

Full Read, Write, ROAR!

Activity Guide Packet

3rd Grade





LEARNER GUIDE – 3rd Grade

Episode: 315

Phonics Skill

A **prefix** is added to the beginning, or the front, of a word to change the word and its meaning.

un- means **not**

re- means **again**

Read It

Boxes and Bullets

Main idea:

Supporting Details

•

•

•

Try It

Add the prefix -un and -re to make the new word. How does the prefix change the meaning?

un-	Base Word	re-	Base Word
	happy		try
	kind		write
	do		examine

Write It

What word is missing? Fill in the blank with one of the words from above.

Are you _____ when it snows outside or does it make you smile?

When my neighbor said mean words, he was being _____.

My handwriting was really messy, so I have to _____ my letter to my grandma so she can read it.



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Episode: 316

Phonics Skills

A **prefix** is added to the beginning, or the front, of a word to change the word and its meaning.

-un means **not**
-re means **again**

Read It

Read the story below. Circle the words that start with the prefixes **-un** and **-re**.

Grace loved rereading stories. She wanted to be Peter Pan, but unfortunately her class didn't think she could play the part.

Nana reminded Grace that she can be anything she wants to be. Grace restarted her practice for the play.

Words To Know

character - the person in the story
action - is something you do

Write It

Fill in the blank with the missing word.

unfortunate ungrateful
reread remind restart

_____ not lucky
_____ read again
_____ not thankful
_____ to begin doing
 something again
_____ to tell someone
 something again

Think About It



Who are the characters in the story above?



What are the character's actions?



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Read It

When I got home the other day, my house smelled SO good! I walked into the kitchen and saw that my mom had made a cake. Yum! I looked around... I didn't see anyone... so I took just a *tiny* bite. And then another, and then another. Oops! Half the cake was gone! And... ooooooh... I had a tummy ache. My mom walked in and was so mad! I told her it wasn't me. Of course she didn't believe me, so I had to spend my whole afternoon helping my mom make a cake, instead of playing soccer with my friends.

Words to Know

character - the person in the story

action - is something you do

Transition Words

Transition means to change or move from one thing to another. **Transition words** help us understand a change. For example, changing from talking about the cause to the effect.

as a result,
then,
so,
therefore,



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Write It

Use the story above to fill in the T-Chart

Character's actions	What happens because of those actions



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Phonics Skill

Fill in each bubble by adding the suggested prefix or suffix to the root word.

add **-er** to the end of the word

add **-s** to the end of the word

Take

add **-en** to the end of the word

add **re-** to the beginning of the word

add **mis-** to the beginning of the word

drop the **e** and add **-ing** to the end

Try It

Using a story from your own life, fill in the T-chart with the character's actions and what happened because of those actions.

Character's actions	What happened because of those actions



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Read It

Read the story out loud.
Underline the words with the **schwa** sound.

One autumn, a panda bear met a polar bear. "You look different," said Panda. "Where are you from?"

"I'm from the frozen tundra," said Polar Bear. "Where are you from?"

"I'm from the green forest," said Panda.

Polar Bear was afraid of the forest. She thought it was full of a bunch of scary creatures.

"I want to avoid the forest," said Polar Bear. "It is so scary!"

Phonics

The Schwa sound usually sounds like "uh"...like you are thinking. It sounds like the u sound, but it can be spelled with any vowel.

Say the following words out loud. Listen for the schwa sound. Circle the letters that make the schwa sound.

avoid

autumn

tundra

panda

afraid

Write It

Do you think Polar Bear will ever Visit panda?

Think About It

Pandas live in bamboo forests in China. Polar Bears live on the frozen tundra. Could these bears live in the same habitat?



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Third Grade - Episode 402

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Read It

Read the story out loud.
Underline the words with
the **schwa** sound.

The forest was Panda's habitat, so he knew it wasn't scary. Panda felt fortunate to live in the forest. So, Panda decided to invite Polar Bear. "It's not too late. You can visit my forest soon," he said.

Polar Bear was amazed at the invitation. "That is very considerate, Panda," she said. "As long as you promise there are no pirates!"

Write It

1. Make an inference.
2. What is the mood of the story?

Phonics

The Schwa sound usually sounds like "uh"...like you are thinking. It sounds like the u sound, but it can be spelled with any vowel.

Say the following words out loud. Listen for the schwa sound. Circle the letters that make the schwa sound.

Fortunate

Pirate

Considerate

Amazed

Invitation

Words to Know

setting - where the story is happening

mood - the feeling from the story.

infer - take your best guess from the information in the book and in your brain



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Write It

The Schwa sound usually sounds like “uh”...like you are thinking. It sounds like the u or i sound, but it can be spelled with any vowel.

Say the words in the word box out loud. Listen for the schwa sound. Sort the words by their ending.

reluctant	occupant
signal	general
personal	hospital
vital	hesitant
defiant	relevant

-al	-ant

Write It

character - the person in the story

setting - where the story is happening

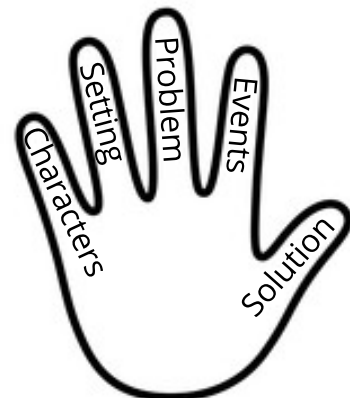
problem - what is wrong in the story

events - something that happens in a story

solution - how the problem is solved

Retell It

5 Finger Retell: Use each of your fingers to remember parts of a story.





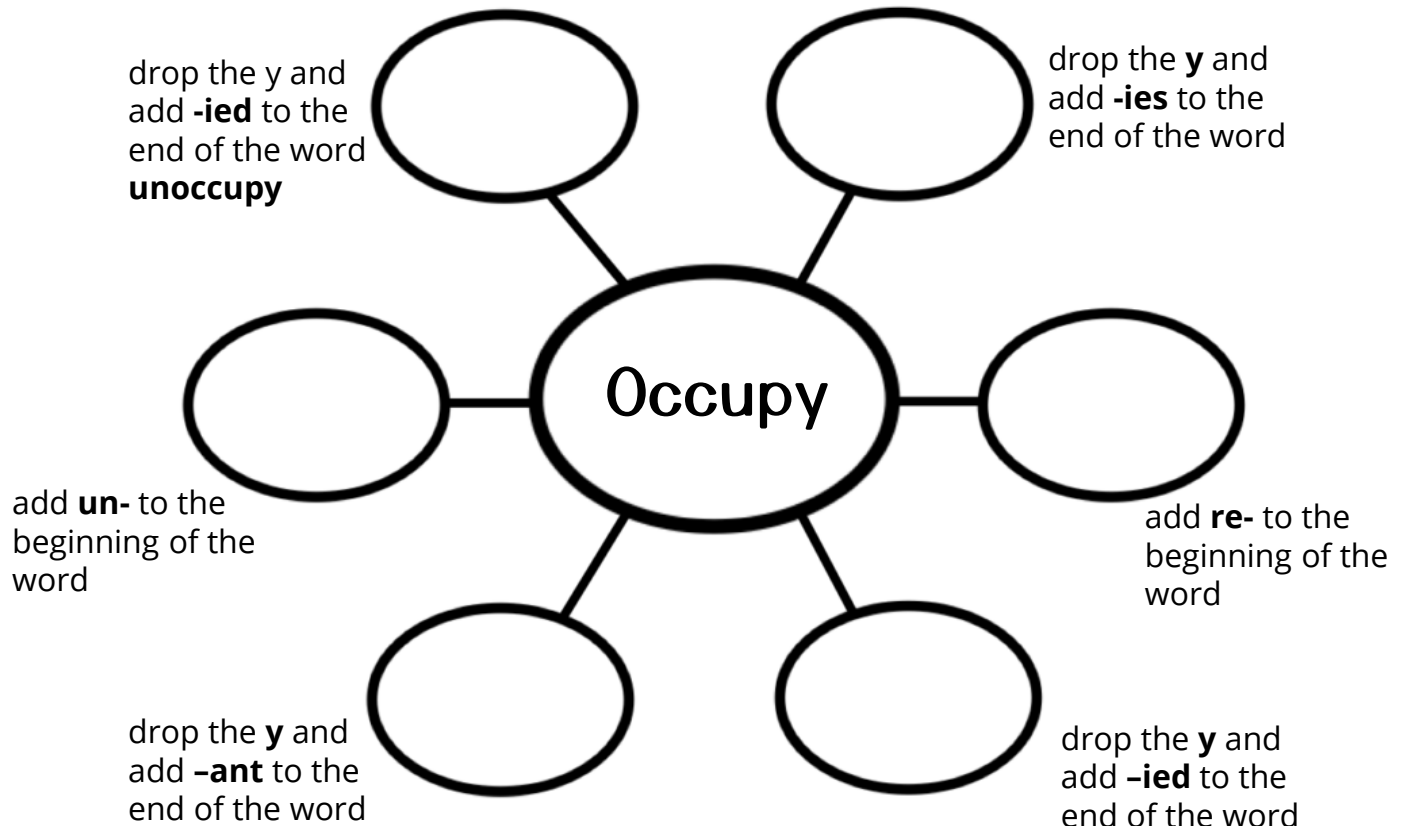
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Write It

Fill in each bubble by adding the suggested prefix and/or suffix to the base word.



Phonics Skills

A **verb** is a word that shows action

An **adjective** is a word that describes something

A **noun** is a person, place, or thing

A **base word** is a word that is complete all by itself

A **prefix** is added to the beginning, or the front, of a word to change the word and its meaning.

A **suffix** is added at the end of a word to change the word and its meaning



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Phonics

A **suffix** is a meaningful word part used at the end of a word.

When you add the suffix **-ity** to the end of an **adjective** (a word that describes), the word becomes a **noun** (person, place, or thing).

Words to Know

infinite - describes something that never ends.

possible - describes something that can happen

available - describes something that you are able to get

Write It

Add the suffix **-ity** to the base word. Write the new word in the space provided.

word	drop the e and add -ity	new definition
infinite		a place that goes on forever
possible		a thing that can be done
available		a thing you can get



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Phonics Skill

When the suffix **-ous** is added to the end of a noun, the word becomes an **adjective**.

An **adjective** describes a word.

-ous means full of

Words to Know

main Idea - The most important idea in a paragraph or story

What is the main idea of the passage in the Read It box below?

Read It

Read the passage out loud. Underline the words ending in -ous.

Kara loved her mountainous forest. She knew the forest wasn't dangerous. She sat still and listened to the glorious sounds of the birds.

Write It

Fill in the first blank with words ending in **-ous** from the story. Use the base word to figure out the meaning of the new word.

1. _____
means full of

_____.

2. _____
means full of

_____.

3. _____
means full of

_____.



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Text Features

Topic or main idea - what the text is mainly about

Sub topic - a smaller division of the main topic

Details - facts or true things that we will learn about the topic

Write It

Fill in the parts of the graphic organizer with information in the word box.

- Animals like to live in cacti
- Every year animals come and make new homes
- Different animals like rats, birds, and bats live in the cactus
- Cactus

Topic	Sub Topic	Details



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Read It

Accurate readers pay attention to every letter in a word. Each word below has been changed by adding or taking away letters. Read each word out loud while paying attention to each letter sound.

den → **deem** → **seem** → **seam**
→ **steam** → **stream** → **mean**
→ **meaner** → **meanest**

Revise It

When you **revise** something, you make it better.

Good writers **revise** their writing by:

- elaborating or telling more by adding more details. Using the word because helps add details to a sentence.
- combining sentences in order to create a smooth flow of words.

Write It

Read the following sentences. Think about how you could revise each sentence to make it sound better. Use the tips from above. Write the new sentence on the line provided.

Woodpeckers like to hang around in the forest.

They eat grubs. They eat insects.

Many woodpeckers live in Michigan.



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Read It

Read the passage out loud.

What an exciting day! We are going on a field trip to the desert! My teacher said the conditions will be hot and dry. He also said we won't be assisting the animals, only observing them. I really hope we see a jackrabbit!

Try It

Use the rules **for dividing syllables** on the words below.

conditions

observing

jackrabbit

Phonics Skills

Words are made up of syllables. A **syllable** is a part of a word with a vowel sound.

Dividing Syllables

- | | |
|---|--|
| - Every syllable has one vowel or vowel team. | -Remember the vowels are a, e, i, o, u and sometimes y. |
| -Place a dot under each vowel. | -This helps us make sure our syllables only have one vowel sound! |
| -Underline any vowel teams. | |
| -Divide syllables between <u>a consonant and a vowel</u> , between <u>two consonants</u> , or between <u>two vowels</u> . | -Two or more letters, usually vowels, sometimes work together to make 1 vowel sound, like ee. |
| -Keep digraphs or consonant blends together. | -Consonant blends usually stay together. Consonant blends are two consonants that make one sound, like ch-, or two consonants that slide together, like bl-. |



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Read It

Read the passage out loud.

My class and I have arrived in the desert! My teacher said to watch out for scorpions. Yikes! I am quietly observing the landscape to see what I can discover. It is so dry here. Scarcity of rain means that there isn't a lot of water. I wonder how a jackrabbit gets water and stays cool?

Write It

Use the rules for **dividing syllables** on the words below.

scorpions

discover

scarcity

Phonics Skill

Words are made up of syllables. A **syllable** is a part of a word with a vowel sound.

Dividing Syllables

- | | |
|---|--|
| - Every syllable has one vowel or vowel team. | -Remember the vowels are a, e, i, o, u and sometimes y. |
| -Place a dot under each vowel. | -This helps us make sure our syllables only have one vowel sound! |
| -Underline any vowel teams. | |
| -Divide syllables between <u>a consonant and a vowel</u> , between <u>two consonants</u> , or between <u>two vowels</u> . | -Two or more letters, usually vowels, sometimes work together to make 1 vowel sound, like ee. |
| -Keep digraphs or consonant blends together. | -Consonant blends usually stay together. Consonant blends are two consonants that make one sound, like ch-, or two consonants that slide together, like bl-. |



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Read It

Read the passage out loud.

Wow, the jackrabbit is amazing! Its ears act like an air conditioner to keep it cool. I also discovered some plants are inedible, which means you can't eat them.

Try It

Use the rules for **dividing syllables** on the words below.

conditioner

discovered

inedible

Phonics Skills

Words are made up of syllables. A **syllable** is a part of a word with a vowel sound.

Dividing Syllables

- | | |
|---|--|
| - Every syllable has one vowel or vowel team. | -Remember the vowels are a, e, i, o, u and sometimes y. |
| -Place a dot under each vowel. | -This helps us make sure our syllables only have one vowel sound! |
| -Underline any vowel teams. | |
| -Divide syllables between <u>a consonant and a vowel</u> , between <u>two consonants</u> , or between <u>two vowels</u> . | -Two or more letters, usually vowels, sometimes work together to make 1 vowel sound, like ee. |
| -Keep digraphs or consonant blends together. | -Consonant blends usually stay together. Consonant blends are two consonants that make one sound, like ch-, or two consonants that slide together, like bl-. |



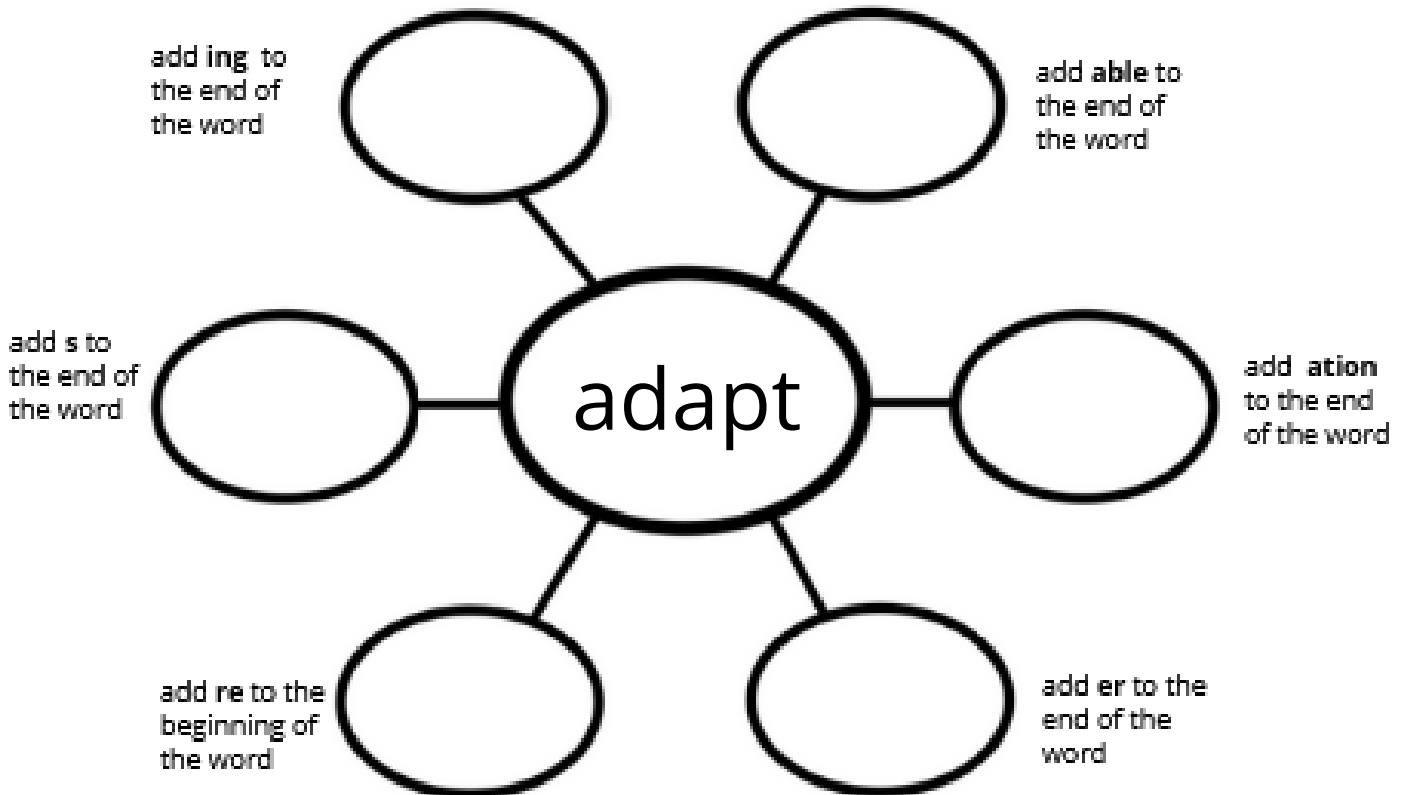
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Read It

Fill in each bubble by adding the suggested prefix and/or suffix to the base word.



Phonics Skills

A **verb** is a word that shows action

An **adjective** is a word that describes something

A **noun** is a person, place, or thing

A **base word** is a word that is complete all by itself

A **prefix** is added to the beginning, or the front, of a word to change the word and its meaning.

A **suffix** is added at the end of a word to change the word and its meaning



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Read It

When we see **t-u-r-e** at the end of a word with more than one syllable, it sounds like /chur/.

This syllable is usually less strong than the other syllables in the word, so we call this an **unaccented syllable**.

We usually say **unaccented syllables** more quickly and more softly than other syllables in a word.

Try It

Listen for the **unaccented syllable** as you read each word. Use the rules for **dividing syllables** on the words below.

future

— —

creature

— —

mixture

— —

Draw It

Draw a picture to go with the sentence.

The creature from the future created a secret mixture..

Dividing Syllables

- | | |
|---|--|
| - Every syllable has one vowel or vowel team. | -This helps us make sure our syllables only have one vowel sound! |
| -Place a dot under each vowel. | -Two or more letters, usually vowels, sometimes work together to make 1 vowel sound, like ee. |
| -Underline any vowel teams. | -Consonant blends usually stay together. Consonant blends are two consonants that make one sound, like ch-, or two consonants that slide together, like bl-. |
| -Divide syllables between <u>a consonant and a vowel</u> , between <u>two consonants</u> , or between <u>two vowels</u> . | |
| -Keep digraphs or consonant blends together. | |
| -Remember the vowels are a, e, i, o, u and sometimes y. | |



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Read It

Read the passage out loud. Listen for the **unaccented syllables** at the end of the words that end with - age. Underline the words with the **-age** suffix.

I planted the seeds my grandpa gave me. Some of them were cabbage seeds! When the seeds started to sprout, I drew an image of my garden to share with Grandpa.

Phonics Skills

Separate the following words into syllables. Then write the word on the line provided.

cabbage

____ _

shortage

____ _

image

____ _

voyage

____ _

Read It

When we see **a-g-e** at the end of a word with more than one syllable, it sounds like /ij/.

This syllable is usually less strong than the other syllables in the word, so we call this an **unaccented syllable**.

We usually say **unaccented syllables** more quickly and more softly than other syllables in a word.

Phonics Skills

cabbage - a green plant that looks like lettuce
shortage - a situation when you don't have enough of something
image - a picture
voyage - a long journey by water or through space



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Read It

Read the passage out loud.
Underline the words with the **-ate** suffix.

When my seeds turned to flowers, I noticed so many butterflies visiting my garden! I watched them fly from flower to flower. I learned butterflies pollinate the flowers. My estimate is that I've seen twenty butterflies!

Try It

Separate the following words into syllables. Then write the word on the line provided.

climate

____ _

pollinate

____ _

illuminate

____ _

estimate

____ _

Phonics Skills

When we see **a-t-e** at the end of a word with more than one syllable, and it is a verb (action word) it sounds like "ate."

When we see **a-t-e** at the end of a word with more than one syllable, and it is a noun (a person, place, or thing) it sounds like /it/.

This syllable is usually less strong than the other syllables in the word, so we call this an **unaccented syllable**.

We usually say **unaccented syllables** more quickly and more softly than other syllables in a word.

Words to Know

climate - the usual weather conditions in a certain place

pollinate - move or carry pollen to a plant so that seeds can be made

illuminate - to make something bright with light

estimate - to make a careful guess about the size, amount, or worth of something -



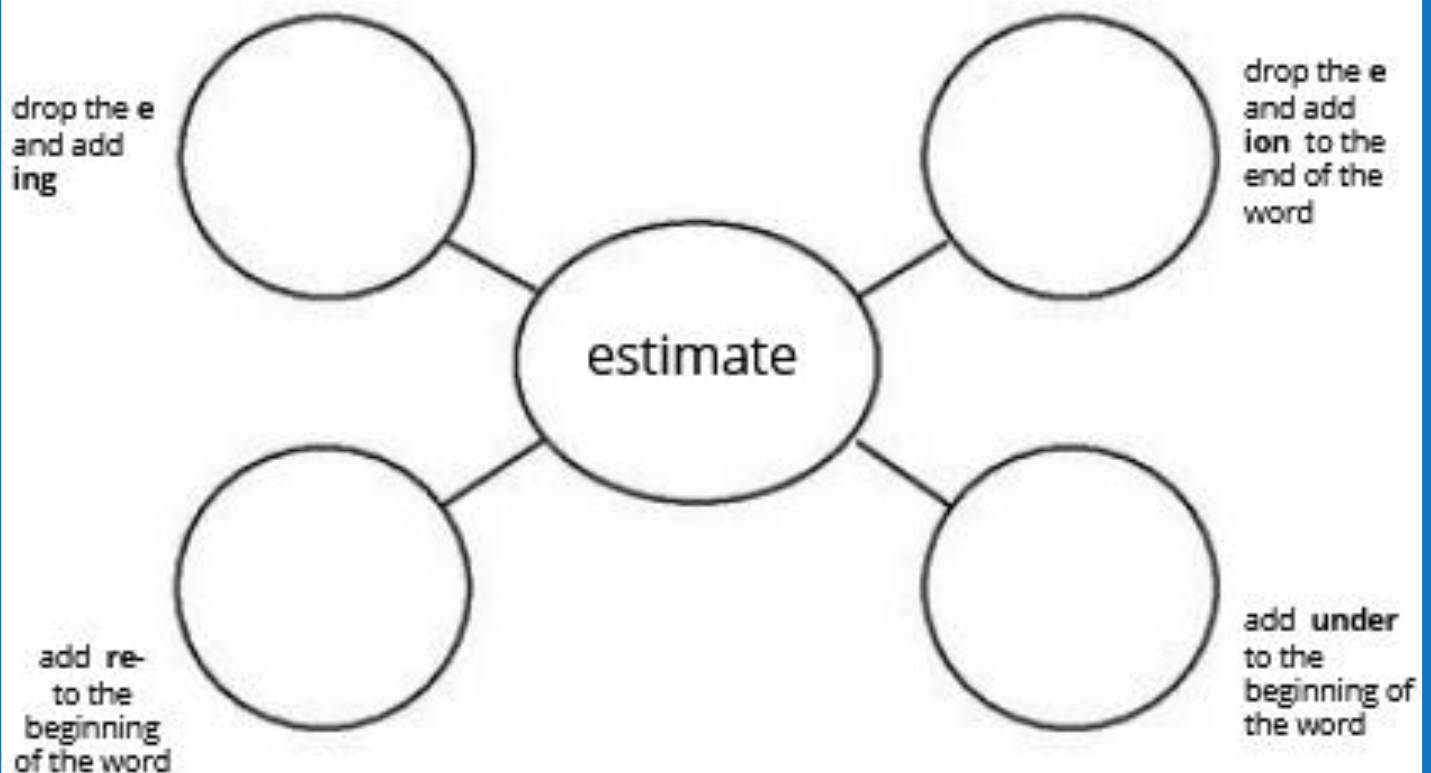
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Read It

Fill in each bubble by adding the suggested prefix or suffix to the root word.



Words to Know

estimate (verb - **ate** sounds like **it**) - to use a close number or make a close guess

estimate (noun - **ate** sounds like **ate**) - a close guess

estimation - the amount you think there is

underestimate - estimate is too low

reestimate - estimate again