



LANGUAGE ARTS

Student Book

▶ **3rd Grade** | Unit 10

LANGUAGE ARTS 310

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LOOKING BACK

You have learned a great deal this year in your Language Arts LIFEPACs. In Language Arts LIFEPAC® 310, you will review the skills that you have learned.

If you are able to do this LIFEPAC, you will know that you have learned the Language Arts skills well. You might be surprised and happy to find out just how much you have learned this year.

Objectives

Read these objectives. The objectives tell you what you will be able to do when you have finished this LIFEPAC.

1. You will be able to write the events of a story in sequence.
2. You will be able to use context clues.
3. You will be able to mark the long and short vowels of words.
4. You will be able to recognize complete sentences.
5. You will be able to read a map.
6. You will be able to follow written directions.
7. You will be able to capitalize and punctuate sentences correctly.
8. You will be able to write a good paragraph and a letter.
9. You will be able to find four parts of speech in sentences.
10. You will be able to tell the main idea and the supporting details of a paragraph.
11. You will be able to tell the cause and effect in written work and predict the outcome.
12. You will be able to tell the difference between fiction and nonfiction.

13. You will be able to tell how to use an atlas, encyclopedia, and a dictionary.
14. You will be able to spell many words.
15. You will be able to write in cursive handwriting.



1. REVIEW SEQUENCING & CONTEXT CLUES

In this section, you will review sequencing and using context clues. Long and short vowel rules are reviewed to help you remember how vowels are pronounced. A short review on sentences is included. You will practice handwriting and review spelling words from three LIFEPACs.

Vocabulary

Study this new word. Learning the meaning of this word is a good study habit and will improve your understanding of this LIFEPAC.

yarn (yärn). Thread used in knitting or weaving.

Note: All vocabulary words in this LIFEPAC appear in **boldface** print the first time they are used. If you are unsure of the meaning when you are reading, study the definitions given.

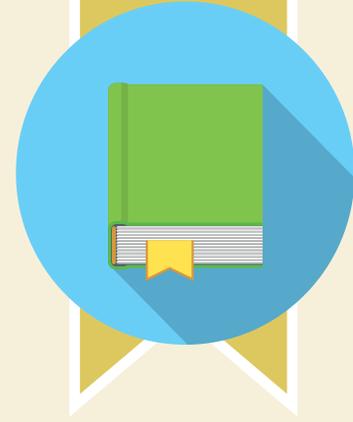
Pronunciation Key: *hat, äge, cäre, fär; let, ēqual, tèrm; it, ĩce; hot, öpen, ôrder; oil; out; cup, püt, rüle; child; long; thin; /TH/ for then; /zh/ for measure; /u/ represents /a/ in about, /e/ in taken, /i/ in pencil, /o/ in lemon, and /u/ in circus.*

Ask your teacher to say this word with you.



Teacher check:

Initials _____ Date _____



Reading for Comprehension

This story, “The Babysitter,” will help you review some important comprehension skills—sequencing and using context clues. As you read, pay attention to the order in which things happen.

The Babysitter

Mary Jo was sitting with her two-year-old brother. Her mother had asked her to watch him while she planned the next meeting of the garden club.

Mary Jo had Jimmy on the rug in her room, reading The Alphabet Book to him. Jimmy didn’t move. He loved books.

“A is for apple,” read Mary Jo.

“See apple,” said Jimmy.

Page after page, Mary Jo continued reading the book. “B is for book, C is for car, D is for dog.” Mary Jo couldn’t believe Jimmy was being so still. “Y is for **yarn**, and Z is for zebra,” she ended.

There was no sound from Jimmy.

“Oh, no! He’s fast asleep,” groaned Mary Jo. “If I call Mom, he’ll wake up. What should I do?”

Mary Jo sat on the floor trying to decide what to do. “I guess I’ll just have to sit here, because I can’t stand up to carry him to bed.”



Before long, Mother came. She wondered why it was so quiet. She laughed as she picked Jimmy up to carry him to his bed.

“You are a very good babysitter, Mary Jo,” she whispered. “Jimmy didn’t bother me or get into any trouble. Thank you for helping.”

The order in which things happen in a story is called the sequence of events. If you want to tell a story you have read to someone, it is important to know the right sequence of events.



Complete these activities about sequence of events.

1.1 Put an X by the sentence that is out of sequence. Then, number the sentences in the order they happened.

- a. _____ Mother put Jimmy to bed.
- b. _____ Mary Jo began reading The Alphabet Book.
- c. _____ Jimmy helped read.
- d. _____ Jimmy fell asleep.

1.2 Number these events from the story “The Babysitter” in sequence. Read *all* the sentences first. One and four are done for you.

- a. _____ Mary Jo began to read The Alphabet Book.
- b. _____ Mother said, “You are a very good babysitter.”
- c. _____ Mary Jo couldn’t move.
- _____ 1 _____ Mother asked Mary Jo to babysit.
- d. _____ Jimmy helped to read the book.
- _____ 4 _____ Jimmy was very quiet. He had fallen asleep.
- e. _____ Mother put Jimmy to bed.

1.3 Jane helps her mother set the table. Read the following sentences and decide what sequence Jane uses to set the table. Write the sentences in the right sequence on the lines.

Next, she put on six plates.

Finally, the glasses go on.

First, Jane put a tablecloth on the table.

After she put on the plates, Jane puts on the knives, forks, and spoons.

Now the table is ready.

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

Another important skill you have learned is using context clues. Context clues help you figure out what a word means in a sentence by looking at the words around it. For example, Mom said that she cannot *afford* a new dress, because Dad is not working this week.

The words around *afford* tell you that mother does not have enough money to buy a new dress. You know the meaning of *afford* by the context clues.

Some words have more than one meaning. Context clues help you to know which meaning is being used. For example, fast means moving quickly or to go without food.

Daniel ran very *fast* and won the race.

Daniel went on a *fast* for three days.

Context clues tell you which meaning to use for *fast*.



Use context clues and circle the correct meaning of each underlined word.

- | | | |
|------------|---|--|
| 1.4 | Mother asked Mary Jo to <u>care for</u> the baby. | like
pay attention to
take charge of |
| 1.5 | Mary Jo <u>continued</u> reading the book. | to do another time
kept on
stayed |
| 1.6 | He was <u>fast</u> asleep. | running
deeply, sound
to eat no food |
| 1.7 | He is <u>awake</u> now. | aroused
to wake up
not asleep |



Using Vowels

You have learned about using long and short vowels, and how to mark them. Read these rules to help you remember.

1. If a word or syllable has only one vowel and it comes at the beginning or between two consonants, it is usually short.

ăm ĭt răn tăxi

2. If a word or syllable has only one vowel and it comes at the end of the word or syllable, it is usually long.

wē sō pōny tōtal

3. If a word or syllable has two vowels, the first vowel is usually long and the second vowel is silent.

trāīn slēāp bōāt tīmē

* Remember, there are always rule breakers—words that do not follow the rules.



Complete this activity.

1.8 Mark the vowels in each word (ō , ǒ). On the line in front of each word, write the number of the rule you used to mark it (1-2-3). Put an X in front of one word that is a rule breaker.

- | | |
|----------------|----------------|
| a. _____ flag | b. _____ pin |
| c. _____ bake | d. _____ cab |
| e. _____ lake | f. _____ tub |
| g. _____ mule | h. _____ sail |
| i. _____ paper | j. _____ robot |
| k. _____ geese | l. _____ cane |
| m. _____ hatch | n. _____ boat |
| o. _____ seven | p. _____ often |
| q. _____ weigh | r. _____ drum |
| s. _____ slide | t. _____ shrub |
| u. _____ cue | v. _____ tie |



Choose the word with the correct vowel and write it on the line.

1.9 The old man walked to the platform with a

_____ .
(can / cane)

1.10 I make my _____ every morning when I get up.
(bed / bead)

1.11 At camp, we sleep on a _____ .
(cot / coat)

1.12 We will use _____ for our art lesson.
(past / paste)

1.13 I _____ all the way to school.
(rain / ran)

1.14 That dog next door is _____ .
(men / mean)

- 1.15 The trained _____ did tricks for us.
(sell / seal)
- 1.16 I dropped an ice _____ on the floor.
(cub / cube)
- 1.17 My grandmother is _____ today.
(fin / fine)
- 1.18 We used _____ to tie up the box.
(twin / twine)

Writing Sentences



Remember, a sentence must express a complete thought. A sentence always begins with a capital letter. A sentence that tells something ends with a period.

Example: I go to school.

A sentence that asks a question ends with a question mark.

Example: What time is it?

A sentence that expresses excitement ends with an exclamation point.

Example: Watch out for that car!



Cross out each group of words that is not a sentence.

- 1.19 At the post office.
- 1.20 Running home.
- 1.21 When are you coming over?
- 1.22 The cat is wet.
- 1.23 are here.



Put the right punctuation mark at the end of each sentence.

Circle each letter that should be capitalized.

- 1.24** where are you going
- 1.25** i am going home
- 1.26** my sister is four years old today
- 1.27** watch out
- 1.28** what do you have in your sack
- 1.29** we had fun at your house
- 1.30** mother, may i go see grandma
- 1.31** what time is school over
- 1.32** the sky is falling



Write four sentences in your best handwriting.

- 1.33** Begin each sentence with a capital letter. Be sure to put a punctuation mark at the end. Make one of your sentences a question.

a. _____

b. _____

c. _____

d. _____



Teacher check:

Initials _____ Date _____



Spelling

In this spelling section, we are reviewing words from Language Arts LIFEPAcs 301, 302, and 303. Review Words-301 all have silent letters. Review Words-302 all have two vowels together, one being long and the other being silent. Review Words-303 all have a vowel and an *r* together. The sound of the vowel is changed by the *r*. Sometimes you hear an *er-r-r* sound and sometimes only the sound of *r*. Say and study each word carefully.

SPELLING WORDS - 1

Review Words-301

knee
knock

fight
night

wrong
write

Review Words-302

beach
speak

maid
goat

speech
float

Review Words-303

herd
apart
cartoon

nurse
perfect
guard

circle
hurry



Complete these spelling activities using Spelling Words-1.

- 1.34** Write Review Words-301 and circle all the silent letters.
- a. _____ b. _____
- c. _____ d. _____
- e. _____ f. _____
- 1.35** Write Review Words-302. Mark the long vowels and put a line through the silent vowels.
- a. _____ b. _____
- c. _____ d. _____
- e. _____ f. _____
- 1.36** Write Review Words-303 under the right heading.
- er**
- a. _____ b. _____
- ur**
- c. _____ d. _____
- e. _____
- ar**
- f. _____ g. _____
- h. _____
- 1.37** Write the words where the vowel plus r make the sound of r.
- a. _____ b. _____
- c. _____

1.38 Choose five words and write them into sentences. Underline the spelling words.

Handwriting practice lines consisting of 10 sets of three horizontal lines (top blue, middle dashed pink, bottom blue).



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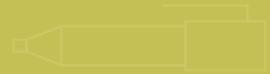
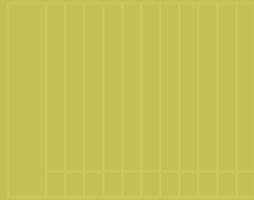
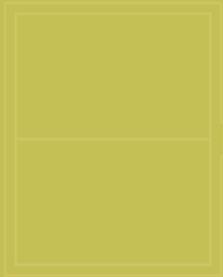
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Ask your teacher to give you a practice spelling test of Spelling Words-1. Restudy the words you missed.



For this Self Test, study what you have read and done. The Self Test will check what you remember.



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