

**Local District South
Ten Day Grade Level Assignment Packet**

**Grade: 3
English Language Arts**



This packet contains the pages needed to complete your assignments over the next ten days. You will need the Benchmark Text for Close Reading that goes with Unit 10 called: ***Forces and Interactions***.

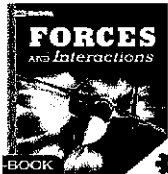
Remember to always **annotate as you are reading**. You should also remember to **reread** any time you are confused or need to remember what you are learning.

When packet pages are assigned they are from the packet of handouts and are numbered using the preexisting numbers from the original Benchmark text pages. They are arranged in order as assigned.

Este paquete contiene las páginas que usted necesita para completar sus tareas en 10 días. Necesitarás el texto de Benchmark Adelante para completar la Lectura detallada de la Unidad numero 10.

Acuerdese de siempre anotar mientras lees el texto y léelo de nuevo para mejorar tu comprensión cuando no entiendes algo y para poder recordar lo que estás aprendiendo.

Las tareas estan numeradas en orden usando las páginas numeradas del texto original de Benchmark Adelante.

Day #	Close Reading Text Forces and Interactions 	Packet
1	Pages 2-5	Page 62
2	Pages 6-9	Page 63
3	Page 10 and complete page 11 (Research and Writing Section is Optional)	Page 64
4	Pages 12-19	Page 65 Cursive Handwriting Page
5	Pages 20 and complete page 21 (Research and Writing Section is Optional)	Select one activity from the *Daily Take-Home Activity Calendar to complete.
6	Carefully read all passages in the assessment.	Unit 10 Week 1 Assessment pages 199-203
7	Pages 22-26	Page 123 Cursive Handwriting Page
8	Pages 27-29	Pages 124-125
9	Page 30 and complete page 31 (Research and Writing Section is Optional)	Pages 126-127 Cursive Handwriting Page
10	Carefully read all passages in the assessment	Unit 10 Week 2 Assessment pages 205-210

*Do as many activities as you would like from the **Daily Take-Home Activity Calendar**.

Standard English

When we write, we use the conventions of standard English, which include complete sentences and standardized vocabulary, grammar, and punctuation. When we speak or write informally to one another, or write dialogue in a story, we often bend the rules by using sentence fragments, slang, idioms, contractions, and everyday vocabulary.

Read the letter that Mike wrote to his friend Alison. Imagine that Mike was writing a formal letter instead. Using the same information, rewrite the letter to better represent the conventions of standard English.

Hey, Ali!!! Week 2 at camp is AWESOME!! All the kids are super cool, and I feel like we're already best friends. This week we got to go camping in the woods, I thought it would be scary but we all sang so many songs and ran around and it was the best. Next week we're gonna ride horses! I'll let you know how that goes, I bet it'll be awesome too. —Mike

Punctuate Dialogue

In dialogue, quotation marks set off a speaker's exact words. If the speaker is identified before the dialogue, place a comma after the speaker's tag before the first quotation mark. Place periods inside quotation marks. If the speaker is identified after the dialogue, place a comma inside the quotation marks. If the dialogue itself includes a question mark or exclamation point, place it inside the quotation marks. Drop the comma.

Liz yawned and said, "I'm too tired to read another page."
"I'm going to bed, too," agreed Hannah. "What time is it?"

Read each sentence. Then rewrite it correctly on the line.

1. What time is the concert? Simone asked.

2. It starts at 7 o'clock answered Violet. But let's get there early.

3. Mom asked How many friends will be sleeping over?

4. Only Miguel and Samuel said Amar. Is that okay?

5. What time will you be home today? asked Dad.

6. Tomas replied I should be home right after school.

Adjectives and Adverbs

Adjectives: Describe or tell more about nouns and pronouns. Some examples of adjectives include **three**, **pleasant**, **windy**, **harmful**, and **amazing**.

Adverbs: Describe or tell more about verbs, adjectives, and other adverbs. Some examples of adverbs include **cheerfully**, **carefully**, **often**, **soon**, and **very**.

Circle the adjective in each sentence. Underline the word it describes.

1. Sylvie's mother gave her a long list of things she needed.
2. Shopping was one of Sylvie's favorite activities.
3. She loved picking out the reddest berries.
4. She enjoyed choosing nutritious vegetables.

Circle the adverb in each sentence. Underline the word it describes.

5. Sylvie walked quickly through the store.
6. She wanted time to easily buy everything on the list!
7. Sylvie's mother trusts her completely to do the grocery shopping.
8. Sylvie is a very responsible girl!

Name: _____ Date _____

Directions: Trace and write the punctuation marks. Then write the sentences adding the correct punctuation.

! ! ! ? ? ? , , , « » « » « »

What is gravity?

Gravity is powerful!

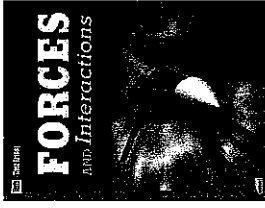
"Forces like gravity push and pull objects," said Ben.

Name: _____

Unit 10: Forces and Interactions

Daily Take-Home Activity Calendar

Check off each activity as you complete it.



	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	<p>The Swing p. 4</p> <ul style="list-style-type: none"> • Invite your child to read aloud the poem. • Discuss what other things swing in a back-and-forth or up-and-down motion. 	<p>What Makes Things Move? pp. 6-7</p> <ul style="list-style-type: none"> • Read aloud the first two pages of the selection together, alternating paragraphs. • Practice throwing or kicking a ball. 	<p>What Makes Things Move? pp. 8-9</p> <ul style="list-style-type: none"> • Invite your child to complete the selection. • Then work together to build the pendulum. 	<p>What Makes Things Move? pp. 6-9</p> <ul style="list-style-type: none"> • Complete the experiment by testing the pendulum, recording your predictions and the results of its movement. 	<p>The Tortoise and the Hare p. 10</p> <ul style="list-style-type: none"> • Invite your child to read aloud the selection. • Then have a contest to see who can think of more compound words. (e.g.: firefighter, doorknob)
Week 2	<p>The Great Tug-of-War pp. 12-14</p> <ul style="list-style-type: none"> • Read aloud the first three pages of the selection together, alternating paragraphs. • Then do a dramatic reading, assuming the roles of Mmnutla and Tlou. 	<p>The Great Tug-of-War pp. 15-16</p> <ul style="list-style-type: none"> • Read aloud the next two pages together, alternating paragraphs. • Then do a dramatic reading, assuming the roles of Mmnutla and Kubu. 	<p>The Great Tug-of-War pp. 17-19</p> <ul style="list-style-type: none"> • Invite your child to complete the selection. • Do a dramatic reading, assuming the roles of Mmnutla, Tlou, and Kubu. • Practice whistling like Mmnutla. 	<p>The Great Tug-of-War pp. 12-19</p> <ul style="list-style-type: none"> • Discuss your child's favorite part of the story and then ask your child to draw an illustration for that scene. 	<p>The Merchant's Donkey p. 20</p> <ul style="list-style-type: none"> • Invite your child to read aloud the selection. • Get scrap paper and pencils. Set a timer for sixty seconds. • See who can find and list the most words ending with -ness.
Week 3	<p>Investigate Magnetism pp. 22-24</p> <ul style="list-style-type: none"> • Read aloud the first three pages of the selection together, alternating paragraphs. • Then follow the steps on page 24 to magnetize a steel needle. 	<p>Investigate Magnetism pp. 25-26</p> <ul style="list-style-type: none"> • Read aloud the next two pages of the selection together. • Ask your child to explain when and how magnetic rocks were first discovered. 	<p>Investigate Magnetism pp. 27-29</p> <ul style="list-style-type: none"> • Finish reading the selection together. • Work together to complete the experiment on page 27. 	<p>Investigate Magnetism pp. 22-29</p> <ul style="list-style-type: none"> • Read the experiment on static electricity on page 29. • Then use a balloon to complete the experiment. 	<p>Why Didn't I Think of That? p. 30</p> <ul style="list-style-type: none"> • Invite your child to read aloud the selection. • Then design your own invention.

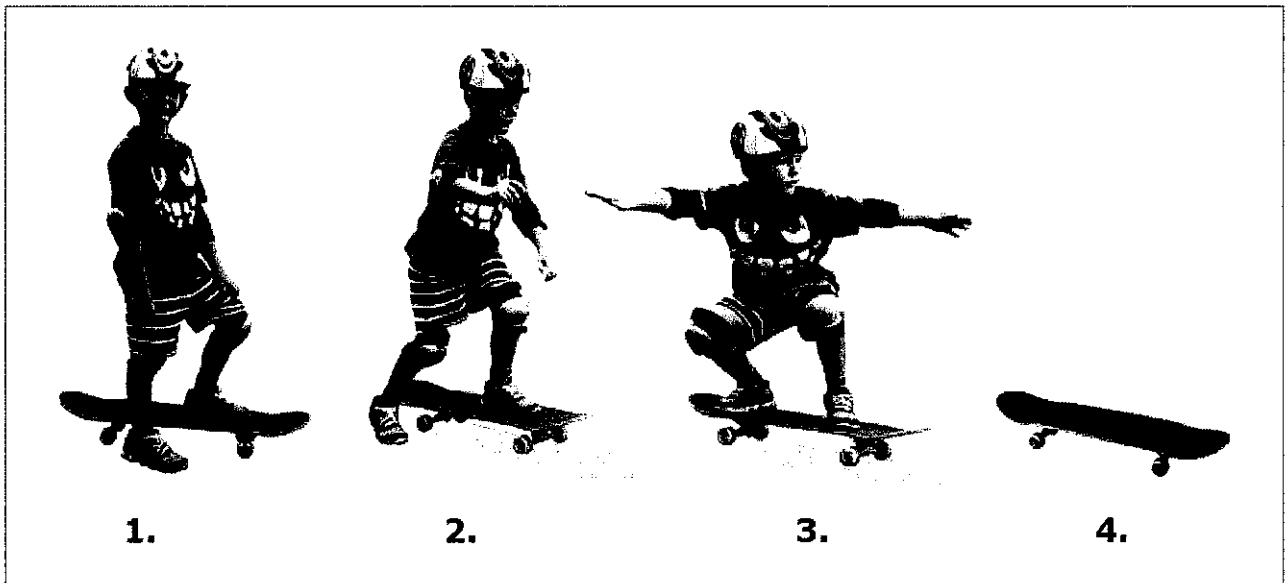
Unit 10 • Week 1 Assessment

Read the passage about motion. Then answer the questions.

The Way Things Move

- 1 It's time to board a jet bound for Washington, D.C. The jumbo jet is waiting by the gate. A boy tries to move his suitcase, but it's too heavy. His father puts the handle up and pulls the luggage onto the plane.
- 2 Finally, the pilot starts the engine. Hot air from the engine powers the jet forward. The big aircraft begins moving up the runway like a great beast. The aircraft has many instruments that help the pilot control it. He raises the nose of the jet, and the jet lifts into the air. Now the jet is flying above the clouds. It moves smoothly through the air. Soon the pilot will land the jet on another runway. He will stop the plane at a gate and let the passengers off in Washington, D.C.
- 3 The jumbo jet has something in common with that boy's suitcase. Both objects stayed put until a *force* started them moving. A force is another way of saying a push or pull. Pushing or pulling makes things move from one place to another. The suitcase, for example, remained in the waiting room until the father pulled it onto the plane. The plane stayed by the gate until the jet engine pushed it into motion.
- 4 Objects big and small never start moving by themselves. It's a law of nature. Think about other objects in your home, such as a chair or a skateboard. These things stay in the same place until a force moves them. For example, you *pull* a chair, or you *push* the skateboard. Pushing and pulling move objects from one place to another. Otherwise, they just stay put.

Your Force At Work



- 1. Your skateboard is at rest. It cannot move itself.**
- 2. Push off with your back foot to force the skateboard to move.**
- 3. The skateboard moves along, carrying you home.**
- 4. Back home, your skateboard stays put until you move it again.**

1. This question has two parts. First, answer Part A. Then answer Part B.

Part A What is the main idea of the passage?

- A Objects often move from one place to another.
- B An airplane takes off from one city and lands in a different city.
- C Objects only move when a force acts on them.
- D The suitcase stayed in the waiting room until the father moved it.

Part B Which two sentences best support the main idea in Part A?

- A "A boy tries to move his suitcase, but it's too heavy."
- B "His father puts the handle up and pulls the luggage onto the plane."
- C "Finally, the pilot starts the engine."
- D "Hot air from the engine powers the jet forward."
- E "The aircraft has many instruments that help the pilot control it."
- F "Soon the pilot will land the jet on another runway."

2. In paragraph 1, the word suitcase means —

- A part of an airplane.
- B a place to sit.
- C something to wear.
- D a bag for carrying clothes.

continued 

3. Use this dictionary entry to answer the question.

instrument (in' strə mənt) *noun* **1.** a tool used for a certain kind of work **2.** a tool used to produce music **3.** a device for measuring or controlling something **4.** a formal or legal paper

Which definition of instrument is used in paragraph 2?

- A definition 1
 - B definition 2
 - C definition 3
 - D definition 4
4. Which sentence from paragraph 3 **best** explains how the airplane and the suitcase are alike? Underline the sentence you choose.

The jumbo jet has something in common with that boy's suitcase. Both objects stayed put until a *force* started them moving. A force is another way of saying a push or pull. Pushing or pulling makes things move from one place to another. The suitcase, for example, remained in the waiting room until the father pulled it onto the plane. The plane stayed by the gate until the jet engine pushed it into motion.

5. This question has two parts. First, answer Part A. Then answer Part B.

Part A How does the artist organize the information in the diagram?

- A by contrasting two objects
- B by putting objects into related groups
- C by describing important details
- D by showing the steps in a process

Part B Which statement under the diagram **best** supports the answer to Part A?

- A** "Your skateboard is at rest. It cannot move itself."
- B** "Push off with your back foot to force the skateboard to move."
- C** "The skateboard moves along, carrying you home."
- D** "Back home, your skateboard stays put until you move it again."

6. Use this dictionary entry to answer the question.

motion (mo' shən) *noun* **1.** movement from place to place **2.** a sign made with the hand **3.** suggestion in a court of law
4. a sudden feeling or desire

Which definition **best** fits the way motion is used in paragraph 3?

- A** definition 1
 - B** definition 2
 - C** definition 3
 - D** definition 4
- 7.** Which sentence from the passage uses nonliteral language to describe something?
- A** "It's time to board a jet bound for Washington, D.C."
 - B** "The big aircraft begins moving up the runway like a great beast."
 - C** "The jumbo jet has something in common with that boy's suitcase."
 - D** "Think about other objects in your home, such as a chair or a skateboard."



Compound Words

bone-tired	daybreak	everyone	finish line
halfway	jack-rabbit	meanwhile	slow-poke

Write the spelling words that use a hyphen.

1. _____ 2. _____

3. _____

Write the spelling words that do not use a hyphen.

4. _____ 5. _____

6. _____ 7. _____

8. _____

Complete each sentence by writing a spelling word.

9. _____ comes after nighttime.

10. I was so close to the end of the race that I could see the _____.

11. I wanted to get to school early but my brother was being a _____.

12. I was happy when I found out I knew _____ at the party.

Name: _____ Date _____

Directions: Trace and write the sentences. The last two sentences do not have a middle line.

The wind moves the kite.

Forces cause movement.

Objects move when forces
become unbalanced.

Friction slows down an object.

Suffixes -ing, -ness, -ment

amazement	cleverness	contentment	happiness	leading
sadness	scrambling	slyness	warning	

Write the spelling word that completes each sentence.

1. I looked at the incredible, giant statue in _____.
2. The relaxing music gave me a feeling of _____.
3. I jumped up and down in _____ when we won the championship!
4. We decided to pay attention to the _____ and not go in the cave.
5. The hike was too tough and we ended up _____ on the rocks!

Fill in the boxes for the spelling word *sadness*.

meaning	sadness	sentence
antonyms	sadness	related words
	root: adverb: synonym:	

Suffixes -ing, -ness, -ment

amazement	cleverness	contentment	happiness	leading
sadness	scrambling	slyness	warning	

Write the spelling words for the given suffix.

Spelling words that end with *-ment*

1. _____ 2. _____

Spelling words that end with *-ness*

3. _____ 4. _____

5. _____ 6. _____

Spelling words that end with *-ing*

7. _____ 8. _____

9. _____

Write the spelling word that matches each definition.

10. quick thinking _____

11. stealth _____

12. tell to be careful _____

13. joy _____

Related Words

inventor	invention	problem	problematic
solution	solve	transformation	transforms

Write the spelling word that completes each analogy.

1. **Creator** is to **creation** as **inventor** is to _____.
2. **Talk** is to **speak** as **changes** is to _____.
3. **Fix** is to **broken** as _____ is to **problem**.
4. **Easy** is to _____ as **light** is to **dark**.
5. **Answer** is to _____ as **sad** is to **miserable**.

Fill in the boxes for the spelling word *transformation*.

meaning	sentence
something that transforms	related words

transformation

verb:
antonym:
synonym:

Related Words

inventor	invention	problem	problematic
solution	solve	transformation	transforms

Write the spelling words for the given number of syllables.

Spelling words with 1 syllable

1. _____

Spelling words with 2 syllables

2. _____

3. _____

Spelling words with 3 syllables

4. _____

5. _____

6. _____

Spelling words with 4 syllables

7. _____

8. _____

Write the spelling word that is an antonym or a synonym of the bold word.

9. **problem** antonym: _____

10. **creation** synonym: _____

11. **changes** synonym: _____

12. **imitator** antonym: _____

Name: _____ Date _____

Directions: Trace and write the sentences on the lines.

Modern devices use magnets.

A magnetic field is caused
by unbalanced electrons.

Magnetic fields can be weak
or strong.

Unit 10 • Week 2 Assessment

Read this story from the Philippines. Then answer the questions.

Snail Races Deer

- 1 Deer was proud of his strength and speed. He never tired of bragging about himself. To make matters worse, Deer was a bully, and he often taunted Snail. "You are such a pathetic little creature," he said. "You hardly move at all."
- 2 Snail ignored Deer. She hoped he would leave her alone, but the awful deer continued his bullying. One day Snail responded, "I challenge you to race me to the well."
- 3 Deer accepted Snail's challenge and laughed like a hyena. He boasted that he would reach the well before Snail left the starting line. Little did Deer know that all the snails of the meadow had agreed to work together to get revenge on Deer.
- 4 The day of the race, Deer and Snail met at the starting line. At the sound of the bell, Deer raced off as fast as the wind. He soon reached the first well. "I won," Deer shouted gleefully.
- 5 To Deer's amazement, Snail popped her head from the well. "What took you so long?" she asked.

- 6 "Let's race to the next well," Deer said.
- 7 Snail agreed, and off they went. Again, Deer reached the well quickly. Again, Snail proclaimed, "What took you so long?"
- 8 Deer tried his luck over and over, but each time Snail was waiting for him at the next well. Each time Snail had the same response: "What took you so long?"
- 9 Finally, Deer could not go on, and he admitted, "I was wrong about you, Snail."
- 10 Of course, Deer never learned what had really happened. Snail hadn't left the starting line, after all. At each well, one of Snail's really nice friends was waiting to greet Deer with those words, "What took you so long?"
- 11 Deer stopped bragging about his swiftness and never bullied Snail again.

1. Choose **three** key events that belong in a retelling of this story. Write the sentence letter in the box and put them in the correct order.

- A Snail and Deer raced to the second well.
- B Snail and her friends tricked Deer to win the race.
- C Deer bragged all the time.
- D Deer bullied Snail for being slow.
- E Snail challenged Deer to a race.
- F Snail's friends said, "What took you so long?"
- G Deer and Snail met at the starting line.
- H Deer thought he had won the race.

2. Read this sentence from the passage.

She hoped he would leave her alone, but the awful deer continued his bullying.

Which word could **best** replace awful to make the meaning of the sentence stronger?

- A cruel
 - B lazy
 - C silly
 - D foolish
3. In paragraph 5, the word amazement means —
- A very amazed.
 - B amazed again.
 - C one who is amazed.
 - D state of being amazed.

4. This question has two parts. First, answer Part A. Then answer Part B.

Part A What is Snail's main problem in the story?

- A Deer will not stop his bragging.
- B Deer runs faster than Snail.
- C Deer keeps picking on Snail.
- D Deer wants to race Snail.

Part B Which sentence **best** supports the answer to Part A?

- A "She hoped he would leave her alone, but the awful deer continued his bullying."
 - B "He boasted that he would reach the well before Snail left the starting line."
 - C "At the sound of the bell, Deer raced off as fast as the wind."
 - D "'Let's race to the next well,' Deer said."
5. Which sentence from paragraph 3 contains an example of figurative language? Underline the sentence you choose.

Deer accepted Snail's challenge and laughed like a hyena. He boasted that he would reach the well before Snail left the starting line. Little did Deer know that all the snails of the meadow had agreed to work together to get revenge on Deer.

6. Which **two** statements are true about Snail?
- A Snail was a fast racer.
 - B Snail did not want trouble with Deer.
 - C Snail wanted to be friends with Deer.
 - D Snail thought Deer was funny.
 - E Snail was a clever creature.
 - F Snail liked to tease Deer.

7. Which sentence from paragraph 4 contains an example of figurative language? Underline the sentence you choose.

The day of the race, Deer and Snail met at the starting line. At the sound of the bell, Deer raced off as fast as the wind. He soon reached the first well. "I won," Deer shouted gleefully.

8. What can you infer from this story about Snail and her friends?
- A Snail's friends run faster than she does.
 - B They wanted to be friends with Deer.
 - C Snail's friends did not like her much.
 - D They planned the race ahead of time.
9. Read this sentence from the passage.

At each well, one of Snail's really nice friends was waiting to greet Deer with those words, "What took you so long?"

Which word could the author use in place of really nice to make the meaning of the sentence stronger?

- A funny
- B trusty
- C happy
- D cool



continued

10. In paragraph 11, the word swiftness means —

- A state of being swift.
- B one who is swift.
- C swift again.
- D very swift.

11. Read this sentence from the passage.

Deer stopped bragging about his swiftness and never bullied Snail again.

What does this sentence suggest about Deer?

- A He had a kind heart.
- B He wanted to be nicer.
- C He learned his lesson.
- D He really liked Snail.

