## Literacy Activities

### Grade 3, Week 6

Shades of Meaning, Comprehension & Adjectives

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The Answer Key for this week’s lessons can be found at:

**Printable Answer Key**
hand2mind-link.com/L3-AK-W6

For video lessons and additional resources, visit hand2mindathome.com

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Words can have different shades of meaning. Some words have more intensity or strength in their meaning. Order each set of words from least to most intense, in your opinion. **Answers may vary.**

Example:

*Less intense:* Erin feels **happy** when she sees her best friend.

*More intense:* Erin is **overjoyed** when she sees her best friend after 3 months apart.

### Set 1: Sad
- sad
- discontent
- depressed
- unhappy

### Set 2: Excited
- excited
- eager
- enthusiastic
- hysterical

### Set 3: Worried
- worried
- afraid
- panicked
- nervous
### Day 1 (continued)

Write a sentence for each word in the table below. Think about how each word means something slightly different.

<table>
<thead>
<tr>
<th>Shades of Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>energized</td>
</tr>
</tbody>
</table>

Answers will vary.

1. **energized:**
   
   I was energized after hearing the speech from our coach.

2. **lively:**
   
   We had a lively discussion about the new classroom rules.

3. **fresh:**
   
   The fresh fruit from the farmers market is always a special treat.

4. **sleepy:**
   
   There were a lot of sleepy people on the last train of the night.

5. **exhausted:**
   
   We were exhausted after a long day of practice.
Order each set of words from least to most certain.

**Example:**

*Less certain:* Erin **believes** that her stepdad will come home around 6.

*More certain:* Erin is **certain** her stepdad will be home at exactly 6:05.

<table>
<thead>
<tr>
<th>Less Certain</th>
<th>Most Certain</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>know</strong></td>
<td><strong>know</strong></td>
</tr>
<tr>
<td>question</td>
<td>assume</td>
</tr>
<tr>
<td>assume</td>
<td>question</td>
</tr>
<tr>
<td>think</td>
<td>conclude</td>
</tr>
<tr>
<td>conclude</td>
<td>think</td>
</tr>
<tr>
<td>hope</td>
<td>have no doubt</td>
</tr>
<tr>
<td>have no doubt</td>
<td>guess</td>
</tr>
<tr>
<td>ponder</td>
<td>ponder</td>
</tr>
</tbody>
</table>

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Day 2 (continued)

Write a sentence for each word in the table below. Think about how each word means something slightly different.

<table>
<thead>
<tr>
<th>Shades of Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>knew</td>
</tr>
</tbody>
</table>

1. knew:
   
   We knew that the pep rally was happening in the afternoon.

2. believed:
   
   Ashley believed that she was ready for the big test.

3. suspected:
   
   Jeremy suspected that there was a person missing from class.

4. heard:
   
   I heard that a special guest was coming to visit our school.

5. wondered:
   
   After a rainy morning, we wondered if the field trip would happen.
Jamal neared the front of the roller coaster line. He felt nervous. Why would anyone want to speed around a track inside that strange vehicle?

Jamal had always refused roller coaster rides in the past. But today had to be different. He wasn’t going to admit his fear to his friends.

“You ready?” Rhett asked.

“Sure,” Jamal said, hiding the worry in his voice.

When it was their turn, they climbed into their seats. Jamal quickly buckled his seat belt as his friends screamed out, “This is going to be awesome!”

Suddenly, a voice boomed over the loudspeaker:

“3, 2, 1, blast off!”

And with that, the roller coaster jolted forward like a rocket.

At first, Jamal only felt his stomach doing loop-de-loops. But then, after speeding down the first steep hill, he felt both courage and excitement flow over him all at once.

“Yeahhh!” Jamal cheered as they zipped back to the landing pad. “Let’s do that again!”

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Day 3 (continued)

Readers learn information from the text or the words they read. They also learn information from the pictures they see.

1. Who is the story about?
   
   The story is about Jamal.

2. Where does the story take place?
   
   The story takes place at the amusement park.

3. What can you learn from the illustrations about the setting of the story?
   a. It is raining.
   b. It is a sunny day.
   c. There is a dog riding the roller coaster.

4. Describe what you see in the picture, *This is Fun*. How does this picture help you know how Jamal is feeling when he is riding the roller coaster?

   In the picture, you can see Jamal and his friends. The picture shows Jamal smiling. You can tell that
   Jamal is feeling happy riding the roller coaster.

5. How many friends rode the roller coaster with Jamal? How do you know?

   Five friends rode the roller coaster with Jamal. There are five people in the picture, "Let's Ride Again!"
Day 3 (continued)

Write a story with a beginning, a middle, and an end. Add illustrations to add context to your story. Make sure each illustration has a caption.

Answers will vary.

Allie was nervous for the first soccer game. She had practiced her shooting and dribbling all summer in her backyard. Allie hoped all that practice would pay off.

When she put on her uniform, Allie felt more nervous than ever.

She huddled with her team, took a deep breath, then took the field.

The ball was kicked to Allie and she ran with it. She paused in front of the goal, then shot the ball into the back of the net. Allie scored the first goal of the year for her team! She was happy that her summer practices helped the team.
Today was just one of those days! Hazel woke up 20 minutes after her alarm and didn’t even have time to brush her hair. When she finally got to school, she opened up her backpack and realized that she had forgotten her lunch. Her heart was beating so quickly that she could barely contain her frustration. She couldn’t wait for the bell to ring! Then she’d be able to go home and hug her stuffed bear.

1. Who is the story about?
   The story is about Hazel.

2. What happens to the main character? Circle all correct answers.
   a. She woke up late for school.
   b. She missed the bus.
   c. She forgot her umbrella.
   d. She forgot her lunch.

3. How does the main character feel in the story?
   a. She feels happy.
   b. She feels silly.
   c. She feels frustrated.
4. This photo shows what happens next in the story. What does the photo show you about the next part of the story? Write the rest of the story based on this photo.

Answers will vary.

Hazel went straight home after the bell rang. To Hazel’s surprise, her younger brother was playing with her stuffed bear. Hazel was upset and tried to take the bear from her brother. Hazel’s mom saw them arguing in the backyard and was shocked.
Day 4 (continued)

Describe the photo. What do you see? Where does it take place? What is happening? How do you think the children in the photo might feel?

In the photo I see kids playing with a pinata outside. The photo takes place at a park. There is a girl swinging a stick at the pinata while other boys and girls watch. I think the children might feel excited to see what candy is inside the pinata.

Write a short story that matches this photo.

Laura had a big birthday party in the park with her friends. Laura's mom brought a pinata and tied it to a tree.

All of the kids gathered around to watch Laura hit the pinata with a stick. Laura smashed the pinata and candy went all over the ground. All of her friends had fun picking up the candy at Laura's birthday party.
Day 5

Cut, sort, and glue each adjective from the Adjective Bank into the correct column.

<table>
<thead>
<tr>
<th>Comparative Adjectives</th>
<th>Superlative Adjectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>bigger</td>
<td>hairier</td>
</tr>
<tr>
<td>louder</td>
<td>juicier</td>
</tr>
<tr>
<td>sillier</td>
<td>colder</td>
</tr>
<tr>
<td>slimier</td>
<td>quieter</td>
</tr>
<tr>
<td>farther</td>
<td>braver</td>
</tr>
<tr>
<td>smaller</td>
<td>closer</td>
</tr>
</tbody>
</table>

Adjective Bank

- bigger
- hairier
- louder
- quietest
- farthest
- juicier
- slimiest
- bravest
- sillier
- colder
- closest
- biggest
- quieter
- farthest
- slimier
- coldest
- smallest
- juiciest
- closers
- hairiest
- loudest
- silliest
- bigger
- hairier
- louder
- juicier
- quietest
- farthest
- juicier
- slimiest
- bravest
- sillier
- colder
- closest
- biggest
- quieter
- farthest
- slimier
- coldest
- smallest
- juiciest
- hairiest
- loudest
- silliest
- closer
Day 5 (continued)

Circle the adjective which correctly completes each sentence.

1. My dad’s new car is _______________ than his old car.
   a. bigger
   b. biggest

2. I live in the _______________ building on the street.
   a. fancier
   b. fanciest

3. Mark only eats the _______________ strawberries in the pack.
   a. redder
   b. reddest

4. Francie’s tale about lions is _______________ than her tale about tigers.
   a. longer
   b. longest

5. The third comedian in the talent show was the _______________.
   a. funnier
   b. funniest

Complete each sentence with the correct form of the adjective.

1. I am _______________ (tall) than my younger brother by 3 inches.

2. During pottery class, I made the _______________ (big) bowl.

3. “This is the _______________ (loud) concert I have ever been to!” I screamed to my friend, Abbie.

4. “Apples are _______________ (sweet) than carrots,” the chef explains to us during the cooking lesson.

5. Today is the _______________ (cloudy) day so far this week.