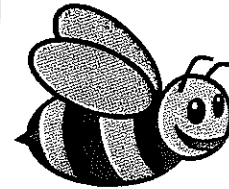


Ms. Perdisatt's  
February 17, 2016  
Classroom News



Spelling Week 20 List 1

You may use [www.spellingcity.com](http://www.spellingcity.com) at home to practice the spelling words

Upcoming Tests:

- ❖ 9's Quiz – Thursday 2/23
- ❖ Quiz on Northeast Region- 2/21
- ❖ Reading Test: Friday -2/24
- ❖ Spelling Test- Friday -2/24

Upcoming Events:

- ❖ No school: Monday 2/20
  - ❖ Picture Day: Wednesday 2/23
- THIRD GRADE FSA DATES:**
- ❖ Reading FSA - 3/28 and 3/29
  - ❖ Math FSA – 4/12 and 4/13

**Our Focus this Week:**  
**February- Tolerance**

Reading: Poetry

FSA Reading Strategies - UNRAVEL!

Writing: Class Book - If I had a superpower!

Math: Topic 12 - Fractions

Science: Chapter 11 - Forces and Motion

Social Studies: Northeast Region

**Homework for This Week:**

**Reading Homework:**

Monday due 2/21: "Two Words: parachuting beavers"

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Wednesday due 2/23: Antonyms

Thursday due 2/24: Sequence of Events

**ONLINE Math Homework:**

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Thursday due 2/24: Practice Buddy 12-4

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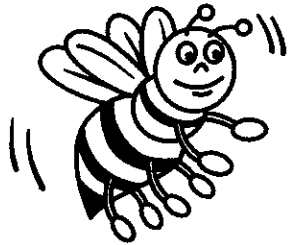
# Spelling

Words with /oi/ and /ou/:  
Pretest

Name \_\_\_\_\_

WEEK 20 List 1

Fold back the paper along the dotted line. Write the words in the blanks as they are read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.



1. \_\_\_\_\_
2. \_\_\_\_\_
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19. \_\_\_\_\_
20. \_\_\_\_\_
21. \_\_\_\_\_
22. \_\_\_\_\_
23. \_\_\_\_\_
24. \_\_\_\_\_
25. \_\_\_\_\_

1. flower
2. voices
3. tower
4. mound
5. cowboy
6. gown
7. frown
8. south
9. howling
10. annoy
11. noises
12. pound
13. hound
14. pouch
15. thousand
16. wound
17. grouch
18. cough
19. grown
20. voyage
21. cookie
22. zoom
23. huge
24. drought
25. downtown

### Review Words

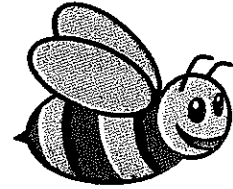
### Challenge Words

© Macmillan/McGraw-Hill



**At Home:** Help your child practice the words he or she missed to prepare for the Posttest.

Ms. Perdisatt's  
February 17, 2016  
Classroom News



Spelling Week 20 List 2

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- ❖ 9's Quiz – Thursday 2/23
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**February- Tolerance**

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FSA Reading Strategies - UNRAVEL!

Writing: Class Book - If I had a superpower!

Math: Topic 12 - Fractions

Science: Chapter 11 - Forces and Motion

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# Spelling

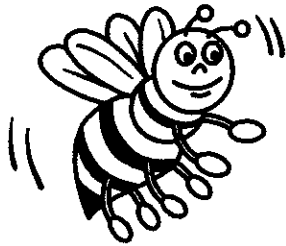
Words with  
/chər/ and /zhər/  
Pretest

Name \_\_\_\_\_

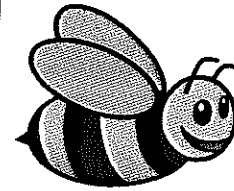
WEEK 20 List 2

Fold back the paper along the dotted line. Write the words in the blanks as they are read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

- |                                  |                 |
|----------------------------------|-----------------|
| 1. _____                         | 1. rancher      |
| 2. _____                         | 2. searcher     |
| 3. _____                         | 3. enclosure    |
| 4. _____                         | 4. future       |
| 5. _____                         | 5. butcher      |
| 6. _____                         | 6. measure      |
| 7. _____                         | 7. pleasure     |
| 8. _____                         | 8. mixture      |
| 9. _____                         | 9. treasure     |
| 10. _____                        | 10. feature     |
| 11. _____                        | 11. pasture     |
| 12. _____                        | 12. creature    |
| 13. _____                        | 13. lecture     |
| 14. _____                        | 14. gesture     |
| 15. _____                        | 15. nature      |
| 16. _____                        | 16. fracture    |
| 17. _____                        | 17. moisture    |
| 18. _____                        | 18. stretcher   |
| 19. _____                        | 19. legislature |
| 20. _____                        | 20. azure       |
| <b>Review Words</b> 21. _____    | 21. contest     |
| 22. _____                        | 22. desert      |
| 23. _____                        | 23. entrance    |
| <b>Challenge Words</b> 24. _____ | 24. miniature   |
| 25. _____                        | 25. disclosure  |



Ms. Perdisatt's  
February 17, 2016  
Classroom News



Spelling Week 20 List 3

You may use [www.spellingcity.com](http://www.spellingcity.com) at home to practice the spelling words

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Parent's signature \_\_\_\_\_ Student Name: \_\_\_\_\_

Name \_\_\_\_\_

My Home Word List

Spelling Practice  
Activity

Dear Family,

Ask your child to write the spelling words correctly on a separate sheet of paper. As you work with your child to practice this week's words, try the following activity.

Dictate sentences to your child using the spelling words. Have your child rewrite each sentence as a question, an exclamation, or a command. Encourage your child to read the sentences aloud and to notice how the expression of his or her voice changes when reading different types of sentences.

Example:  
I need to know your daily **routine**. (Tell me your daily **routine**.)

1. *aptitude* aptitude
2. *understood* understood
3. *intrude* intrude
4. *routine* routine
5. *proof* proof
6. *neighborhood* neighborhood
7. *would've* would've
8. *cushion* cushion
9. *fluid* fluid
10. *tablespoon* tablespoon
11. *could've* could've
12. *should've* should've
13. *through* through
14. *goodness* goodness
15. *approve* approve
16. *bulletin* bulletin
17. *conclude* conclude
18. *introduce* introduce
19. *teaspoon* teaspoon
20. *assume* assume

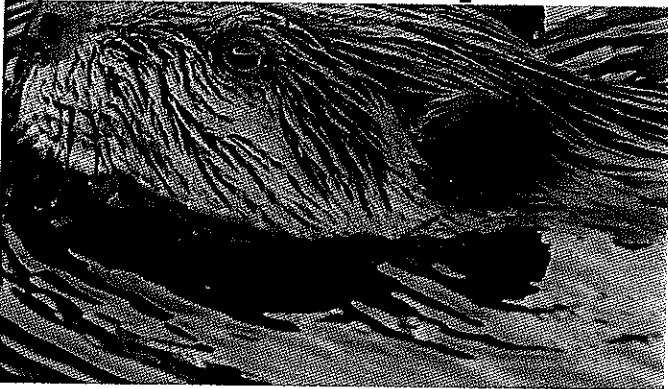
Name \_\_\_\_\_

My School Word List

1. aptitude
2. understood
3. intrude
4. routine
5. proof
6. neighborhood
7. would've
8. cushion
9. fluid
10. tablespoon
11. could've
12. should've
13. through
14. goodness
15. approve
16. bulletin
17. conclude
18. introduce
19. teaspoon
20. assume

Name: \_\_\_\_\_ # : \_\_\_\_\_ Date: \_\_\_\_\_

## Two words: parachuting beavers



MON. HW  
(due Tues.)  
2/21

More than half a century ago a group of beavers parachuted into the Idaho backcountry. Now officials have found footage of the odd wildlife management moment.

The Idaho Department of Fish and Game was struggling with an overpopulation of beavers. It was in some regions in the 1940s. Then wildlife managers settled on a novel idea. They caught beavers and other furry rodents.

Then they packed them into special travel boxes. They attached them to parachutes. Then they dropped them from a plane into the Frank Church River of No Return Wilderness.

Animal lovers can take heart. It seems all of the beavers made it through their flying adventures. They were not hurt.

The film was made around 1950. It was called "Fur for the Future." It showed the infamous beaver drops. It had long been lost according to Boise State Public Radio reported.

Fish and Game historian Sharon Clark recently found the breakable film. It had been mislabeled. It was stored in the wrong file. It has been digitized and released on YouTube by the department and the Idaho Historical Society.

Trapping and moving beavers still happens today. But it is done in a less dramatic way.

"We have not done airplane drops for 50-plus years. It apparently worked pretty well back then to re-establish them in remote places," said Steve Nadeau. He is the Fish and Game's statewide fur bearer manager.

The agency now moves beavers to the Owyhee desert. It is in the Idaho's southwest corner. This helps to restore vegetation taken away by years of watershed use.

Nadeau says the goal is for beavers to make ponds in the area. The ponds can hold water year-round.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# Reading GRUNCH TIME

## Smithsonian Tween Tribune

M  
I  
T  
I



### Two Words: Parachuting Beavers

LEXILE  
660

1. What is "Fur for the Future?"
- a) a parachuting beaver
  - b) a film
  - c) a way to remove beavers
  - d) a paper published by the historical society

2. The text says "The film was made . . ."  
What is one homophone for the word "made"?
- \_\_\_\_\_

3. The cause is "The agency now moves beavers to the Owyhee desert." What was is the effect?
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

4. According to the text, why did it take so long to find the footage?

- a) It was cruel to beavers.
- b) No one wanted to see it.
- c) It was hidden.
- d) It had been mislabeled.

Text

5. The text says "Animal lovers can take heart. . . the beavers . . . were not hurt." Based on this, it can reasonably be inferred that

- a) The parachutes provided bedding for the beavers.
- b) The beavers never made it out of the boxes.
- c) Some people might have worried for the safety of the beavers.
- d) Some people wanted to find hearts for the beavers.

6. **PART A** – What is the meaning of the word remote in the second to the last paragraph of the text?
- \_\_\_\_\_

**PART B** – What sentence or phrase from the text supports your answer to PART A?

\_\_\_\_\_

\_\_\_\_\_







Name: \_\_\_\_\_ #: \_\_\_\_\_ Date: \_\_\_\_\_

## Little houses need new home

TUES HW  
(due Wed.)  
2/22



Nearly 40 gnome homes have been evicted from a Pennsylvania state park. A decision change sent them packing.

Pennlive.com reports that management at Little Buffalo State Park gave permission for Steve Hoke to create the small, magical houses. That was in December. Since then, he has made 38 tiny houses. He made them in tree roots, in hollow logs and on stumps. These were located around the forest near Newport. It is about 25 miles northwest of Harrisburg.

He says the houses were a major attraction for children.

Park Manager Jason Baker tells the news site he gave the OK originally. But it was later decided the homes could affect wildlife habitat.

Hoke removed the little abodes. He was told he had until Feb. 29.

The towns of Duncannon and Millerstown have both offered to house them. The little homes will be placed in local parks.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# Reading GRUNCH TIME

WITH



## Smithsonian Tween Tribune

### Little Houses Need New Home

LEXILE  
680

1. Why was Mr. Hoke asked to remove all of his little houses from the park?

- a) They did not match the park's beauty.
- b) They might take away places for animals to build their homes.
- c) Children complained they were too small.

2. The text says "He removed the little abodes." What is one synonym for the word "abode"?

\_\_\_\_\_

3. The effect was "The little home will be placed in local parks." What was the cause?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. According to the text, who is Jason Baker?

- a) the mayor
- b) a park manager
- c) a maker of small gnome houses
- d) a reporter for pennlive.com

5. The text says the park manager "gave the OK originally" but later decided it could have a negative result. Based on this, it can reasonably be inferred that

- a) The manager thought the homes were ugly in the park.
- b) The homes were scaring away the wildlife.
- c) The manager wanted to buy the gnome homes.
- d) The manager had not considered all the possibilities before giving the OK.

6. **PART A** – What is the meaning of the word evicted in the first sentence of the text?

\_\_\_\_\_

**PART B** – What sentence or phrase from the text supports your answer to PART A?

\_\_\_\_\_

\_\_\_\_\_





Name \_\_\_\_\_ Date \_\_\_\_\_

## Antonyms

# Antonyms

## Skill Overview

As you read *Destiny's Gift*, you may have come across words that you did not know. You might have used context clues to figure out those new words. Sometimes you can use antonyms as clues, too.

**Antonyms** are words with opposite meanings. Read the example below. The word *sunset* is an antonym for *dawn*.

Sunset is my favorite time of day, but dawn is my brother's favorite.

The word *but* gives you a clue that the sentence has antonyms. If you did not know what *sunset* meant, you could look at *dawn* to help figure it out. You would know from the way *dawn* is used in the sentence that *sunset* is an antonym.

For two words to be antonyms, they must be the same part of speech. For example, a noun and a verb cannot be antonyms. An adjective and a noun cannot be antonyms. You must be able to use both words the same way in a sentence.

Another way to find out if two words are antonyms is to use one in a sentence. Then use the other word in its place. See how the meaning of the sentence changes. For example:

Mom cried during the movie.  
Mom laughed during the movie.

You can see from how the meaning changes that *cried* and *laughed* are antonyms.

WED. HW  
(due Thurs.)  
2/23

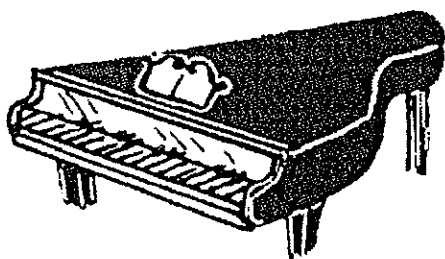
Name \_\_\_\_\_ Date \_\_\_\_\_

## Skill Practice

Read the story "The Piano" before answering Numbers 1 and 2.

### The Piano

Every day on the way to the bus stop, Emil passed a music store. Through the window Emil saw a big, black, shiny piano.



One day the bus came early. Emil and his mother ran, but they were too late to catch it.

"Now what are we going to do?" his mother said with a frown. "There isn't another bus for half an hour."

"Let's go into the music store!" Emil said with a smile.

Inside the store, Emil walked to the piano. Then a man came from behind the counter. "You can play it," he said.

The man helped Emil onto the piano bench and played a few notes. Emil spread his fingers apart. He could reach more keys that way than when he held them together. Then he pressed some keys. The notes played a little tune.

The man's eyebrows went up. "That was good," he said.

"Maybe he could take lessons at school," Emil's mother said.

"That's a good way to start," the man said to Emil with a smile. "Maybe someday you will play a piano just like this one!"

#### TIP

The word *but* can be a context clue. Find the word *but* in paragraph 2, then look for a pair of antonyms in the paragraph.

#### TIP

What word in paragraph 6 means the opposite of the word *apart*?



Name \_\_\_\_\_ Date \_\_\_\_\_

## Antonyms

Now answer Numbers 1 and 2. Base your answers on the story "The Piano."

- 1 Which pair of words from the story are most OPPOSITE in meaning?
- (A) big, black
  - (B) few, keys
  - (C) early, late
  - (D) music, mother
- 2 Which word from the story means the OPPOSITE of the word *apart*?
- (F) notes
  - (G) pleased
  - (H) pressed
  - (I) together

## TIP

Find the word *apart* in paragraph 6. Then find and study each answer choice. Which has the opposite meaning of *apart*?

Read the article "Henry Ford, Man on the Move" before answering Numbers 3 and 4.

## Henry Ford, Man on the Move

Long ago, people did not have cars to move around in. Henry Ford wanted to change that. He wanted to make cars that many people could buy.

Henry was born about 150 years ago on a farm. Henry disliked farm work growing up. Instead, he enjoyed working on machines. Henry dreamed of building a car. Other people made cars at that time, but those did not work very well. Those cars cost a lot, too.

Henry's goal was to make cars that worked well and cost little. When Henry got older, he started a company. He called it the Ford Motor Company.

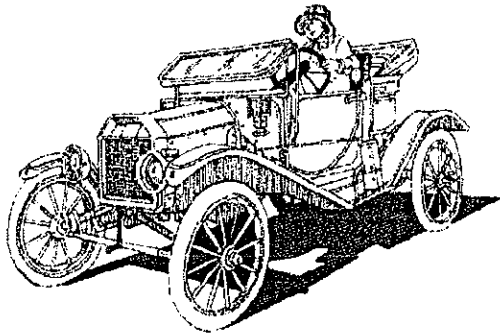
## TIP

Look at the word *disliked*. Which word in the paragraph has the opposite meaning?

Name \_\_\_\_\_ Date \_\_\_\_\_

In 1908, Henry made a car called the Model T. People loved the Model T. Henry and his company became famous. The company grew slowly, but then one day Henry thought of a plan to make more cars quickly. Soon, other companies used Henry's plan to improve their factories, too.

Henry and his company made new cars for many years. Henry died in 1947, but the Ford Motor Company lived on. Today Ford is one of the most famous car makers in the world.



Now answer Numbers 3 and 4. Base your answers on the article "Henry Ford, Man on the Move."

- 3 Which pair of words from the article are most **OPPOSITE** in meaning?
- (A) dreamed, building
  - (B) enjoyed, disliked
  - (C) work, company
  - (D) cars, cost
- 4 Which word from the article means the **OPPOSITE** of the word *slowly*?
- (F) company
  - (G) improve
  - (H) quickly
  - (I) thought

**TIP**

Find the word *slowly* in the paragraph. Then find and study each answer choice. Which one has the opposite meaning of the word *slowly*?







Name \_\_\_\_\_ Date \_\_\_\_\_

## Sequence of Events

# Sequence of Events

THURS. HW  
(due Fri.)  
2/24

## Skill Overview

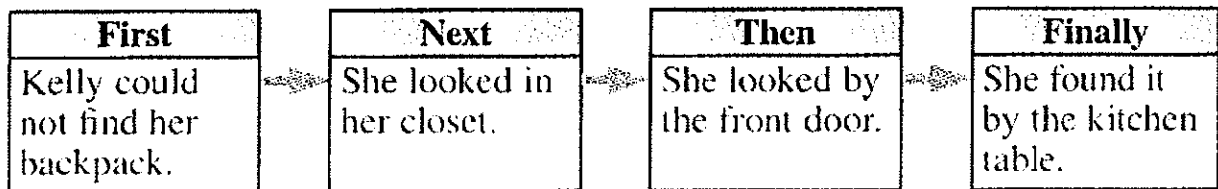
As you read *Bat Loves the Night*, you paid close attention to the order of events to understand the story. Authors usually tell events in the order in which they happen. An author tells what happens first, what happens next, and what happens last. Understanding this order is important. A story makes sense when you know the order in which events take place. Knowing the order of events can also help you understand why each event happens.

Time-order words can help you understand the order of events in a story. Time-order words include

- *today, yesterday*
- *first, next, then*
- *after, before*
- *as soon as, at last, finally, later*

Read this passage. Think about the order in which things happen. Then look at the chart that follows the passage.

Kelly could not find her backpack. She looked in her closet. Then she looked by the front door. At last, she found her backpack next to the kitchen table. It was right where she had left it!



Name \_\_\_\_\_ Date \_\_\_\_\_

## Skill Practice

Read the story “Friends Make Popcorn” before answering Numbers 1 and 2.

### Friends Make Popcorn

Elena and Josh wanted to watch a movie and eat a snack.

They looked on the shelves in the kitchen and found a package of popcorn. The two decided to make it.

Josh and Elena followed the directions on the package. First, they removed the plastic wrap around the package. They unfolded the bag and placed it in the microwave.

Next, they started the microwave. They listened for popping. When the popping slowed, they turned off the microwave and removed the bag. They kept their hands away from the steam as they opened the bag.

At last, Josh and Elena poured the popcorn into a large bowl. Then they went to watch their movie.

#### TIP

Look for time-order words such as *first* and *next*. These words can help you place the events in the correct order.



Now answer Numbers 1 and 2. Base your answers on the story “Friends Make Popcorn.”

- 1 At the **START** of the story, what do Josh and Elena want to do?
- (A) play outside
  - (B) play a game and watch TV
  - (C) watch a movie and eat a snack
  - (D) cook a big dinner in the microwave

#### TIP

The words *At the start of the story* are clues to the answer. Skim the first few sentences of the story to find the answer.

Name \_\_\_\_\_ Date \_\_\_\_\_

## Sequence of Events

- 2 Which of these events happened AFTER Josh and Elena took the popcorn out of the microwave?
- F They decided to watch a movie.
  - G They poured the popcorn in a bowl.
  - H They waited for the microwave to stop.
  - I They heated the package in the microwave.

Read the story “How Spider Stole the Sun: A Folktale” before answering Numbers 3 through 5.

## How Spider Stole the Sun: A Folktale

Long ago, there was no light on one side of the world. It was very dark and cold there. The animals decided to do something about it.

“There is something called the Sun on the other side of the world,” Fox said. “The animals there will not share it. Maybe we can steal it!” All the animals agreed that they should try to steal the Sun. They crept to the other side of the world and found the Sun. It gave so much light and heat that the animals knew they wanted to take it.

Fox tried first. He grabbed it in his mouth, but the Sun’s heat burned him. It turned his mouth black. Ever since then, foxes have had black mouths.

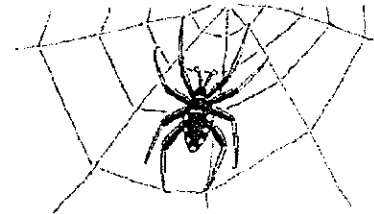
Possum tried next. She grabbed the sun with her tail. But the Sun was so hot that it burned off all the hair. To this day, all possums have bare tails.

Then Spider tried. Instead of trying to hold the Sun herself, she made a bag out of her webbing. She put the Sun in her bag and carried it back to the other side of the world.

Although Spider was happy to have captured the Sun, she knew that it was too powerful and

**TIP**

Remember to look for time-order words in the story. These will help you place events in the correct order.

**TIP**

What time-order words can you find in paragraphs 5 and 6?

Name \_\_\_\_\_ Date \_\_\_\_\_

## Sequence of Events

important to keep all to herself. She thought long and hard about how to share the Sun with others without getting burned. At last, she had an idea.

“From now on, the Sun should stay high up in the sky,” Spider told all the animals. “That way we can all benefit from its light and heat.”

Now answer Numbers 3 through 5. Base your answers on the story “How Spider Stole the Sun: A Folktale.”

- 3 What problem do the animals have at the START of the story?
- A The Sun burns Fox.
  - B The Sun burns Possum.
  - C One side of the world is cold and dark.
  - D Spider wants to share the sun with everyone.
- 4 What happens RIGHT AFTER Possum tries to grab the Sun with her tail?
- F The Sun burns Fox’s mouth.
  - G One side of the world becomes dark.
  - H The Sun burns the hair off Possum’s tail.
  - I Fox decides he wants to steal the sun for himself.
- 5 What happens AFTER Spider captures the Sun?
- A She decides to put the Sun high up in the sky.
  - B She decides to keep the Sun for herself.
  - C Possum gets burned by the Sun.
  - D Fox tries to steal it.

## TIP

All of the choices are mentioned in the story. Reread the story to see which one comes at the beginning.



