



# LANGUAGE ARTS

Student Book

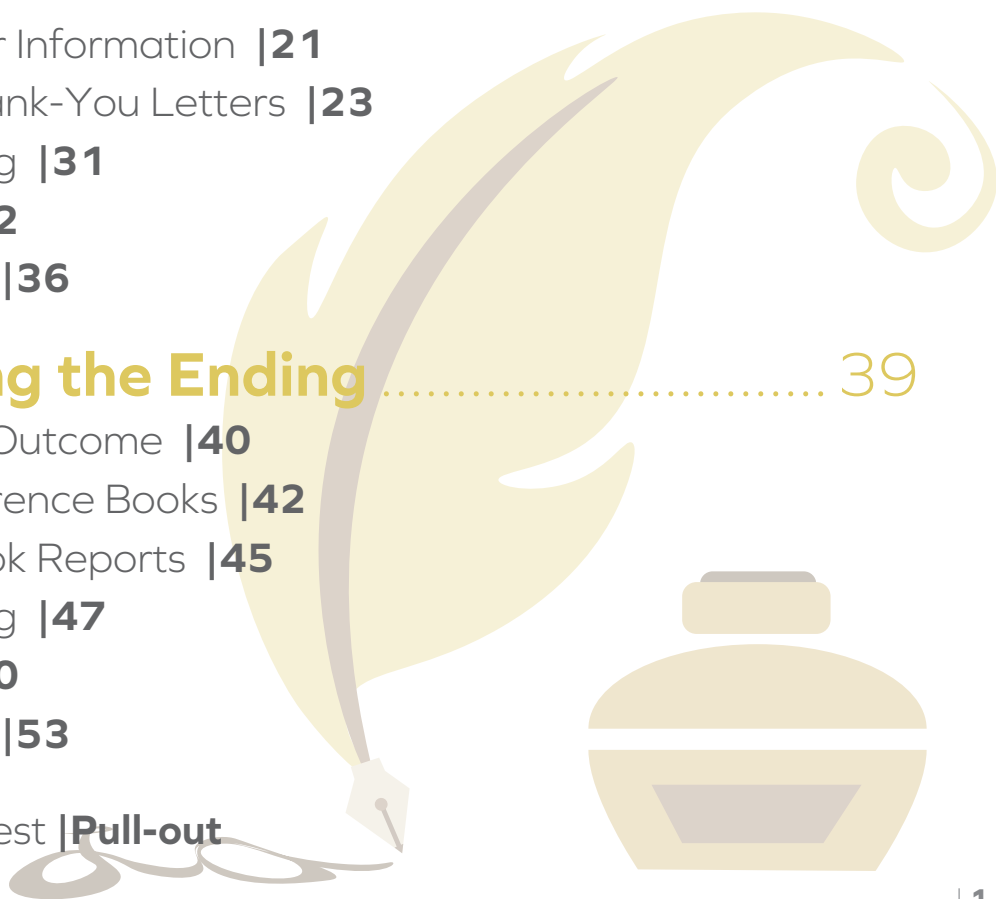
▶ **3rd Grade** | Unit 9

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# LANGUAGE ARTS 309

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# MORE READING & WRITING

This LIFE PAC® will teach some special kinds of reading skills: classifying, reading for information, and using reference books. You will find activities for learning about adverbs. You will also learn about writing book reports and thank-you letters.

When you complete this LIFE PAC, you should be able to write all the letters of the alphabet correctly in cursive handwriting. You will also know how to spell many words with added prefixes and suffixes.

## Objectives

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

1. You will be able to classify words.
2. You will be able to find things that do not belong in a classification.
3. You will be able to tell what an adverb is and find adverbs.
4. You will be able to read to find information.
5. You will be able to write a thank-you letter correctly.
6. You will be able to predict the outcome of a story or short paragraph.
7. You will be able to name three kinds of reference books and tell why each one is used.
8. You will be able to write a book report or give one orally.
9. You will be able to write all the letters in the alphabet in cursive handwriting.
10. You will be able to spell many new words and tell the meaning of three prefixes and four suffixes.

# 1. GROUPING INFORMATION

In this section of your LIFEPAC, you will read a story that will help you learn how to **classify**. You will find out about adverbs—what they are and how to use them in a sentence. You will practice writing the letters of the alphabet and learn to judge the correct size of each letter. You will learn how to spell words with the prefixes *un-*, *re-*, and *dis-*.

## Vocabulary

**Study these new words.** Learning the meanings of these words is a good study habit and will improve your understanding of this LIFEPAC.

**according to** (u kôr' ding tü). In right grouping with.

**classify** (klas' u fî). To put in groups or classes.

**magnets** (mag' nitz). Pieces of iron or steel that pull other bits of iron or steel to them.

**materials** (mu tir' ē ulz). Tools or things needed to do a certain task or activity.

**tone** (tōn). A sound with its length, loudness, and pitch (how high or low).

**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, āge, cāre, fār; let, ēqual, tērm; it, īce; hot, ōpen, ôrder; oil; out; cup, pūt, 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.*

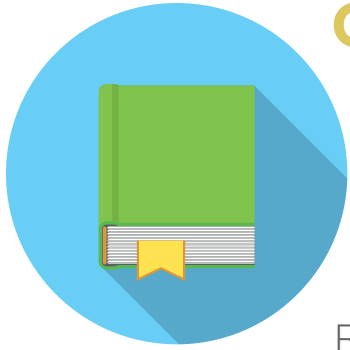
**Ask your teacher to say these words with you.**



**Teacher check:**

Initials \_\_\_\_\_

Date \_\_\_\_\_



## Classifying

Many things are alike in a special way. They can be put into groups. When we group things in the way that they are alike, we are *classifying* them. For example: cats, dogs, giraffes, and frogs are alike because they are all animals.

Read this story to find out how the children in Mrs. Gomez's room learned to classify.



## Clean Up Time

"Before you go home today," said Mrs. Gomez, "we must clean up our room. We have a shelf for each of our things, so please put them in the right places. To help you, I have marked each shelf. You can see this shelf is for our reading **materials**, this one is for math materials, this one is for science materials, and this one is for art supplies. The music materials are too large for the shelf, so I have marked this box for them."

The boys and girls busily worked on their cleaning. They put the readers on the reading-materials shelf. The math games went on the math-materials shelf, and the brushes and paints went on the art-supply shelf.

"Look, I found some **magnets**," said Johnny. "Where do I put them?"

"I know! I know!" said Patty. "I remember using them in science last week. Put them on the science shelf."

"It's easy to know where to put the **tone** bells," said Kathy. "They go in the music box."

"Yes, it is easy to put things in the proper place when you know how to classify things," said Mrs. Gomez.

"What does *classify* mean?" asked the class.

"Classify means that you look at the things to find out how they are alike in

a special way,” said Mrs. Gomez. “Then, you group all the things together **according to** how they are alike. We looked at our things and grouped them according to how they are used. We use tone bells for music, so we put them in the music box. We use magnets for science, so we put them on the science shelf.”

“That job was easy,” said Betty. “We were classifying and didn’t even know it.”

“Our room looks very nice for our ‘Open House’ tonight,” Mrs. Gomez said. “I wish you would do one more small thing before we go today. Look at your desks. Make sure they are as clean and neat as our room.”



| Students put the magnets and tone bells in different classifications.

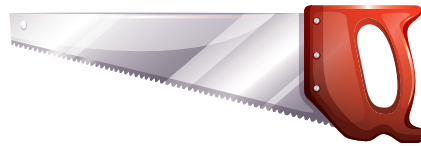
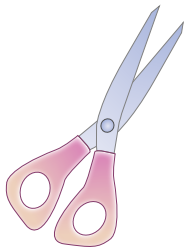


**These pictures are classified.** Put an **X** on the picture that does not belong.

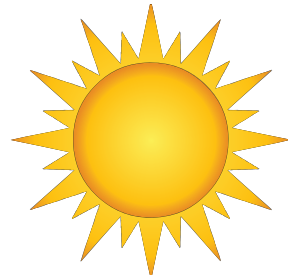
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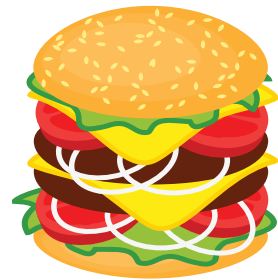
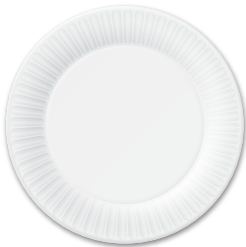
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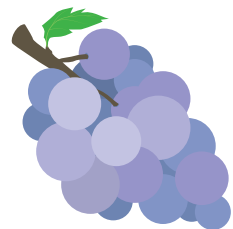
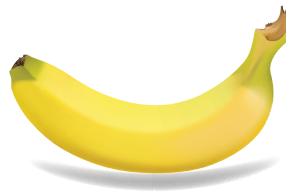
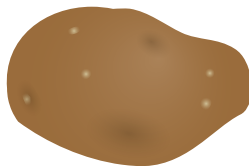
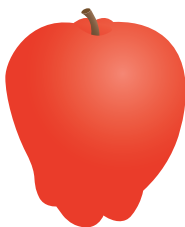
1.3



1.4



1.5







**These words are classified.** Put a circle around the word in each group that does not belong.

**1.6**

- |  |  |  |
|--|--|--|
| a. Sunday<br>Friday<br>Tuesday<br>July<br>Saturday | b. car<br>table<br>bus<br>tractor<br>train | c. grandma<br>sister<br>aunt<br>dad<br>mom |
| d. winter<br>Christmas<br>spring<br>fall<br>summer | e. lunch<br>fork<br>plate<br>spoon<br>bowl |  |



**Write the following words under the correct classification.**

car	tent	pool	pajamas
wagon	river	ocean	bed
pond	nightgown	truck	airplane
lake	crib	train	

**1.7**

Ride In

Swim In

Sleep In

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## Finding Adverbs

Adverbs are words that limit or add to the meanings of the verbs. Some adverbs tell *how* and some adverbs tell *where*.

Adverbs that tell *how* the action of the verb takes place usually end with the suffix *-ly*. Examples of this kind of adverb are slowly, happily, carefully, safely, and quickly.

Some adverbs that tell *how* do not have the suffix *-ly*. Examples of these adverbs are fast, well, high, and hard.

Only a few adverbs tell *where* the action of the verb takes place. Examples of these adverbs are everywhere, down, there, up, and here.



**Circle the adverb in each sentence that tells *how*.** The first one is done for you.

Mary and Jim walked quickly to school.

- 1.8 My little brother can run fast.
- 1.9 Kathy ran happily up the sidewalk.
- 1.10 The boys and girls were sitting quietly.
- 1.11 Bob answered all the questions correctly.
- 1.12 Does Jack paint well?
- 1.13 You must always play safely.
- 1.14 Grandpa cheerfully does his work.
- 1.15 Suzie hit the ball hard.
- 1.16 The children sang joyfully.



**Circle the adverb in each sentence that tells *where*.**

- 1.17 We looked everywhere for our caps.
- 1.18 Will you please sit down?
- 1.19 We saw the hot air balloon go up.
- 1.20 Please put the book there.
- 1.21 Will you bring the chair here?
- 1.22 We plan to go away for the whole summer.



**Draw a box around the adverb in each sentence.** Write *how* in front of each sentence if the adverb tells *how*. Write *where* in front of each sentence if the adverb tells *where*.

- \_\_\_\_\_ **how** \_\_\_\_\_ The boys walked bravely through the forest.
- 1.23 \_\_\_\_\_ Everyone sat quietly in church.
- 1.24 \_\_\_\_\_ The singers sang the songs joyfully.
- 1.25 \_\_\_\_\_ Ann studied her Sunday school lesson well.
- 1.26 \_\_\_\_\_ Don't follow the cars too closely.
- 1.27 \_\_\_\_\_ Put your books down.
- 1.28 \_\_\_\_\_ I couldn't find my shoes anywhere.
- 1.29 \_\_\_\_\_ That song was played differently this time.
- 1.30 \_\_\_\_\_ He went sadly from the store.
- 1.31 \_\_\_\_\_ Are we allowed to play here?



**Write a sentence that tells what an adverb is.**

**1.32** An adverb \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



**Teacher check:**

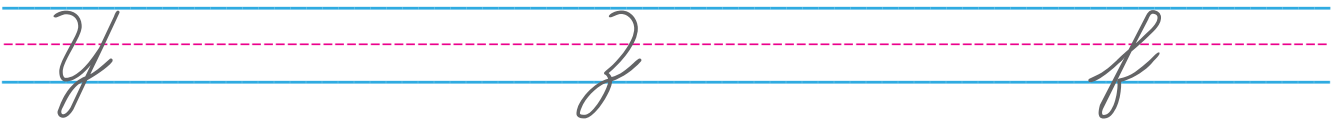
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## Handwriting

Handwriting is an important skill. Do your best work on the following activities. After you have learned to make all the letters in the alphabet, you must pay attention to the size of each letter.

Capital *Y* and *Z* and lowercase *f* are very tall letters. They take up one whole space and half of another space below the line.



Some letters take up a whole space above the line like b, h, k, and l. Some letters take up a whole space with half of the letter above the line and half of the letter below the line. Examples of this kind of a letter are j, g, y, z, q, and p. All capital letters fill a whole space above the line, with Y and Z also going below the line.

*b h k l*

*j g y z q p A B*

Many letters take up only one-half of a space. These letters are lowercase letters. Examples of these letters are a, c, e, m, n, o, r, s, u, v, w, and x.

*a c e m n o r s u v w x*



**Complete these handwriting activities.**

**1.33** Practice making these very tall letters.

*y*  
*z*  
*f*

**1.34** Practice the letters that are above the line.

*b h*  
*k l*

- c. I cannot \_\_\_\_\_ mother. She is counting on me.
- d. Do you \_\_\_\_\_ cherry pie?
- e. Will you please \_\_\_\_\_ the towels so they will look neater?
- f. That tiny tree stayed \_\_\_\_\_ in the windstorm.
- g. Mother was \_\_\_\_\_ because you did not obey her.
- h. Can you make the rabbit \_\_\_\_\_ into the hat?
- i. Jane will \_\_\_\_\_ her arithmetic because she thinks she made a mistake.
- j. My baby sister has learned to \_\_\_\_\_ her shoes and take them off.
- k. Our club will have to \_\_\_\_\_ after this week because we ran out of money.
- l. The hunter needs to \_\_\_\_\_ his gun.
- m. Please \_\_\_\_\_ your paper for mistakes.
- n. My grandparents decided to \_\_\_\_\_ their old farm house.
- o. Please \_\_\_\_\_ your head. It is too warm for a hat.

**1.41** Change each **Mix Up** to a **Fix Up**. Draw a line under each word that does not fit correctly in the sentence under **Mix Up**. Write the correct spelling word in the sentence under **Fix Up**.

**Mix Up**

- a. My shoestring has a knot in it so I cannot tie it.
- b. Don't honor the flag by sitting down when it passes by in the parade.
- c. Please check the problems you finished to make sure you have made no mistakes.
- d. I need to help load this truck again.

- e. God is happy when we do not obey His commandments.
- f. My bathroom is old, so I will model it.
- g. Get out of the car, after you fasten your seat belt.
- h. The magician will make the rabbit appear.

### Fix Up

- a. My shoestring has a knot in it so I cannot \_\_\_\_\_ it.
- b. Don't \_\_\_\_\_ the flag by sitting down when it passes by in the parade.
- c. Please \_\_\_\_\_ the problems you have finished to make sure you have made no mistakes.
- d. I need to help \_\_\_\_\_ this truck.
- e. God is \_\_\_\_\_ when we do not obey His commandments.
- f. My bathroom is old, so I will \_\_\_\_\_ it.
- g. Get out of the car after you \_\_\_\_\_ your seat belt.
- h. The magician will make the rabbit \_\_\_\_\_ .



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



**Teacher check:**

Initials \_\_\_\_\_ Date \_\_\_\_\_



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

# SELF TEST 1

Each answer = 1 point

## Classify these words.

1.01 Write these words under the correct classification:

weeds	bush	boy	girl
tree	snake	cat	dog
flower	grandmother	horse	aunt
grass	mother	chicken	

### Animals

### People

### Plants

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1.02 Look at each group of words carefully. Cross out the word in each group that does not belong with the classification.

- a. butter  
water  
cream  
cheese  
milk

- b. water  
milk  
ice cube  
Kool-Aid  
milk shake

- c. brother  
uncle  
grandpa  
dad  
sister

- d. yesterday  
Wednesday  
Thursday  
Saturday  
Monday

- e. July  
August  
Easter  
March  
May



**Circle the adverb in each sentence.**

- 1.03 You should play safely.
- 1.04 Good students work carefully.
- 1.05 Sometimes, God speaks quietly within us.
- 1.06 We looked everywhere for the library book.
- 1.07 I can hit the ball hard!
- 1.08 Please answer carefully.
- 1.09 Put the chair here.
- 1.010 Does your mother paint well?
- 1.011 Please sit quietly.
- 1.012 Joseph walked slowly.

**Read the sentence and then write *how* or *where* to tell about the adverb.**

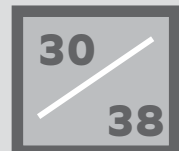
- 1.013 \_\_\_\_\_ The girls walked slowly.
- 1.014 \_\_\_\_\_ Did you look everywhere for your coat?
- 1.015 \_\_\_\_\_ We played the game differently.
- 1.016 \_\_\_\_\_ The baby cried loudly.
- 1.017 \_\_\_\_\_ May we play here?
- 1.018 \_\_\_\_\_ The crowd sat silently.
- 1.019 \_\_\_\_\_ My sister calmly called the fire department.
- 1.020 \_\_\_\_\_ The speedboat went swiftly by us.

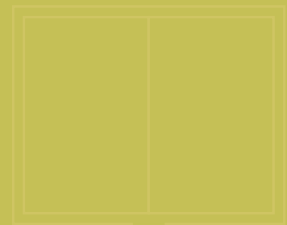
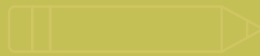
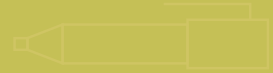
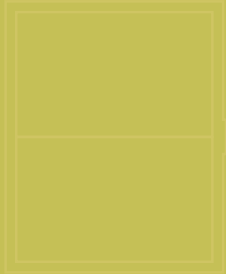
**Teacher check:**

Score \_\_\_\_\_

Initials \_\_\_\_\_

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**Take your spelling test for Spelling Words- 1.**



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