

# Third Grade Word Study

Week of January 5 – 9, 2015



## Homework Assignments:

Parent's Initials

**Monday:** Word Study Cards or Buddy Check Sheet

*\*Include your High Frequency Words*

**Tuesday:** 5 Sentences (Pattern Words)

*\*Practice Poem: Consider recording yourself by using  
www.vocaroo.com*

**Wednesday:** 5 Sentences (Pattern Words)

*\*Practice Poem: Consider recording yourself by using  
www.vocaroo.com*

**Thursday:** 5 Sentences (High Frequency Words)

*\*Practice Poem/Recite Poem to Family Member*



Are you ready to recite this week's poem?

Name: \_\_\_\_\_

- Complete each day's assignment.
- Have your parent initial your completed assignment each day.
- Return this packet on Friday, December 5<sup>th</sup>.

**Please do not separate the pages. Keep this packet stapled.**

# Fluency Homework - Due Friday

Fluency is defined as the ability to read with speed, accuracy, and proper expression. In order to understand what they read, children must be able to read fluently whether they are reading aloud or silently. When reading aloud, fluent readers read in phrases and add intonation appropriately. Their reading is smooth and has expression. The more fluent you read the better you understand what you are reading!

Directions: Read this poem aloud to an adult every night. **Be ready to read this poem (by memory and with proper expression) to me on Friday! If you're ready to say it earlier than Friday...GO FOR IT!**

## Firefighters



Whistles blow and engines go,  
And firefighters shout,  
"There's a fire down the street  
And we must put it out!"

Up the ladder, climbing high,  
The firefighters go,  
Spraying water, Shh-shh-shh!  
While folks watch from below.

When the fire's out at last, and  
All their work is done.  
"Thanks!" we'll say, as they drive away,  
"For saving everyone!"

*Elsie Jean*

# Little People (Challenge Poem)



The evening is coming,  
The sun sinks to rest,  
The rooks are all flying  
Straight home to their nest;  
"Caw, caw," says the rook  
As he flies overhead,  
"It's time little people  
Were going to bed."

The flowers are all closing,  
The daisy's asleep,  
The primrose is buried  
In slumber so deep;  
And closed for the night  
Are the roses so red,  
"It's time little people  
Were going to bed."

The butterfly, drowsy  
Has folded its wings,  
The bees are returning,  
No more the bird sings;  
Their day's work is over,  
Their nestlings are fed,  
"It's time little people  
Were going to bed."

Good-night, little people,  
Good-night, little ones,  
Sweet dreams to your eyelids  
Till morning light dawns.  
The evening has come,  
There's no more to be said,  
"It's time little people  
Were going to bed."

Author Unknown

# Week of January 5<sup>th</sup>

Unit 4: Long e Vowel patterns

i\_e, ie, igh

## List A

1. lightning
2. delight
3. twilight
4. replies
5. require
6. advise
7. retrieve
8. mischief
9. memories
10. achieve

## List B

1. field
2. piece
3. niece
4. night
5. sight
6. bright
7. file
8. ride
9. alien
10. smile

## List C

1. agencies
2. achievement
3. impatience
4. hieroglyphics
5. paperweight
6. alignment
7. unrighteous
8. requirement
9. lieutenant
10. mischievous

## My High Frequency Words

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

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## Word Study Cards

Write one word on each card. **Include your HIGH FREQUENCY WORDS.** Cut the cards apart and use them as a study guide. Tip: have a family member say one spelling word aloud. If you spell it correctly, have them place the card on the table face up. If you spell it incorrectly, the card should be placed back in the stack. Continue with remaining cards.

## Memory Card Game

Use two sheets of card squares. Write one word on each card. Write the same word on a second card. Do this for your entire word list.

Cut the cards apart and turn them over. To play, choose a card and carefully turn it over. Be sure not to bother the surrounding cards.

Then, select another card and turn it over. If the two cards are a matching pair take the two cards and start a stack. Continue to match the remaining cards.



**TUESDAY – Sentences**

**Standard: L.3.2**

**Name:** \_\_\_\_\_

Write a sentence using your pattern words for the week. If you are unsure of how to use a word, look in a **dictionary**. Write your **pattern word in the box** and then use the lines below and make sure to **UNDERLINE** your pattern words.

(Example: I do not like to eat crunchy peanut butter.)

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| <p><b>Points for Assignment:</b> Capital Letters at Beginning of Sentence ____/5<br/>Punctuation at End of Sentence ____/5<br/>Pattern Word Spelled Correctly and Underlined ____/5</p> | <p><b>TOTAL</b> ____/15</p> |
|---|-----------------------------|

**WEDNESDAY – Sentences Standard: L.3.2 Name: \_\_\_\_\_**

Write a sentence using your pattern words for the week. If you are unsure of how to use a word, look in a **dictionary**. Write your **pattern word in the box** and then use the lines below and make sure to **UNDERLINE** your pattern words.

(Example: I do not like to eat crunchy peanut butter.)

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| <b>Points for Assignment:</b> Capital Letters at Beginning of Sentence ____/5<br>Punctuation at End of Sentence ____/5<br>Pattern Word Spelled Correctly and Underlined ____/5 | <b>TOTAL ____/15</b> |
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**THURSDAY – HIGH FREQUENCY Sentences**

**Name:** \_\_\_\_\_

Write a sentence using your **HIGH FREQUENCY** words for the week. If you are unsure of how to use a word, look in a **dictionary**. Write your **HIGH FREQUENCY word in the box** and then use the lines below and make sure to **UNDERLINE** your **HIGH FREQUENCY** words. (Example: I do not like to eat crunchy peanut butter.)

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| <p><b>Points for Assignment:</b> Capital Letters at Beginning of Sentence ____/5<br/>Punctuation at End of Sentence ____/5<br/>HFW Word Spelled Correctly and Underlined ____/5</p> | <p><b>TOTAL</b> ____/15</p> |
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