

JOURNEYS



Grab-and-Go!TM Resources

Lesson 14

Includes:

- Blackline Masters and Leveled Practice organized by lesson
- Answer Keys
- Weekly Tests for Key Skills

Observation Checklists and other Informal Assessments can be found in the Assessment section of the Grab-and-GoTM Resources for this grade.

GRADE

3

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Home Letter

Aero and Officer Mike
Home Letter

Dear Family,

This week we explore the question “What are some benefits of dogs interacting with people?” In the informational text **Aero and Officer Mike**, we’ll read about a specially trained dog and a police officer. We’ll read a second informational text, **Kids and Critters**, which tells about the bond between children and animals.

This week’s...

Target Vocabulary: lying, loyal, partners, shift, quiver, patrol, ability, snap

Phonics Skill: Words with *ar*, *or*, *ore*

Vocabulary Strategy: Prefixes *in-*, *im-* (meaning “not”)

Comprehension Skill: Author’s purpose—use text details to tell why an author writes a text

Comprehension Strategy: Summarize—tell the important parts of the text in your own words

Writing Focus: Informative writing—prewrite an explanatory essay

Activities to Do Together

Vocabulary

Ask your child to use the **Target Vocabulary** words to describe a time he or she played or interacted with an animal.

Be Prepared!

Talk with your child about how teachers help students face challenges. Ask your child to tell about a time when a teacher helped him or her face a challenge.

A Pet Paragraph

Ask your child to think about taking care of a pet. Have your child write a paragraph describing what is involved in taking care of a pet he or she has or would like to have.






Go to the *eBook* to read and listen to this week’s selection.

Name _____ Date _____

Weekly To-Do List

Put an X in each box when you finish the activity.

Must Do	May Do
<input type="checkbox"/> Practice pages _____	<input type="checkbox"/> Reading Log
<input type="checkbox"/>  Comprehension and Fluency Literacy Center	<input type="checkbox"/> Vocabulary in Context Cards
<input type="checkbox"/>  Word Study Literacy Center	<input type="checkbox"/> Spelling
<input type="checkbox"/>  Think and Write Literacy Center	<input type="checkbox"/> Writing
<input type="checkbox"/> Read	<input type="checkbox"/> Other _____ _____ _____
<input type="checkbox"/> Other _____ _____ _____	

I read...

<input type="checkbox"/> Monday	
<input type="checkbox"/> Tuesday	
<input type="checkbox"/> Wednesday	
<input type="checkbox"/> Thursday	
<input type="checkbox"/> Friday	

Name _____ Date _____

Aero and Officer Mike
Vocabulary Word Cards

lying	quiver
loyal	patrol
partners	ability
shift	snap

Name _____ Date _____

Target Vocabulary

Dog Helpers
Target Vocabulary

Fill in two more Examples and Non-examples for *lying*. Then create your own Four-Square Maps for two of the remaining Target Vocabulary words.

Vocabulary

lying	shift	ability
loyal	quiver	snap
partners	patrol	

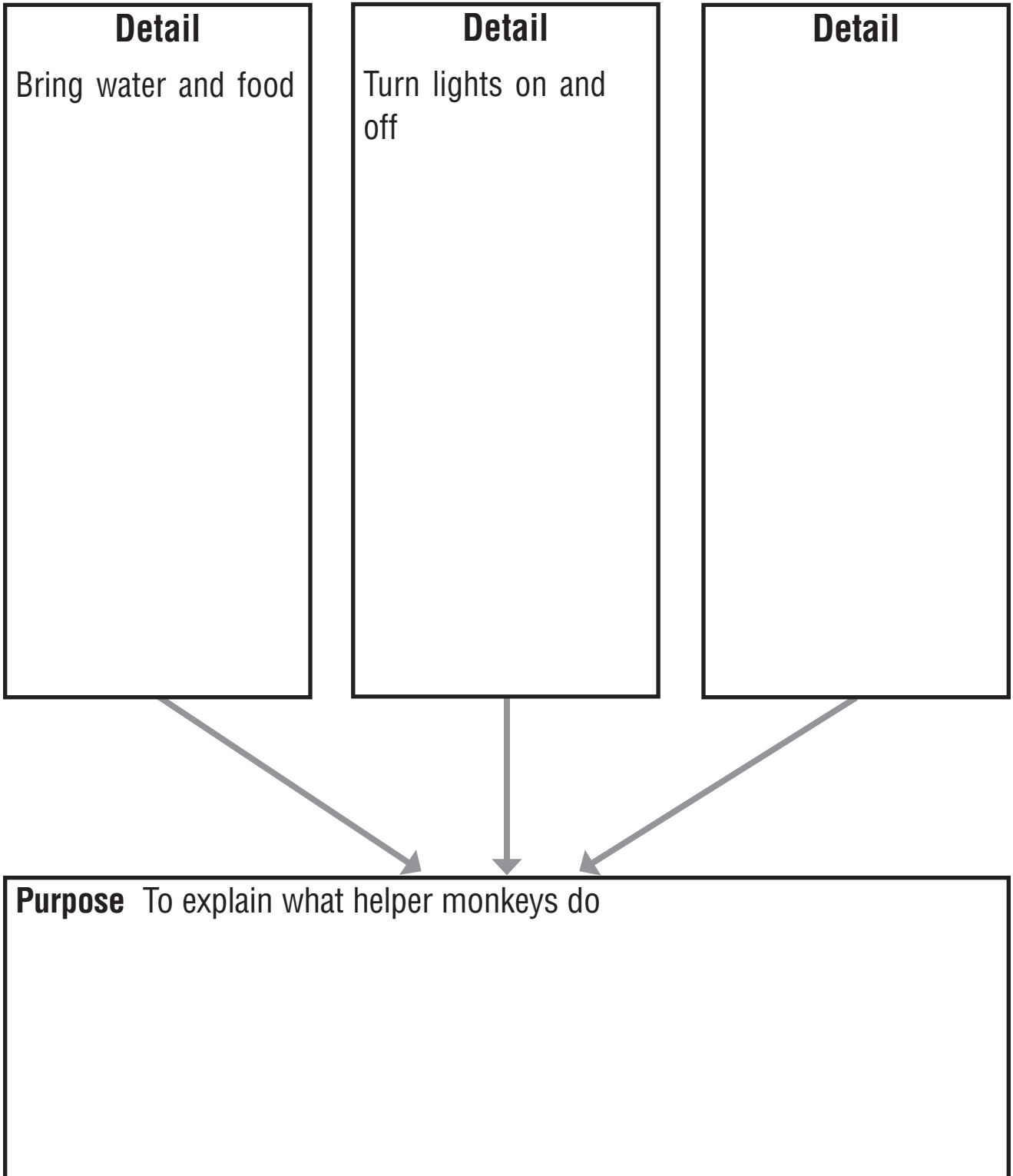
<p>Definition reclining; resting flat</p>		<p style="text-align: right;">Example</p> <ul style="list-style-type: none"> • a baby sleeping in his crib. • _____ • _____ • _____
<div style="border: 2px solid black; width: 100px; height: 100px; margin: 0 auto; display: flex; align-items: center; justify-content: center;"> <p>lying</p> </div>		
<p>Sentence The cat is lying on top of Dad's newspaper.</p>		<p style="text-align: right;">Non-example</p> <ul style="list-style-type: none"> • standing • _____ • _____ • _____ • _____

Name _____ Date _____

Inference Map: Author's Purpose

Helper Monkeys
Graphic Organizer 8

Title Helper Monkeys

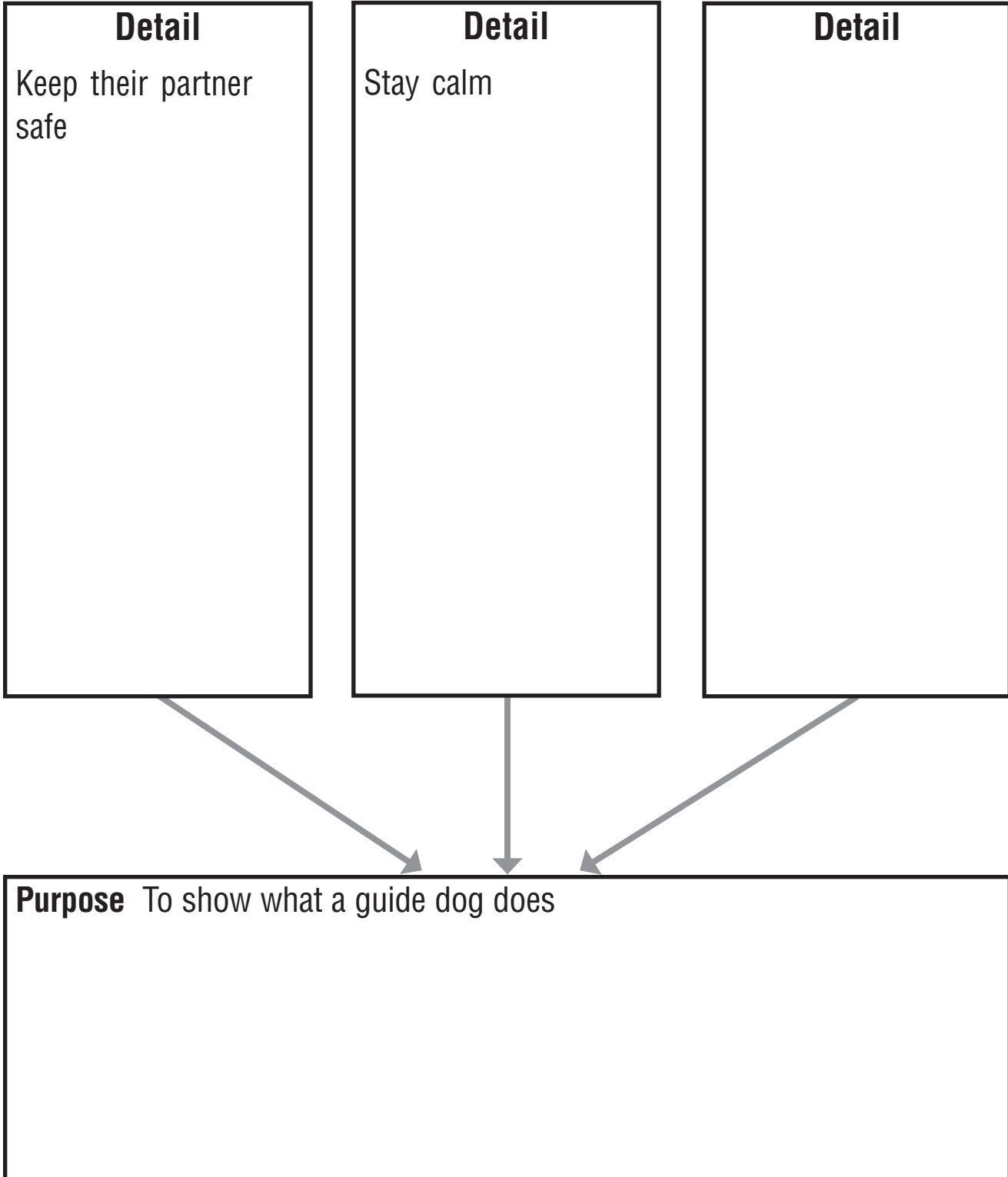


Name _____ Date _____

Inference Map: Author's Purpose

Good Dogs, Guide Dogs
Graphic Organizer 8

Title Good Dogs, Guide Dogs

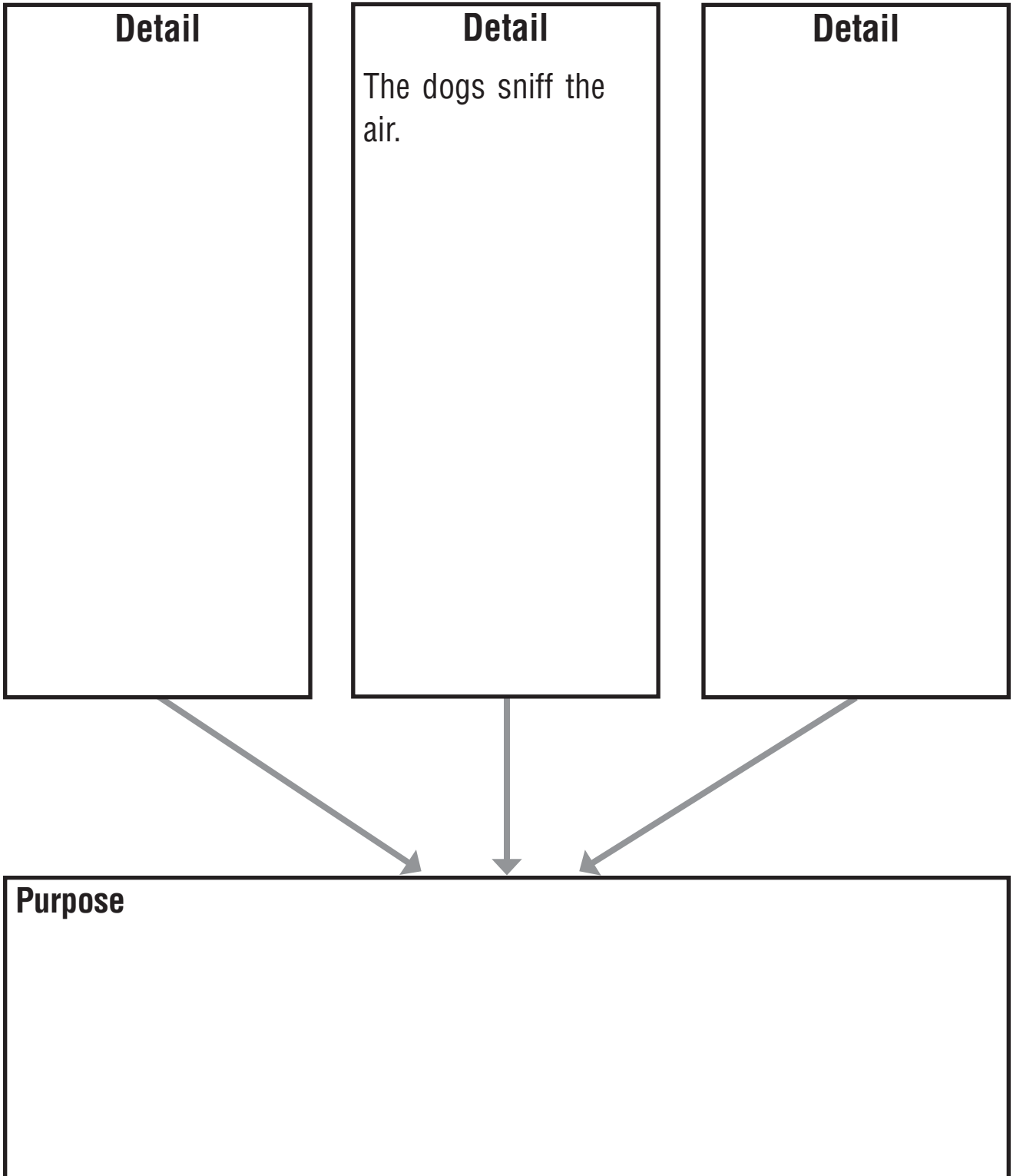


Name _____ Date _____

Inference Map: Author's Purpose

Dogs to the Rescue
Graphic Organizer 8

Title *Dogs to the Rescue*

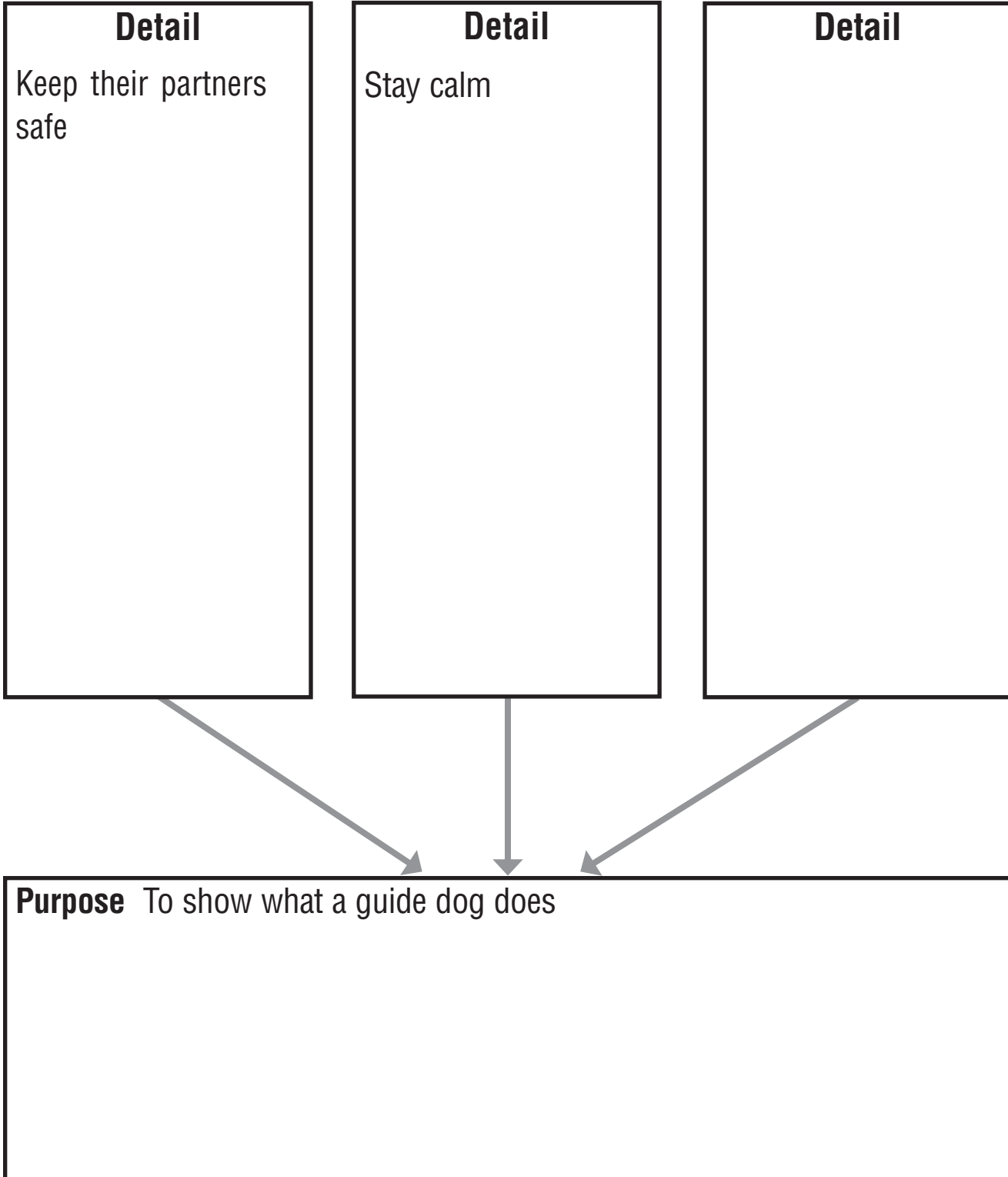


Name _____ Date _____

Inference Map: Author's Purpose

Dogs That Help People
Graphic Organizer 8

Title *Dogs That Help People*



Words with *ar, or, ore*

Aero and Officer MikePhonics: Words with
ar, or, ore

Read each sentence. Circle the letter of the answer that correctly completes the underlined word. Write the missing letters on the line. The first one has been done for you.

1. We saw a pig and a duck at the far_____m.

A ar

B or

C ore

2. You can buy bread at the st_____.

A ar

B or

C ore

3. Will you read me a st_____y?

A ar

B or

C ore

4. Did you hit the t_____get?

A ar

B or

C ore

5. When he sleeps, he sn_____s.

A ar

B or

C ore

Cumulative Review

Circle the correct word to complete each sentence.
The first one has been done for you.

1. I can only eat **port/part** of the pie.
2. We grow lots of food on our **farm/form**.
3. You can see many **stores/stars** in the night sky.
4. **They'll/They've** be at the park tomorrow.
5. We ran inside to get out of the **storm/story**.
6. Let's go play at the **pork/park**.
7. Use some soap when you mop the **flare/floor**.
8. Would you like some **more/mare** jam?
9. **I've/I'll** gone to the fair many times.
10. I don't **core/care** where we go.

Prefixes *in-*, *im-*

Aero and Officer Mike**Vocabulary Strategies:**
Prefixes *in-*, *im-*

Read each question. Think about the meaning of the underlined word. Use the meaning of the prefix and the meaning of the base word to help you. Circle the letter of the correct answer. The first one has been done for you.

1. Which of the following is incomplete?

- A** a house that is missing a roof
B a toy that has all of its parts

2. Which of the following is impossible?

- A** a man walking down the street
B a man flapping his arms and flying through the air

3. Which of the following is impolite?

- A** pushing someone out of your way
B holding the door open for someone

4. Which of the following is imperfect?

- A** a homework paper that got an A+
B a test full of wrong answers

Name _____

Date _____

Words with *ar, or, ore*

Aero and Officer Mike

Phonics: Words with
ar, or, ore

Complete each sentence with a word from the box containing *ar, or, or ore*.

forget

marched

market

porch

corner

partner

chores

forest

target

boring

1. One of my _____ is making my bed.
2. She did not aim well and missed the _____.
3. Let's go camping in the _____.
4. We like to sit outside of the house on our front _____.
5. Pick up some fresh fruit at the farmer's _____.
6. She yawned because his story was very _____.
7. My friend lives just around the _____ from me.
8. I practice often with my dance _____.
9. Don't _____ to order dinner for us.
10. The band _____ down the street in a straight line.

Name _____

Date _____

Cumulative Review

Read the word. Write a word that rhymes with it and uses the same letter pattern. Then use the words together in a sentence.

1. store _____

2. dark _____

3. farm _____

4. corn _____

5. start _____

Name _____ Date _____

Prefixes *in-*, *im-*

Aero and Officer Mike
Vocabulary Strategies:
Prefixes *in-*, *im-*

Underline the base word in the given word. Then use the given word in a sentence.

1. **impolite** _____

2. **incomplete** _____

3. **impossible** _____

4. **imperfect** _____

5. **inactive** _____

Words with *ar, or, ore*

Aero and Officer MikePhonics: Words with
ar, or, ore

Circle the correct spelling for the picture name. Say the word.

1.



horese horse

2.



jar jare

3.



chore chor

4.



north noeth

5.



arem arm

6.



snor snore

Name _____ Date _____

Cumulative Review

Aero and Officer Mike
Phonics: Cumulative Review

Look at the picture. Say the word aloud. Then write three more words with the same vowel sound and letter pattern as the bold word.

store



car



corn



Name _____

Date _____

Prefixes *in-*, *im-*

Aero and Officer Mike

Vocabulary Strategies:
Prefixes *in-*, *im-*

Put the prefix and the base word together. Write the new word on the line. Then draw a picture in the box below that shows the meaning of the new word.

1. im + possible _____



2. in + complete _____



3. im + polite _____



Name _____ Date _____

Aero and Officer Mike

Test Record Form

TEST RECORD FORM	Possible Score	Acceptable Score	Student Score
Vocabulary: Target Vocabulary, Prefixes <i>in-</i> , <i>im-</i>	10	7	
Comprehension: Author's Purpose, Point of View, Anchor Text	10	7	
Phonics: Words with <i>ar</i> , <i>or</i> , <i>ore</i>	10	7	
Grammar: Pronoun-Verb Agreement	10	7	
TOTAL	40	28	
Total Student Score × 2.5 =			%

Vocabulary

Answer Numbers 1 through 10. Choose the best answer for each question.

- 1 What does the word *ability* mean in the sentence below?

Hummingbirds have the ability to fly backwards.

- (A) special skill
- (B) difficult task
- (C) strange habit
- (D) favorite game

- 2 What does the word *patrols* mean in the sentence below?

Our cat patrols the backyard for squirrels and rabbits.

- (F) sniffs around
- (G) plays games in
- (H) adds danger to
- (I) keeps watch over

- 3 What does the word *partners* mean in the sentence below?

Jack and Greg are partners, so they share the tasks of the job.

- (A) people who are bosses
- (B) people who are friends
- (C) people who work together
- (D) people who like the same color

- 4 What does the word *snap* mean in the sentence below?

When the turtle sees the worm, it will snap at it.

- (F) open wide
- (G) bite suddenly
- (H) blink quickly
- (I) swim toward

- 5 What does the word *quiver* mean in the sentence below?

The puppies quiver with excitement when they see the kitten.

- (A) fall
- (B) howl
- (C) scratch
- (D) shake

- 6 What does the word *incorrect* mean in the sentence below?

Grandma did not get my postcard because the address I wrote was incorrect.

- (F) long
- (G) old
- (H) small
- (I) wrong

- 7 What does the word *impolite* mean in the sentence below?

It is impolite to push in front of someone in line.

- (A) lazy
- (B) rude
- (C) sorry
- (D) wise

- 8 What does the word *incomplete* mean in the sentence below?

Your art project is incomplete; you still need to paint it.

- (F) not full
- (G) not used
- (H) not needed
- (I) not finished

- 9 Which of the following describes someone who is *impatient*?

- (A) feels sleepy
- (B) talks too loudly
- (C) does not feel well
- (D) does not like to wait

- 10 Which of the following describes something that is *impossible*?

- (F) It will not be fun.
- (G) It cannot be done.
- (H) It is not hard to do.
- (I) It does not take long.



Comprehension

Answer Numbers 1 through 8. Base your answers on the story “Aero and Officer Mike.”

- 1 Why did the author write this story?
 - A to prove that dogs are smart
 - B to explain how to train dogs
 - C to show what police dogs do
 - D to tell how dogs can help people

- 2 Why did the author write the section called “On Duty”?
 - F to explain that police cars are better than regular cars
 - G to describe Aero’s police car and tell how he protects it
 - H to show what a long, hard day Aero has when he works
 - I to show that Aero has many duties and tasks to perform

- 3 Which of the author’s words show that police dogs get to play sometimes?
 - A “When Aero is on duty, he’s not allowed to play.”
 - B “Aero likes children and is always gentle with them.”
 - C “Aero knows he’ll also have time to explore a little and maybe chase a tennis ball while they are stopped.”
 - D “When Aero and Officer Mike have been in the police car for a few hours, Aero will need to take a break.”

- 4 Why does the author write that *each person has a scent that is different from everyone else’s scent*?
 - F to help explain why Aero is so gentle with sick children
 - G to help explain how Aero can find people by using his nose
 - H to help explain why it is hard for children to play hide-and-seek
 - I to help explain how animals know who is friendly and who is not

Name _____ Date _____

Aero and Officer Mike
Comprehension

- 5 Why does the author include information about how to approach Aero?
- Ⓐ to show readers that not all dogs are police dogs
 - Ⓑ to explain to readers how dangerous dogs can be
 - Ⓒ to teach readers how to be safe around police dogs
 - Ⓓ to tell readers how scared dogs can get when they meet children
- 6 Why did the author write the section called “Back at the Station”?
- Ⓕ to tell how important Aero is to Officer Mike
 - Ⓖ to tell where Aero and Officer Mike sleep every night
 - Ⓗ to tell what Aero and Officer Mike do when they take a break
 - Ⓘ to tell what happens at the end of Aero and Officer Mike’s shift
- 7 Which of the following would Officer Mike MOST LIKELY say about Aero?
- Ⓐ Aero spends too much time working.
 - Ⓑ Aero enjoys working as a police dog.
 - Ⓒ Aero wants to be like other dogs.
 - Ⓓ Aero likes to take a lot of naps.
- 8 Which of the following does the author MOST LIKELY think about Aero?
- Ⓕ that Aero should go to the veterinarian for checkups more often
 - Ⓖ that Aero is difficult to work with
 - Ⓗ that Aero is good at his job
 - Ⓘ that Aero is dangerous

Name _____ Date _____

Aero and Officer Mike
Comprehension

Use the stories “Aero and Officer Mike” and “Kids and Critters: A Nature Newsletter” to answer Numbers 9 and 10.

- 9 How are the children in 4-H similar to Aero?
- A They visit schools to help children.
 - B They do good things for the community.
 - C They help find people who break the law.
 - D They win prizes when they do a good job.
- 10 How are Aero and the shelter dogs ALIKE?
- F They need exercise.
 - G They need special collars.
 - H They live with police officers.
 - I They get to ride in police cars.

Mark Student Reading Level:

___ Independent ___ Instructional ___ Listening

Author's Purpose, Point of View, Anchor Text

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Phonics

Answer Numbers 1 through 10. Choose the best answer for each question.

- 1 Which word BEST completes the sentence below?

There are some pickles in the _____.

- (A) jair
- (B) jar
- (C) jer
- (D) jur

- 2 Which word BEST completes the sentence below?

The soft pillows are quite _____.

- (F) comfertable
- (G) comfirtable
- (H) comfortable
- (I) comfurtable

- 3 Which word BEST completes the sentence below?

We rowed the boat up to the _____.

- (A) share
- (B) shire
- (C) shore
- (D) shour

- 4 Which word BEST completes the sentence below?

The big box is made of _____.

- (F) cardboard
- (G) caredboard
- (H) cirdboard
- (I) curdboard

- 5 Which word BEST completes the sentence below?

If the weather is nice, we will sit on the _____.

- (A) pirch
- (B) porch
- (C) purch
- (D) pyrch

- 6 Which word BEST completes the sentence below?

The rabbit hopped to its den in the _____.

- (F) firest
- (G) forest
- (H) fourest
- (I) furest

- 7 Which word BEST completes the sentence below?

Brian is buying milk at the _____.

- (A) star
- (B) stir
- (C) store
- (D) stour

- 8 Which word BEST completes the sentence below?

The month after February is _____.

- (F) March
- (G) Marech
- (H) Mirch
- (I) Murch

- 9 Which word BEST completes the sentence below?

If you are still hungry, you can eat some _____.

- (A) mire
- (B) more
- (C) mour
- (D) mure

- 10 Which word BEST completes the sentence below?

Maria lives in the house on the _____.

- (F) carner
- (G) corner
- (H) courner
- (I) curner



Grammar

Answer Numbers 1 through 10. Choose the best answer for each question.

- 1 What change should be made to the sentence below?

He like to go swimming.

- (A) change *like* to **likes**
- (B) change *like* to **likes**
- (C) change *like* to **liking**
- (D) change *like* to **likeing**

- 2 What change should be made to the sentence below?

He watching the soccer game every Saturday.

- (F) change *watching* to **watch**
- (G) change *watching* to **watches**
- (H) change *watching* to **watches**
- (I) change *watching* to **watcher**

- 3 What change should be made to the sentence below?

They taking the dog for a walk every morning.

- (A) change *taking* to **taks**
- (B) change *taking* to **take**
- (C) change *taking* to **is takes**
- (D) change *taking* to **taked**

- 4 What change should be made to the sentence below?

I needes to tie my shoe.

- (F) change *needes* to **need**
- (G) change *needes* to **needs**
- (H) change *needes* to **is need**
- (I) change *needes* to **needing**

- 5 What change should be made to the sentence below?

She opening the door slowly.

- (A) change *opening* to **open**
- (B) change *opening* to **opens**
- (C) change *opening* to **openes**
- (D) change *opening* to **opener**

- 6 What change should be made to the sentence below?

It take a long time to grow a tree.

- (F) change *take* to **is take**
- (G) change *take* to **takees**
- (H) change *take* to **taks**
- (I) change *take* to **takes**

- 7 What change should be made to the sentence below?

You are have a blue pen in your backpack.

- (A) change *are have* to **havs**
- (B) change *are have* to **have**
- (C) change *are have* to **havees**
- (D) change *are have* to **having**

- 8 What change should be made to the sentence below?

She is mash the potatoes for supper.

- (F) change *is mash* to **mash**
- (G) change *is mash* to **mashs**
- (H) change *is mash* to **mashes**
- (I) change *is mash* to **mashing**

Name _____ Date _____

- 9 Which word is a PRONOUN in the sentence below?

Harry sat with us on a couch.

- Ⓐ sat
- Ⓑ us
- Ⓒ on
- Ⓓ couch

- 10 Which word is a PRONOUN in the sentence below?

He ran around the playground.

- Ⓕ He
- Ⓖ ran
- Ⓗ around
- Ⓘ the



Police Dog Hero

Read the chant with a partner. Then use Target Vocabulary words to talk about why police dogs are good helpers.

Run, Aero, run!
Be a police dog hero!
Chase the criminals, and when you're done,
follow the scent of lost children,
and bring them home to have fun.

Help your **partner**, Officer Mike,
as you **patrol** the town.
Obey his commands and ride in his car.
Show your **ability** to track things down.
Show what a true, **loyal** friend you are.

We know your training never ends.
You're always learning, helping too.
When you're scared, you might **quiver**
or **snap** at someone new.
But you always obey, because you're true
to Officer Mike, the man in blue.

When you visit our school,
you're **lying** down and gentle.
No one would guess what a hero you are,
but the badge on your collar gives us a clue
about your work and all that you do.
Aero, the police dog, we're so proud of you!
You help Officer Mike
and all of us too.



Aero and Officer Mike: Police Partners

Aero is a German shepherd dog. He lives with Officer Mike. Officer Mike and Aero are **partners**. They work a twelve-hour **shift** as police officers.

Officer Mike wears a uniform and a badge. Aero wears a badge on his collar. Aero catches criminals and finds lost children. He protects Officer Mike when they **patrol** the city.

Aero is very **loyal** to Officer Mike and obeys all his commands. Aero's training never ends. He is always learning something new. Sometimes he gets scared and starts to **quiver** in fear, but he always obeys.

Police dogs have an important **ability**. They can find people by following their scent, or smell. This skill helps them to find missing children.

Police dogs need to stay healthy, so Aero goes to a veterinarian for regular checkups. During a checkup, Aero is always **lying** quietly.

Aero is also gentle when he visits schools and hospitals. Officer Mike shows the children Aero's special abilities. He warns the children not to sneak up behind the dog. Aero might get scared and **snap** at them.

Aero and Officer Mike Selection Summary

Lesson 14
BLACKLINE MASTER 14.4

Name _____ Date _____

Target Vocabulary

Fill in two more Examples and Non-examples for *lying*. Then create your own Four-Square Maps for two of the remaining Target Vocabulary words. Possible responses shown.

Vocabulary

lying	shift	ability
loyal	quiver	snap
partners	patrol	

Definition
reclining; resting flat

lying

Example

- a baby sleeping in his crib.
- a pile of clothes on the floor
- _____
- _____
- a book on the table
- _____
- _____

Sentence
The cat is lying on top of Dad's newspaper.

lying

Non-example

- standing
- sitting
- _____
- _____
- jumping
- _____
- _____

Read directions to students.
Target Vocabulary
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6

Grade 3, Unit 3

Lesson 14
BLACKLINE MASTER 14.5

Name _____ Date _____

Inference Map: Author's Purpose

Title Helper Monkeys

Possible response shown.

Detail

Bring water and food

Detail

Turn lights on and off

Detail

Become good friends with their human companions

Purpose To explain what helper monkeys do

7

Grade 3, Unit 3

Name _____ Date _____

Inference Map: Author's Purpose

Title Good Dogs, Guide Dogs

Possible response shown.

Detail
Keep their partner safe

Detail
Stay calm

Detail
Know when to disobey a command

Purpose To show what a guide dog does

Name _____ Date _____

Inference Map: Author's Purpose

Title Dogs to the Rescue

Possible responses shown.

Detail
The dogs follow the scent of a person's skin.

Detail
The dogs sniff the air.

Detail
The dogs bark when they find the missing person.

Purpose To show how a SAR dog finds a missing person

Lesson 14
BLACKLINE MASTER 14.8

Name _____ Date _____

Inference Map: Author's Purpose

Title Dogs That Help People

Possible response shown.

Detail

Keep their partners safe

Detail

Stay calm

Detail

Learn to obey commands

Purpose To show what a guide dog does

Lesson 14
LEVELED PRACTICE SR14.1

Aero and Officer Mike
Phonics: Words with *ar, or, ore*

Words with ar, or, ore

Read each sentence. Circle the letter of the answer that correctly completes the underlined word. Write the missing letters on the line. The first one has been done for you. (1 point each)

1. We saw a pig and a duck at the f ar ____m.
 A ar B or C ore
2. You can buy bread at the st ore ____.
 A ar B or C ore
3. Will you read me a st or ____y?
 A ar B or C ore
4. Did you hit the t ar ____get?
 A ar B or C ore
5. When he sleeps, he sn ore ____s.
 A ar B or C ore

Read directions to students.
Phonics

11

Assessment Tip: Total 4 Points
Grade 3, Unit 3

Lesson 14
BLACKLINE MASTER 14.8

Name _____ Date _____

Dogs That Help People
Graphic Organizer 8

Detail

Keep their partners safe

Detail

Stay calm

Detail

Learn to obey commands

Purpose To show what a guide dog does

Lesson 14
BLACKLINE MASTER 14.8

Dogs That Help People
Graphic Organizer 8

Read directions to students.
Phonics

10

Assessment Tip: Total 4 Points
Grade 3, Unit 3

Name _____ Date _____

Cumulative Review

Circle the correct word to complete each sentence.
The first one has been done for you. (1 point each)

1. I can only eat **port/part** of the pie.
2. We grow lots of food on our **farm/form**.
3. You can see many **stores/stars** in the night sky.
4. **They'll/They've** be at the park tomorrow.
5. We ran inside to get out of the **storm/story**.
6. Let's go play at the **pork/park**.
7. Use some soap when you mop the **flare/floor**.
8. Would you like some **more/mare** jam?
9. **I've/I'll** gone to the fair many times.
10. I don't **core/care** where we go.

Read directions to students.

Phonics

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Assessment Tip: Total 9 Points

Grade 3, Unit 3

12

Name _____ Date _____

Prefixes *in-*, *im-*

Read each question. Think about the meaning of the underlined word. Use the meaning of the prefix and the meaning of the base word to help you. Circle the letter of the correct answer. The first one has been done for you. (1 point each)

1. Which of the following is incomplete?
 Ⓐ a house that is missing a roof
 Ⓑ a toy that has all of its parts
2. Which of the following is impossible?
 Ⓐ a man walking down the street
 Ⓑ a man flapping his arms and flying through the air
3. Which of the following is impolite?
 Ⓐ pushing someone out of your way
 Ⓑ holding the door open for someone
4. Which of the following is imperfect?
 Ⓐ a homework paper that got an A+
 Ⓑ a test full of wrong answers

Read directions to students.

Vocabulary Strategies

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Assessment Tip: Total 3 Points

Grade 3, Unit 3

13

Lesson 14
LEVELED PRACTICE A14.1

Aero and Officer Mike
Phonics: Words with
ar, or, ore

Name _____ Date _____

Words with *ar, or, ore*

Complete each sentence with a word from the box containing *ar, or, or ore*. (1 point each)

forget
marched
market
porch
corner

partner
chores
forest
target
boring

1. One of my chores is making my bed.
2. She did not aim well and missed the target.
3. Let's go camping in the forest.
4. We like to sit outside of the house on our front porch.
5. Pick up some fresh fruit at the farmer's market.
6. She yawned because his story was very boring.
7. My friend lives just around the corner from me.
8. I practice often with my dance partner.
9. Don't forget to order dinner for us.
10. The band marched down the street in a straight line.

Read directions to students.
Phonics
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14

Assessment Tip: Total 10 Points
Grade 3, Unit 3

Read directions to students.
Phonics
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Lesson 14
LEVELED PRACTICE A14.2

Aero and Officer Mike
Phonics: Cumulative Review

Name _____ Date _____

Cumulative Review

Read the word. Write a word that rhymes with it and uses the same letter pattern. Then use the words together in a sentence. Possible responses shown.

1. **store** more (1 point)
The store has more apples in the next aisle. (2)
2. **dark** mark (1)
My shoes left dark marks on the floor. (2)
3. **farm** charm (1)
I have a charm bracelet of farm animals. (2)
4. **corn** newborn (1)
A newborn baby can't eat corn. (2)
5. **start** cart (1)
Most people start with a cart at the grocery store. (2)

Read directions to students.
Phonics
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15

Assessment Tip: Total 15 Points
Grade 3, Unit 3

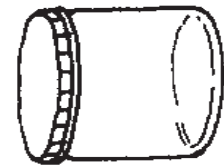
Read directions to students.
Phonics
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Name _____ Date _____

Words with *ar, or, ore*

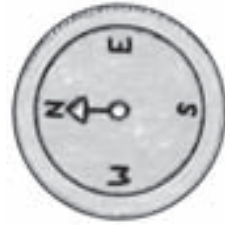
Aero and Officer Mike
Phonics: Words with
ar, or, ore

Circle the correct spelling for the picture name. Say the word. (1 point each)



2.

jar jare



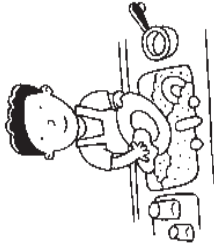
4.

north noareth



1.

horse horse



3.

chore chor



5.

are arm



6.

snor snore

Read directions to students.

Phonics

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17

Assessment Tip: Total 6 Points

Grade 3, Unit 3

Name _____ Date _____

Prefixes *in-, im-*

Aero and Officer Mike
Vocabulary Strategies:
Prefixes *in-, im-*

Underline the base word in the given word. Then use the given word in a sentence. Possible responses shown. (2 points each)

1. impolite It is impolite to chew with your mouth open.

2. incomplete I have to finish my homework because it is incomplete.

3. impossible It is impossible for pigs to fly!

4. imperfect The shirt I wore was imperfect, but I like it because I made it myself.

5. inactive I was inactive for several days after running the race.

Read directions to students.

Vocabulary Strategies

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16

Assessment Tip: Total 10 Points

Grade 3, Unit 3

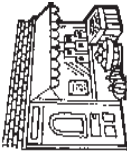
Name _____ Date _____

Lesson 14
LEVELED PRACTICE ELL14.2

Aero and Officer Mike
Phonics: Cumulative Review

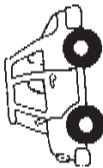
Cumulative Review

Look at the picture. Say the word aloud. Then write three more words with the same vowel sound and letter pattern as the bold word. Possible responses shown. (1 point each)




store

tore _____
snore _____
bore _____



car

farm _____
star _____
park _____



corn

horn _____
north _____
fork _____

Read directions to students.
Phonics
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18

Assessment Tip: Total 9 Points
Grade 3, Unit 3

Name _____ Date _____

Lesson 14
LEVELED PRACTICE ELL14.3

Aero and Officer Mike
Vocabulary Strategies:
Prefixes *in-*, *im-*

Prefixes *in-*, *im-*

Put the prefix and the base word together. Write the new word on the line. Then draw a picture in the box below that shows the meaning of the new word.

1. *in* + possible impossible (1 point)

Students should draw a picture that illustrates the meaning of *impossible*. (2)

2. *in* + complete incomplete (1)

Students should draw a picture that illustrates the meaning of *incomplete*. (2)

3. *im* + polite impolite (1)


Students should draw a picture that illustrates the meaning of *impolite*. (2)

Read directions to students.
Vocabulary Strategies
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Assessment Tip: Total 9 Points
Grade 3, Unit 3

JOURNEYS



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Lesson 14

Grade 3



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