



3rd Grade ELL Packet
May 11th - May 22nd
Mrs. Tyrell
REVIEW WEEK!

Assignment #1

Vocabulary Review: Fill-in-the-Blank Sentences

Assignment #2

Skill Review: Main Idea & Details Set 1

Assignment #3

Skill Review: Sequencing Set 1

Assignment #4

Skill Review: Main Idea & Details Set 2

Assignment #5

Skill Review: Sequencing Set 2

Assignment #6

Skill Review: Main Ideas & Details Set 3

Assignment #7

Skill Review: Main Ideas & Details Set 4

Assignment #8

Writing Activity: Journal Response

Assignment #1: Vocabulary Review

Directions: Read each sentence below. Fill in each blank with the correct vocabulary word. Each word will only be used once.

bus sample clock team gloves stretches late plastic

1. Andy looked up at the _____ to see how much time he had left.
2. Marcos ran to catch the _____ when it pulled up.
3. The lady in the store asked us if we wanted a free _____ to taste the new flavor of ice cream.
4. Is that ruler made out of _____ or wood?
5. I set my alarm so I would not be _____ for school.
6. Do not forget to wear your hat and _____ outside today.
7. My baseball _____ practices three times a week.
8. The dancer _____ her muscles before she starts her dance.



Main idea and details

Reading Comprehension Worksheet

Practice

A parent or tutor should read to the student and help the student to record their answers.

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The **main idea** of a story is what the whole story is *mostly about*.

The **details** are *small pieces of information* that make the story more interesting.

~~~~~

Listen to this story. Think about what the whole story is *mostly about*.

Luca's grandpa lives on a farm. His grandpa has a big garden, and many animals. When Luca was little, he was afraid of the chickens. When he helped his grandpa feed the chickens, the chickens chased him, crying, "Cluck, cluck, cluck!" But his grandpa showed him how to shoo the chickens away with his hand, saying, "Shoo chicks, shoo chicks!" Luca still doesn't like the chickens much, but he isn't afraid of them now. He feels very grown up.

1. What is this whole story mostly about? Circle your answer.

Grandpa's garden	Luca and the chickens	Luca's favorite animal
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2. Which of these is a small piece of information from the story that makes the story more interesting? Circle your answer.

Luca drew a picture of the farm.	Luca helped pick the vegetables.	The chickens said "Cluck, cluck, cluck!"
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Listen to this story. Think about what the whole story is *mostly about*.

Alex's grandpa lives in a big city, on the 18th floor of an apartment building. From his grandpa's windows, Alex can see the whole city. Alex used to be afraid to look out the windows, because they were up so high. But his grandpa would sit with Luca, and point out all the interesting things in the city. Now Luca likes to look out his grandpa's windows. He can see the library, and the train station, and the park. He feels very grown up.

3. What is this whole story mostly about? Circle your answer.

Alex takes a train ride	Alex rides the elevator	Alex and his grandpa's windows
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4. Which of these is a small piece of information from the story that makes the story more interesting? Circle your answer.

Grandpa's apartment is on the 18 th floor.	The train station is a busy place.	There is an elevator in Alex's grandpa's building.
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5. Make up one more detail that would make this story even more interesting.

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# Sequencing

## Reading Comprehension Worksheet

### Practice

A parent or tutor should read along with the student, helping as needed.

~~~~~  
Sequencing is putting things in order, *from first to last*.
 ~~~~~

Here are some examples. Write the number 1 in the box beside what happened *first*. Write the number 2 in the box beside what happens *second*. Write the number 3 in the box beside what happens *third*. Write the number 4 in the box beside what happens *last*.

1. What happened *first, second, third, and fourth*? 1-4?

|                                                                |  |
|----------------------------------------------------------------|--|
| The birds wanted Magpie to teach them how to build a nest.     |  |
| None of the birds stayed the whole time, and Magpie was angry. |  |
| Next, Magpie added some twigs to the nest.                     |  |
| Magpie made a mud pancake.                                     |  |

2. What happened *first, second, third, and fourth*? 1-4?

|                                                                  |  |
|------------------------------------------------------------------|--|
| Hans traded his gold coins for a horse.                          |  |
| Hans took his bag of gold coins and set out to visit his mother. |  |
| Hans traded his goose for an ordinary stone.                     |  |
| Hans traded his horse for a cow, and his cow for a goose.        |  |

3. What happened *first, second, third, and fourth*? 1-4?

|                                                               |  |
|---------------------------------------------------------------|--|
| Camel reached over low wall, and Pig went through a low gate. |  |
| Next, Pig heard Camel, and said that being short is best.     |  |
| First, Camel said that being tall is best.                    |  |
| Camel and Pig decided that both tall and short can be best.   |  |

4. What happened *first, second, third, and fourth*? 1-4?

|                                                                |  |
|----------------------------------------------------------------|--|
| Bear decided never to share the field with Fox again.          |  |
| The next year, Fox had the turnips and Bear had only the tops. |  |
| The first year, Fox had the corn and Bear had only the roots.  |  |
| Fox and Bear decided to share the crops in the field.          |  |

5. What happened *first, second, third, and fourth*? 1-4?

|                                                                                          |  |
|------------------------------------------------------------------------------------------|--|
| Finally, the Mother Crab saw that she had been foolish to tell her son to walk straight. |  |
| Then the Mother Crab tried and tried, but she could not walk straight forward.           |  |
| The Mother Crab told her son that he should walk straight forward.                       |  |
| So the Young Crab asked his mother to show him how to walk straight forward.             |  |

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6. What clues can you use to understand the **sequence** of events in a story?

Answer Key

1. 1, 4, 3, 2

2. 2, 1, 4, 3

3. 3, 2, 1, 4

4. 4, 3, 2, 1

5. 4, 1, 3, 2

6. Accept any reasonable response, such as, look for words like “first,” “next,” “then,” and “finally.”



Main idea and details

Reading Comprehension Worksheet

Practice

A parent or tutor should read to the student and help the student to record their answers.

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The **main idea** of a story is what the whole story is *mostly about*.

The **details** are *small pieces of information* that make the story more interesting.

~~~~~

1. Listen to this story. Think about what the whole story is *mostly about*.

Molly took her new bike out to the sidewalk. Her dad was going to teach her to ride it. He said it was easy, but she wasn't so sure. He said not to worry, but she wasn't so sure. She got on the bike, and her dad ran beside her, holding on to keep her steady. The bike wiggled a little, but Molly rode to the end of the block. She put on the brakes and looked around. Her dad was all the way up the sidewalk—she had been riding all by herself! After that, Molly never worried about riding a bike. She knew that she could do it.

What is this whole story mostly about? Circle your answer.

Molly learns to ride a bike	Molly gets a new bike	Molly's dad ran beside her
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2. Which of these is a small piece of information from the story that makes the story more interesting? Circle your answer.

Molly took her new bike to the park.	Molly wore her pink shirt.	The bike wiggled a little.
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3. Listen to this story. Think about what the whole story is *mostly about*.

The eye doctor said Julie needed glasses. Julie picked out a pair of cute pink glasses. But when the glasses were ready, Julie wasn't so sure. When she went to school the next day, she kept her new glasses in her backpack. She went into her classroom, and saw her teacher, Mrs. Swan. Mrs. Swan was wearing new pink glasses! Now Julie wasn't worried about wearing her new glasses. Now she thought her new glasses were wonderful!

What is this whole story mostly about? Circle your answer.

Julie's teacher	Julie's new glasses	Julie's classroom
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4. Which of these is a small piece of information from the story that makes the story more interesting? Circle your answer.

Julie's glasses came in a cute case.	Mrs. Swan liked Julie's new glasses.	Julie's new glasses are pink.
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5. Make up one more detail that would make this story even more interesting.

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## Sequencing

### Reading Comprehension Worksheet

#### Practice

A parent or tutor should read along with the student, helping as needed.

~~~~~  
Sequencing is putting things in order, *from first to last*.
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Here are some examples. Write the number 1 in the box beside what happened *first*. Write the number 2 in the box beside what happens *second*. Write the number 3 in the box beside what happens *third*. Write the number 4 in the box beside what happens *last*.

1. What happened *first, second, third, and fourth?* 1-4?

|                                                                      |  |
|----------------------------------------------------------------------|--|
| Patty went to the market carrying her pail of milk on her head.      |  |
| Patty thought she would sell the chicken eggs to buy a dress.        |  |
| Patty thought she would buy chickens with the milk money.            |  |
| Finally, Patty tossed her head, the pail fell, and the milk spilled. |  |

2. What happened *first, second, third, and fourth?* 1-4?

|                                                             |  |
|-------------------------------------------------------------|--|
| Fox bragged about his tricks for getting away from the dog. |  |
| Cat listened to Fox, then said that she just had one trick. |  |
| Cat was sitting under a tree, when Fox came along.          |  |
| Cat ran up the tree, and the dog chased after Fox.          |  |

3. What happened *first, second, third, and fourth*? 1-4?

|                                                              |  |
|--------------------------------------------------------------|--|
| Donkey tried to sit in the Farmer's lap, and got a scolding. |  |
| Dog said the Farmer liked him best, but Donkey disagreed.    |  |
| Donkey said the Farmer liked him best.                       |  |
| Dog sat in the Farmer's lap, and got a biscuit for a treat.  |  |

4. What happened *first, second, third, and fourth*? 1-4?

|                                                                     |  |
|---------------------------------------------------------------------|--|
| The fox asked the tiger to explain how he got trapped.              |  |
| The fox let the tiger out of the cage, and tiger wanted to eat him. |  |
| The tiger went into the cage, and the fox shut the door.            |  |
| A tiger begged a fox to open the cage he was trapped in.            |  |

5. What happened *first, second, third, and fourth*? 1-4?

|                                                              |  |
|--------------------------------------------------------------|--|
| Town Mouse went to visit Country Mouse.                      |  |
| Country Mouse did not like the danger at Town Mouse's house. |  |
| Town Mouse did not like the food at Country Mouse's house.   |  |
| The two mice went to Town Mouse's house.                     |  |

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6. How does paying attention to the **sequence** of events help you understand a story better?



Main idea and details

Reading Comprehension Worksheet

Practice

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~~~~~

The **main idea** of a story is what the whole story is *mostly about*.

The **details** are *small pieces of information* that make the story more interesting.

~~~~~

1. Listen to this story. Think about what the whole story is *mostly about*.

Mouse and Lion live in the African grasslands. Lion is very large, and Mouse is very small. When Lion roars, the ground shakes. When Mouse squeaks, not even the grass shakes.

One day, Mouse smelled smoke. Mouse ran to find Lion. "Squeak, squeak!" Mouse squeaked. "I smell smoke, Lion! I think there is a fire!"

Lion looked around. He smelled the smoke, too. He lowered his huge head, and told Mouse to climb onto his back. Lion raced to the top of the highest hill, with Mouse holding on for dear life.

Lion saw the fire on the edge of the grasslands. He raised his head and roared his mighty roar. All the animals knew that special roar. It meant danger! They gathered their young ones, and ran to safety near the river.

What is this whole story mostly about? Circle your answer.

A forest fire	Mouse smells smoke	Mouse is very small
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2. Which of these is a small piece of information from the story that makes the story more interesting? Circle your answer.

When Lion roars, the ground shakes.	The African grasslands are hot and dry.	Mouse has a long tail.
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3. Which of these is a small piece of information from the story that makes the story more interesting? Circle your answer.

Lion sleeps most of the day.	The animals know that Lion's special roar means danger.	Many kinds of animals live in the grasslands.
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4. What is another small piece of information from the story that makes the story more interesting?

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5. How do the details in this story make this story more interesting?

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## Main idea and details

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### Reading Comprehension Worksheet

### Practice

A parent or tutor should read to the student and help the student to record their answers.

~~~~~  
The **main idea** of a story is what the whole story is *mostly about*.

The **details** are *small pieces of information* that make the story more interesting.
~~~~~

1. Listen to this story. Think about what the whole story is *mostly about*.

Little Bear lived with his mom and dad in a cozy little cave in the woods. He liked to climb trees. He liked to build little houses out of sticks and leaves. Sometimes his whole family would go for a picnic under a big tree beside the river. Picnic days were Little Bear's favorite days!

At bedtime, Little Bear's mom would read him a story. His dad would come in to tell him good night. Little Bear always asked them to leave the bedroom door open a crack. He was just a little bit afraid of the dark.

It was picnic day! They spread out the picnic blanket under the big tree. They had sandwiches and fruit salad. Little Bear climbed the tree, and played in the shallow part of the river.

When it started to get dark, Little Bear's dad helped him catch lightening bugs. They put them in a glass jar that had a few holes punched in the top for air.

That night, Little Bear's mom read him a story. His dad came in to say good night. His dad put the jar of lightening bugs next to Little Bear's bed. They glowed softly in the dark. Little Bear's dad closed the door and smiled. His idea had worked.

What is this whole story mostly about? Circle your answer.

|                                   |                                                       |                                    |
|-----------------------------------|-------------------------------------------------------|------------------------------------|
| Little Bear likes to climb trees. | Little Bear lives in a cozy little cave in the woods. | Little Bear is afraid of the dark. |
|-----------------------------------|-------------------------------------------------------|------------------------------------|

2. Which of these is a small piece of information from the story that makes the story more interesting? Circle your answer.

|                            |                                   |                                             |
|----------------------------|-----------------------------------|---------------------------------------------|
| Little Bear likes to swim. | Little Bear likes to climb trees. | Little Bear likes peanut butter sandwiches. |
|----------------------------|-----------------------------------|---------------------------------------------|

3. Which of these is a small piece of information from the story that makes the story more interesting? Circle your answer.

|                                |                                |                                 |
|--------------------------------|--------------------------------|---------------------------------|
| Little Bear likes picnic days. | Little Bear is afraid of bees. | Little Bear's mom likes to sew. |
|--------------------------------|--------------------------------|---------------------------------|

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4. What is another small piece of information from the story that makes the story more interesting?
