum

auditory nerve—the nerve that sends signals from your ears to your brain about what you hear

automatically—done without thinking about it

B

blind—unable to see

Braille—a system of raised bumps that blind people feel with their fingers and use to read and write

breakthrough—a sudden, important change that allows for progress

C

calcium—what your bones are made of

cartilage—a flexible tissue that cushions the joints where your bones meet

cast—a hard covering that holds a broken bone in place while it heals

cell body—the center of a cell

cell—the tiniest living part of the human body (**cells**)

cerebellum—a part of the brain located under the cerebrum, divided into two halves; It helps with voluntary movement of muscle groups and balance.

cerebral cortex—the 'gray matter' of the cerebrum that processes sensory information and controls muscle function

cerebrum—the largest part of the brain, divided into two halves; It sits on top of the cerebellum and controls thoughts, emotions, and all the senses.

challenge—a difficult task or problem that requires extra effort (**challenges**)

cochlea—a fluid-filled coil in the inner ear that is lined with hairs that vibrate when sound waves hit the eardrum; The nerves connected to the hairs send messages to the brain that tell you what you are hearing.

coil—spiral

college degree—the official document given to someone who has successfully completed a set of classes at a college

concussion—brain injury

connective—linking

contact lens—a thin, plastic disc placed directly on the cornea of the eye to correct vision problems (**contact lenses**)

cope—live with effectively

cornea—a thin, clear tissue that covers the iris, protects the eye from dirt and germs, and focuses light

courage—bravery

cranium—skull

cushion—to protect with something soft (**cushioned**, **cushions**)

D

dairy—made with milk

deaf—unable to hear (**deafness**)

decade—ten years (**decades**)

dendrite—a path along which nerves send messages to the brain (**dendrites**)

determined—reached a firm decision to do something

digest—to break down food in the stomach so it can be used by your body (**digesting**)

disability—something that prevents a person from moving easily or acting or thinking in a typical way (**disabilities**)

E

ear canal—ear tube

eardrum—a thin membrane inside the ear that vibrates when sound hits it

eventually—after some time has passed

exist—to be real (**existed**)

expand—to get bigger

F

farsighted—able to see things clearly if they are far away; Things that are closer look blurry.

fiber—it forms tissue

fibula—the small, "outside bone" in the lower part of your leg

flexible—bendable

flinch—to draw back suddenly, which is an example of a reflex

fluid—liquid

frame—structure

G

gesture—a movement of a body part to communicate

gland—an organ in the body that makes natural chemicals (**glands**)

Grammy Awards—awards for achievement in the music industry

guide dog—a seeing eye dog (**guide dogs**)

H

hammer—a small bone in the ear that looks like a hammer and vibrates when sound waves hit the eardrum

hemisphere—one half of a round object (**hemispheres**)

hollow—empty inside

I

imitate—to copy

inner ear—the innermost part of the ear that contains the cochlea and auditory nerve

insert—to put in

involuntary—automatic; Your heart is an example of an involuntary muscle.

invulnerable—safe or protected; opposite of vulnerable

iris—eye color (**irises**)

J

joint—a connection between two bones in your body (**joints**)

L

laser beam—an intense beam of light that can be used for many things including surgery and cutting things

LASIK surgery—an operation during which the doctor uses a laser beam to change the shape of the cornea of the eye to help it focus light better

lens—the clear part at the front of the eye that focuses light on the retina (**lenses**)

ligament—a tissue connecting bones to bones (**ligaments**)

M

marrow—spongy inside

medulla—brain stem

membrane—a thin sheet or layer that covers something

middle ear—the part of the ear that is between the outer and inner ear; It has three small bones that vibrate when struck by sound waves which then pass the vibrations to the inner ear.

model—smaller copy

muscle—a tissue that makes it possible for your body to move (**muscles**)

muscular system—your muscles

N

nearsighted—able to see things clearly if they are close by; Things that are farther away look blurry.

nervous system—your nerves

O

optic nerve—the nerve that sends messages from your eyes to your brain about what you see

optician—a person who examines eyes, makes glasses, and sells contact lenses

optometrist—a doctor who specializes in caring for eyes and treating vision problems

organ—a part of your body made of cells and tissues that performs a specific job (**organs**)

outer ear—the part of the ear that is visible on the side of the head; Its job is to catch sounds and guide them into the middle ear.

overcoming—defeating or successfully dealing with

P

palm—the inside part of a hand between the base of the fingers and the wrist

paralyzed—unable to act, move, or feel a part or parts of the body

pelvis—hip bones

PET scan—body or brain x-ray (**PET scans**)

politics—the art or science of government; activities and discussions involving government

prescription—an order for medicine

pupil—eye center (**pupils**)

R

realistic—real, accurate, or true

reflex—reaction (**reflexes**)

retina—the lining at the back of the eye that is very sensitive to light; The nerves in the retina send messages to the brain.

rods and cones—special cells that line the retina and send signals to the brain through the optic nerve

S

scapula—shoulder blade (**scapulae**)

search—to look carefully and thoroughly for (**searched**)

seemed to click—made sense or worked out

sensitive—responsive

shoulder blade—scapula; You have two of these triangle-shaped bones at the top of your back. (**shoulder blades**)

skeletal system—your bones

skull—head

spout—a pipe that liquid flows out of

sternum—breastbone

stirrup—a small bone in the ear that looks like a stirrup and vibrates when sound waves hit the eardrum

stomach—belly

T

temper tantrum—an angry, uncontrolled outburst by a child or by someone acting childish (**temper tantrums**)

tendon—a tissue connecting muscles to bones (**tendons**)

tibia—shinbone

tissue—a group or layer of cells that work together as a part or organ in your body

tribute—something done to show honor or respect

Trojan—a person born or living in the ancient city of Troy

V

vertebra—a small bone that is part of the spinal column or backbone (**vertebrae**)

vibrate—to move back and forth rapidly (**vibration**, **vibrations**)

vision—the sense of sight, the act of seeing

voluntary—on purpose, not by accident; opposite of involuntary; Moving your hand to write with a pencil is an example of voluntary muscle action.

vulnerable—weak or in danger

W

warrior—soldier

well—a deep hole dug in the ground to reach water

X

x-ray—a powerful, invisible ray of light that can pass through objects to show the inside, such as the inside of the human body (**x-rays**)

Reader's Journal Writing Prompts

Unit 3:

1. List as many names of bones in your body as you can and **assess** your list.
2. Choose two body systems and **compare** and **contrast** them according to their purposes.
3. Write a paragraph **explaining** the difference between voluntary and involuntary muscles.
4. Make a chart showing background facts you knew before reading this reader and new facts learned.
5. **Compare** and **contrast** tendons and ligaments.
6. **Explain** how glasses or contact lenses correct vision. Use terminology from the reader.

Either fiction or nonfiction:

1. Summarize the story or chapter you read in three to five sentences.
2. After reading this story or chapter, I wonder...
3. Name three things you liked about the story or chapter.
4. Make a timeline of three to five events in your reading today.
5. Pretend you are a TV reporter who has to interview the main character or person in the story or chapter you read, and write down five questions you would ask.
6. Make a prediction about what will happen next in the story or chapter you just read. Explain why you think this will happen.
7. Pretend you are the main character or a person in the story or chapter you read today and write a diary entry for that person.
8. Tell about something in the story or chapter you read today that is similar to something you have already read.
9. Draw a Venn diagram to show what is alike and/or different between two characters or people in the story or chapter you read.
10. How does the title fit the story or chapter? Suggest another title.
11. Write down three new words you learned while reading and tell what they mean. Use each word in a new sentence.
12. Name three questions you would ask the author of the story or chapter.

Fiction:

1. Tell about the setting.
2. Tell about the plot.
3. Tell about your favorite character. Write three reasons why you chose that character.
4. Which character is your least favorite? Write three reasons why you chose that character.
5. Give examples of personification from the story.
6. Draw a line down the center of your paper. On one side write the title of your favorite story. On the other side write the title of what you are reading today. Compare and contrast the main character, the setting, and the plot.
7. Write a different ending for the story.
8. If you could be any character in the story or chapter you read today, who would you be? Give three reasons why.
9. Invent a conversation or dialogue between two characters or people in the story or chapter that you read. Write what each character says and don't forget to use quotation marks.
10. Describe a character, setting, or plot that surprised you. Explain what it was and why it surprised you.
11. Tell about a problem that someone in the story or chapter had and what he or she did about it.

Nonfiction:

1. Describe something that you learned from what you read today.
2. Write at least three questions you have after reading the chapter about the topic in the chapter.
3. In three sentences, summarize what you read today.

Conference Record For Reader's Journal

Date: _____

Title of Book Student is Reading: _____

Is journal complete? Yes ___ No ___

Teacher notes:

Date: _____

Title of Book Student is Reading: _____

Is journal complete? Yes ___ No ___

Teacher notes:

Date: _____

Title of Book Student is Reading: _____

Is journal complete? Yes ___ No ___

Teacher notes:

Name: _____

Date: _____

Title of Book Student is Reading: _____

Is journal complete? Yes ___ No ___

Teacher notes:

Date: _____

Title of Book Student is Reading: _____

Is journal complete? Yes ___ No ___

Teacher notes:

Date: _____

Title of Book Student is Reading: _____

Is journal complete? Yes ___ No ___

Teacher notes:

Core Knowledge Language Arts

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Acknowledgments

These materials are the result of the work, advice, and encouragement of numerous individuals over many years. Some of those singled out here already know the depth of our gratitude; others may be surprised to find themselves thanked publicly for help they gave quietly and generously for the sake of the enterprise alone. To helpers named and unnamed we are deeply grateful.

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We would like to extend special recognition to Program Directors Matthew Davis and Souzanne Wright who were instrumental to the early development of this program.

Schools
We are truly grateful to the teachers, students, and administrators of the following schools for their willingness to field test these materials and for their invaluable advice: Capitol View Elementary, Challenge Foundation Academy (IN), Community Academy Public Charter School, Lake Lure Classical Academy, Lepanto Elementary School, New Holland Core Knowledge Academy, Paramount School of Excellence, Pioneer Challenge Foundation Academy, New York City PS 26R (The Carteret School), PS 30X (Wilton School), PS 50X (Clara Barton School), PS 96Q, PS 102X (Joseph O. Loretan), PS 104Q (The Bays Water), PS 214K (Michael Friedsam), PS 223Q (Lyndon B. Johnson School), PS 308K (Clara Cardwell), PS 333Q (Goldie Maple Academy), Sequoyah Elementary School, South Shore Charter Public School, Spartanburg Charter School, Steed Elementary School, Thomas Jefferson Classical Academy, Three Oaks Elementary, West Manor Elementary.

And a special thanks to the CKLA Pilot Coordinators Anita Henderson, Yasmin Lugo-Hernandez, and Susan Smith, whose suggestions and day-to-day support to teachers using these materials in their classrooms was critical.

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Unit 3
Workbook

Skills Strand
GRADE 3

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