

HOUGHTON MIFFLIN HARCOURT

# JOURNEYS

COMMON CORE



## Lesson 7

### 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-Go™ Resources for this grade.*



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# Home Letter

## What Do Illustrators Do? Home Letter

### Dear Family,

This week we will explore the question “How do pictures help to tell a story?” In the informational text selection **What Do Illustrators Do?** we’ll read about the methods and skills illustrators use to make stories come alive. We’ll also read the selection **Jack Draws a Beanstalk** and see how drawing makes this traditional fairy tale come alive.

### This week’s...

**Target Vocabulary:** tracing (paper), imagine, illustrate, scribbles, sketches, research, textures, tools

**Phonics Skill:** Three-letter clusters (*scr, spr, str, thr*)

**Vocabulary Strategy:** Synonyms

**Comprehension Skill:** Text and graphic features—tell how words and art work together

**Comprehension Strategy:** Analyze/evaluate—think about what you read and form an opinion about it

**Writing Focus:** Opinion writing—opinion paragraph

### Activities to Do Together

#### Vocabulary

Ask your child to create quick sketches that can be labeled with this week’s **Target Vocabulary** words.

#### Create a Scrapbook

Work with your child to create a scrapbook to describe a day in his or her life. You can use drawings or actual items. For example, you can either draw a picture of a movie stub or attach the stub itself. Help your child write captions for each item.

#### In My Opinion ...

Ask your child to select a book he or she has recently read. Have your child write a short review of the book. Encourage your child to include his or her opinion of the book.



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.

| <h2 style="margin: 0;">Must Do</h2>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <h2 style="margin: 0;">May Do</h2>                                                                                                                                                                                                                                                                                                                                                                                               |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div style="margin-bottom: 10px;"> <input type="checkbox"/> Practice pages<br/>_____ </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/>  Comprehension and Fluency Literacy Center </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/>  Word Study Literacy Center </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/>  Think and Write Literacy Center </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Read </div> <div> <input type="checkbox"/> Other _____<br/>           _____<br/>           _____ </div> | <div style="margin-bottom: 10px;"> <input type="checkbox"/> Reading Log </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Vocabulary in Context Cards </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Spelling </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Writing </div> <div> <input type="checkbox"/> Other _____<br/>           _____<br/>           _____ </div> |

## I read...

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

Name \_\_\_\_\_ Date \_\_\_\_\_

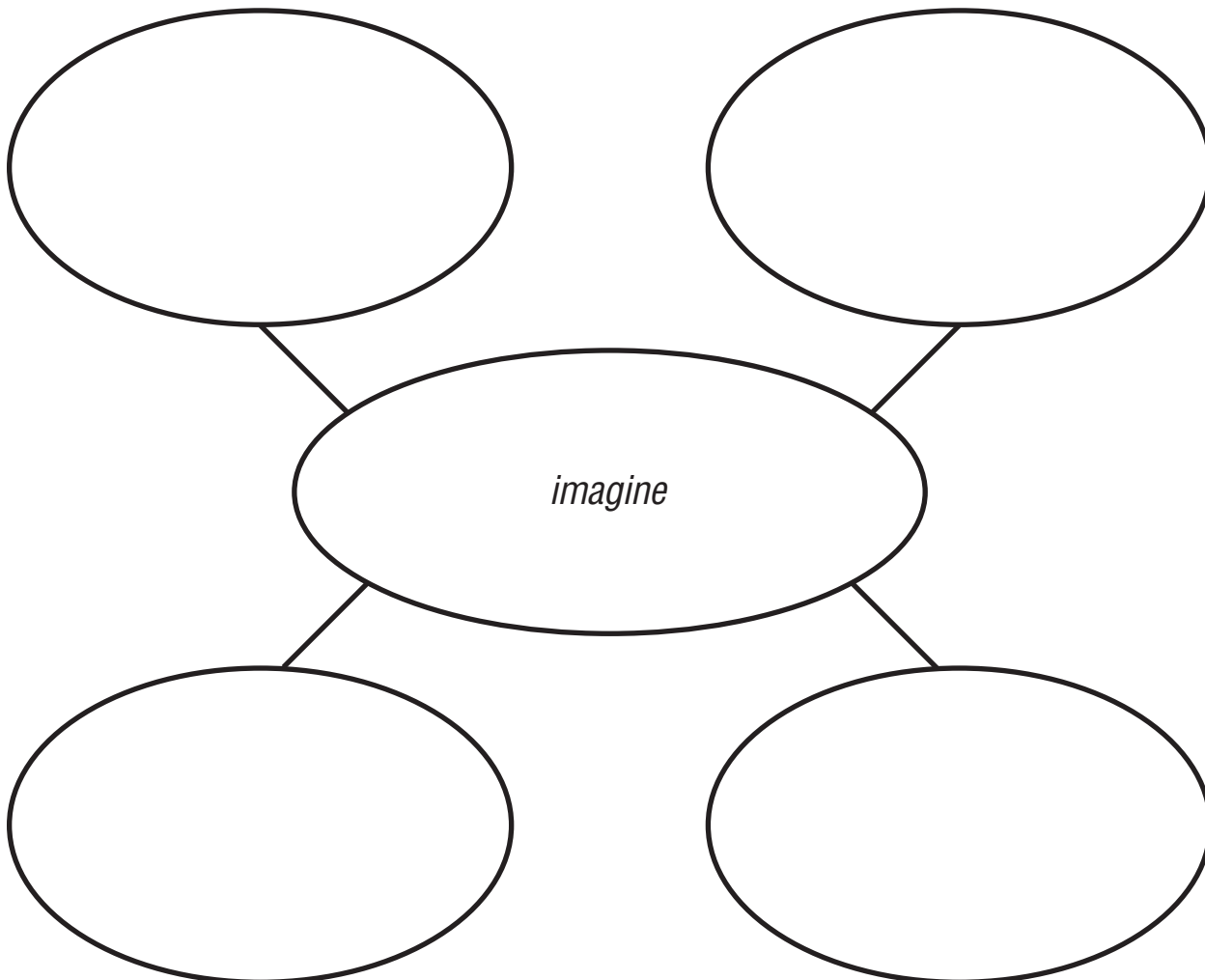
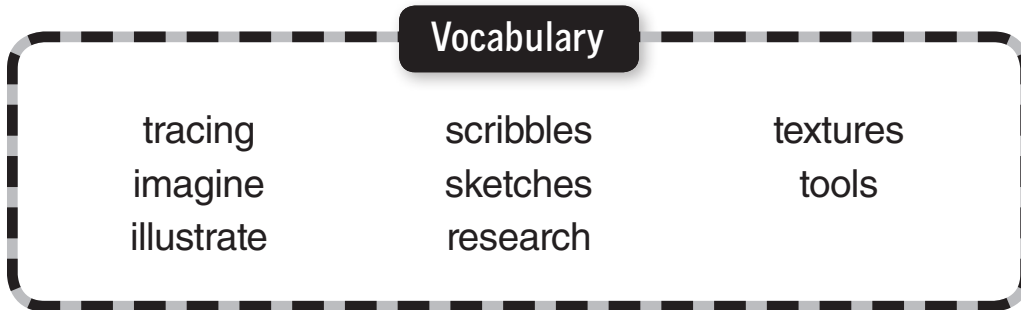
**What Do Illustrators Do?**  
Vocabulary Word Cards

|                   |                 |
|-------------------|-----------------|
| <b>tracing</b>    | <b>sketches</b> |
| <b>imagine</b>    | <b>research</b> |
| <b>illustrate</b> | <b>textures</b> |
| <b>scribbles</b>  | <b>tools</b>    |

# Target Vocabulary

**Painting from Caves to  
Computers**  
Target Vocabulary

Write words and ideas that go with the word *imagine* in the web.  
Then create your own webs for the remaining Target Vocabulary words.



## Making Murals

### Graphic Organizer 1

| Text or Graphic Feature | Example    | Page Number |
|-------------------------|------------|-------------|
| Heading                 | Many Steps | Page 3      |
| Photograph              |            |             |
| Drawing                 |            |             |

# Column Chart: Text and Graphic Features

Artists All Around You

Graphic Organizer 1

Title Artists All Around You

| Feature     | Example            | Purpose |
|-------------|--------------------|---------|
| Headings    | What Is an Artist? |         |
| Photographs |                    |         |
| Captions    |                    |         |

Name \_\_\_\_\_ Date \_\_\_\_\_

# Column Chart: Text and Graphic Features

**Art in Caves**  
Graphic Organizer 1

Title *Art in Caves*

| Feature     | Example         | Purpose |
|-------------|-----------------|---------|
| Headings    | How Old Is Art? |         |
| Photographs |                 |         |
| Maps        |                 |         |

# Column Chart: Text and Graphic Features

Title Artists Are Everywhere

| Feature     | Example            | Purpose |
|-------------|--------------------|---------|
| Headings    | What Is an Artist? |         |
| Photographs |                    |         |
| Captions    |                    |         |

# Three-Letter Clusters

**What Do Illustrators Do?**

**Phonics:** Three-Letter Clusters  
(scr, spr, str, thr)

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

1. The **strong**/throng girl can lift the rock.
2. Tom lives down the **spreet**/street from me.
3. I had to **scratch**/spratch an itch.
4. Can we swim in this **thream**/stream?
5. Tie the **string**/thring around the box.
6. We can **scrub**/strub the tub to clean it.
7. She **sprew**/threw the ball to me.
8. **Spread**/Scread some jam on the bread.
9. He sewed up the hole with some **stread**/thread.
10. **Spray**/Scray water on the flowers.

# Cumulative Review

**What Do Illustrators Do?**Comprehension:  
Text and Graphic Features

Read each sentence. Circle the answer that best completes each word. Then write whether the vowel sound in the word is short or long. The first one has been done for you.

1. The clock struck three o'clock. short  
**A** scr  
**B** thr  
**C** str
2. Two plus one is \_\_\_\_\_ee. \_\_\_\_\_  
**A** thr  
**B** spr  
**C** scr
3. Do not \_\_\_\_\_ay from the path. \_\_\_\_\_  
**A** scr  
**B** thr  
**C** str
4. The air will be warmer in the \_\_\_\_\_ing. \_\_\_\_\_  
**A** thr  
**B** scr  
**C** spr
5. She \_\_\_\_\_eamed when she saw the bug. \_\_\_\_\_  
**A** str  
**B** scr  
**C** thr

# Synonyms

**What Do Illustrators Do?**Vocabulary Strategies:  
Synonyms

Synonyms are words that have the same or almost the same meaning. Circle the letter of the best answer for each question. The first one has been done for you.

1. Which word is a synonym of *fast*?

**A** high

**B** slow

**(C)** quick

2. Which word is a synonym of *tiny*?

**A** huge

**B** small

**C** wide

3. Which word is a synonym of *near*?

**A** deep

**B** far

**C** close

4. Which word is a synonym of *loud*?

**A** messy

**B** noisy

**C** quiet

5. Which word is a synonym of *bright*?

**A** sunny

**B** dark

**C** rainy

# Three-Letter Clusters

**What Do Illustrators Do?****Phonics:** Three-Letter Clusters  
(*scr, spr, str, thr*)

Read each item. Then look at the letters in the box. Choose the correct letters to make a word that answers each clue.

Write the new word on the line.



1. Add three letters to **eam** to get a word that means  
“water flowing in a line.” \_\_\_\_\_
2. Add three letters to **atch** to get a word that means  
“to rub an itch.” \_\_\_\_\_
3. Add three letters to **out** to get a word that means  
“to grow from a seed.” \_\_\_\_\_
4. Add three letters to **ap** to get a word that means  
“a small piece.” \_\_\_\_\_
5. Add three letters to **aw** to get a word that means  
“a tube used for drinking.” \_\_\_\_\_
6. Add three letters to **ow** to get a word that means  
“to toss.” \_\_\_\_\_
7. Add three letters to **ing** to get a word that means  
“to jump up quickly.” \_\_\_\_\_

# Cumulative Review

**What Do Illustrators Do?**

Phonics: Cumulative Review

Each sentence is missing a word. Complete each sentence so that it makes sense, using a word from the Word Bank.

**Word Bank**

stripe

sprinkle

throb

strap

scramble

thread

scrape

spread

1. She got a cut on her hand and a \_\_\_\_\_ on her knee.
2. The skunk has a white \_\_\_\_\_ down its back.
3. The rain will \_\_\_\_\_ water on the plants to help them grow.
4. \_\_\_\_\_ the blanket flat on the ground.
5. This \_\_\_\_\_ holds the backpack on my back.
6. He felt a \_\_\_\_\_ of pain when his headache started.
7. We like to watch the players \_\_\_\_\_ for the ball.
8. She used red \_\_\_\_\_ to sew on the patch.

Use three words from the Word Bank in a sentence.

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# Synonyms

**What Do Illustrators Do?****Vocabulary Strategies:**  
Synonyms

Read each sentence. Then write a synonym for the underlined word in the space provided.

1. It was so noisy that I could not hear her. \_\_\_\_\_
2. The dish shattered when I dropped it. \_\_\_\_\_
3. The cat was skinny enough to fit through the narrow gap in the fence.  
\_\_\_\_\_
4. She was delighted with her present. \_\_\_\_\_
5. The dog's fur was damp from the rain outside. \_\_\_\_\_
6. We stared at the painting on the wall. \_\_\_\_\_

# Three-Letter Clusters

**What Do Illustrators Do?**

**Phonics:** Three-Letter Clusters  
(scr, spr, str, thr)

Look at each picture. Then write the correct letters from the box to complete each word.

scr

spr

str

thr

1.



\_\_\_\_\_ ing

2.



\_\_\_\_\_ oat

3.



\_\_\_\_\_ ing

4.



\_\_\_\_\_ eam

# Cumulative Review

## What Do Illustrators Do?

Phonics: Cumulative Review

Circle the letters that complete each word. Write the word on the line, and read the word.

1. + ap \_\_\_\_\_

**scr**

**thr**

2. + eet \_\_\_\_\_

**str**

**spr**

3. + ay \_\_\_\_\_

**thr**

**spr**

4. + ead \_\_\_\_\_

**scr**

**thr**

5. + ong \_\_\_\_\_

**str**

**scr**

6. + ew \_\_\_\_\_

**scr**

**spr**

7. + out \_\_\_\_\_

**spr**

**thr**



# Synonyms

**What Do Illustrators Do?**Vocabulary Strategies:  
Synonyms

Look at the pictures on the left. Label each picture with a word from the Word Bank. Then, read the words on the right. Draw a line from the picture to the word that is its synonym.

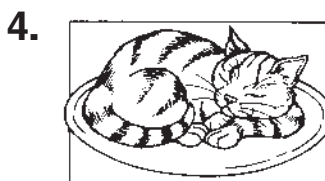
**Word Bank**

jumping

falling

sleeping

wet

**slipping****napping****damp****hopping**

Name \_\_\_\_\_ Date \_\_\_\_\_

**Lesson 7**  
WEEKLY TESTS 7.1

**What Do Illustrators Do?**

Test Record Form

| TEST RECORD FORM                                                                 | Possible Score | Acceptable Score | Student Score |
|----------------------------------------------------------------------------------|----------------|------------------|---------------|
| <b>Vocabulary:</b> Target Vocabulary, Synonyms                                   | 10             | 7                |               |
| <b>Comprehension:</b> Text and Graphic Features, Sequence of Events, Anchor Text | 10             | 7                |               |
| <b>Phonics:</b> Three-Letter Clusters ( <i>scr-, spr-, str-, thr-</i> )          | 10             | 7                |               |
| <b>Grammar:</b> Verb Tenses                                                      | 10             | 7                |               |
| <b>TOTAL</b>                                                                     | 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 *imagine* mean in the sentence below?

**Sherry liked to imagine that she could run faster than a cheetah.**

- Ⓐ brag
- Ⓑ practice
- Ⓒ pretend
- Ⓓ say

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

**My father can illustrate any story.**

- Ⓕ tell
- Ⓖ confuse
- Ⓗ make it better
- Ⓘ draw pictures for

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

**Robert did a tracing of the comic strip.**

- Ⓐ copy
- Ⓑ reading
- Ⓒ short play
- Ⓓ original picture

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

**My sketches were in a pile on the floor.**

- Ⓕ shoes
- Ⓖ clothes
- Ⓗ colored pencils
- Ⓘ quick drawings

**What Do Illustrators Do?**

**Vocabulary**

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

**Who did the research for that book?**

- Ⓐ writing
- Ⓑ pictures
- Ⓒ fact finding
- Ⓓ reading aloud

- 6 Which word is a SYNONYM for the word *view* in the sentence below?

**We can view the mountains from here.**

- Ⓕ choose
- Ⓖ climb
- Ⓗ paint
- Ⓘ see

- 7 Which word is a SYNONYM for the word *below* in the sentence below?

**Mom put her shoes below the table.**

- Ⓐ above
- Ⓑ beside
- Ⓒ on
- Ⓓ under

- 8 Which word is a SYNONYM for the word *enormous* in the sentence below?

**That enormous animal is an elephant.**

- Ⓕ gray
- Ⓖ large
- Ⓗ scary
- Ⓘ tiny

Name \_\_\_\_\_ Date \_\_\_\_\_

**What Do Illustrators Do?**

**Vocabulary**

- 9 Which word is a SYNONYM for the word *enjoys* in the sentence below?

**Willow enjoys making cookies.**

- Ⓐ hates
- Ⓑ likes
- Ⓒ practices
- Ⓓ teaches

- 10 Which word is a SYNONYM for the word *ocean* in the sentence below?

**The fish swim in the ocean.**

- Ⓕ pool
- Ⓖ school
- Ⓗ sea
- Ⓘ tank



**What Do Illustrators Do?****Comprehension**

# Comprehension

Answer Numbers 1 through 10. Base your answers on the article “What Do Illustrators Do?”

- 1 What do illustrators do FIRST?
  - A decide what the characters should look like
  - B decide which scenes they want to illustrate
  - C make the cover of the book
  - D change the story
- 2 How does the woman illustrator change Jack?
  - F She makes Jack a girl.
  - G She makes Jack a giant.
  - H She makes Jack very mean.
  - I She makes Jack very small.
- 3 How did the man illustrator use the cat?
  - A to show how the reader should draw cats
  - B to show how the cat liked beanstalks
  - C to show how the cat helped the beanstalk grow
  - D to show how the beanstalk grew bigger over time
- 4 How do you learn what the word *scale* means?
  - F The man told the cat about it.
  - G The woman told her daughter about it.
  - H The dog and cat looked it up in a dictionary.
  - I The cat asked about it and the dog answered.

**What Do Illustrators Do?**

**Comprehension**

- 5 How does the woman illustrator figure out how to show her characters' feelings?
  - A She looks in a mirror to try different faces.
  - B She looks at pictures of her daughter.
  - C She uses ideas from another book.
  - D She gets an idea from the dog.
- 6 Why are there are four pictures of Jacqueline's face on one page of the article?
  - F It is difficult to draw Jack as a girl.
  - G The illustrator liked to draw Jacqueline.
  - H They show how Jacqueline would look if the illustrator used different tools.
  - I The man illustrator drew two of them, and the woman illustrator drew the other two.
- 7 What does the reader find out at the end of the article?
  - A what the covers of the books look like
  - B which book the publisher likes the best
  - C the cat and the dog drew the last picture
  - D the man and woman started new drawings
- 8 How do the cat and the dog help you?
  - F by illustrating the books
  - G by showing the reader 32 pages
  - H by showing the reader how to do research
  - I by asking questions and giving the reader facts

Name \_\_\_\_\_ Date \_\_\_\_\_

**Lesson 7**  
WEEKLY TESTS 7.7

**What Do Illustrators Do?**

**Comprehension**

- 9 What do the pictures in the article help the reader understand?
- A that Jack was a little boy
  - B that illustrators are usually in the same family
  - C that pictures for the same story can look very different
  - D that children should not talk while their parents are working
- 10 How do the pictures of the man and the woman help the reader understand the information in the book?
- F They show how each illustrator looked.
  - G They show which books needed illustrators.
  - H They show how illustrators and authors are alike.
  - I They show what each illustrator was thinking and doing.



# Phonics

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

- 1 Which word or phrase describes the word *scratch* in the sentence below?

**The kitten likes to scratch the post.**

- (A) catch
- (B) scrape
- (C) change
- (D) sit next to

- 2 Which word describes the word *strange* in the sentence below?

**Uncle Ross heard a strange noise in the garage.**

- (F) common
- (G) loud
- (H) quiet
- (I) unusual

- 3 Which word or phrase describes the word *spread* in the sentence below?

**Alan spread the blanket on the ground for the picnic.**

- (A) crumpled
- (B) opened up
- (C) cleaned up
- (D) made it dirty

- 4 Which word describes the word *stream* in the sentence below?

**The deer walked next to the quiet stream.**

- (F) houses
- (G) river
- (H) shout
- (I) street

**What Do Illustrators Do?**

**Phonics**

- 5 Which word or phrase describes the word *thread* in the sentence below?

**Grandma used a needle and thread to sew the shirt.**

- (A) heat
- (B) treat
- (C) walk carefully
- (D) thin cotton yarn

- 6 Which word or phrase describes the word *straight* in the sentence below?

**Mr. Phillips drew a straight line on the chalkboard.**

- (F) black
- (G) chalk
- (H) very long
- (I) not wavy or curved

- 7 Which word or phrase describes the word *scream* in the sentence below?

**The baby will scream when he is hungry.**

- (A) yell
- (B) smile
- (C) tell us
- (D) wake up

- 8 Which word or phrase describes the word *street* in the sentence below?

**The Jones family lives on this street.**

- (F) road
- (G) river
- (H) houseboat
- (I) train station

**What Do Illustrators Do?**

**Phonics**

- 9 Which phrase describes the word *sprayed* in the sentence below?

**The children sprayed each other with the hose.**

- Ⓐ tied up
- Ⓑ shot water at
- Ⓒ played and shouted at
- Ⓓ laughed and ran around with

- 10 Which word describes the word *throw* in the sentence below?

**Martin is learning how to throw a baseball.**

- Ⓕ buy
- Ⓖ juggle
- Ⓗ make
- Ⓘ toss



# Grammar

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

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

**Gloria has looking for the trail in the woods.**

- (A) change *has looking* to **looking**
- (B) change *has looking* to **is looks**
- (C) change *has looking* to **is looking**
- (D) change *has looking* to **have looked**

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

**The bike starting to go down the hill.**

- (F) change *starting* to **start**
- (G) change *starting* to **started**
- (H) change *starting* to **have start**
- (I) change *starting* to **will started**

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

**Mr. Kwan are take his trash out on Monday.**

- (A) change *are take* to **is take**
- (B) change *are take* to **be take**
- (C) change *are take* to **has take**
- (D) change *are take* to **will take**

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

**Please be sure to writes your name on your paper.**

- (F) change *writes* to **write**
- (G) change *writes* to **wrote**
- (H) change *writes* to **writed**
- (I) change *writes* to **writing**

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

**The visitors have stepping off the boat.**

- (A) change *have stepping* to **is step**
- (B) change *have stepping* to **are stepped**
- (C) change *have stepping* to **will stepped**
- (D) change *have stepping* to **have stepped**

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

**The bee are buzzing as it flew near the flower.**

- (F) change *are buzzing* to **will buzzing**
- (G) change *are buzzing* to **was buzzing**
- (H) change *are buzzing* to **has buzzing**
- (I) change *are buzzing* to **be buzzing**

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

**Honey liking to fly her kite on windy days.**

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

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

**Amy and Harvey has work at a hospital.**

- (F) change *has worked* to **is working**
- (G) change *has worked* to **are worked**
- (H) change *has worked* to **have worked**
- (I) change *has worked* to **have working**

Name \_\_\_\_\_ Date \_\_\_\_\_

**Lesson 7**  
WEEKLY TESTS 7.13

**What Do Illustrators Do?**

**Grammar**

- 9 Which word is a PAST TENSE VERB in the sentence below?

**The man used the key to open the lock on the door.**

- Ⓐ used
- Ⓑ to
- Ⓒ open
- Ⓓ door

- 10 Which word is a PAST TENSE VERB in the sentence below?

**Mr. Davidson took out his wallet to pay for the pizza.**

- Ⓕ took
- Ⓖ out
- Ⓗ pay
- Ⓘ for



# Sketches and Scribbles

**What Do Illustrators Do?**  
Oral Language Dialogue

Act out the dialogue with a partner. Then switch roles and act it out again.

**Jenni:** How are you going to **illustrate** your story?

**Marcos:** I'm not sure. We have so many materials and **tools**!

**Jenni:** I will use many different colors.

**Marcos:** Maybe I will draw with pencils.

**Jenni:** Look at these **sketches** of characters in different scenes.

**Marcos:** Your style is great! I'm worried that my work will look like **scribbles**.

**Jenni:** Not if you **research** what your setting looks like. **Imagine** the scenes, and you can draw them well. You will decide each detail.

**Marcos:** Good idea. I think I will use this **tracing** paper first. That will help me copy down a picture so I can change it later.

**Jenni:** That's smart. I think our stories are going to be great!



**What Do Illustrators Do?**  
Selection Summary

## What Do Illustrators Do?

Illustrators tell stories with pictures. Every illustrator has a different style. Illustrating takes a lot of planning.

To **illustrate** scenes, or parts of the story, illustrators **imagine** the characters and the setting. They often study, or do **research**, to learn how people or places really look. Sometimes people model for illustrators.

Next illustrators make a dummy, or a model of the book. They fill the dummy with practice drawings called **sketches**. Sometimes the sketches look like **scribbles**. Some illustrators draw sketches on **tracing** paper.

Now the dummy is finished. An editor checks it and gives ideas to make it better. A designer helps with the design.

Then it is time to make the final illustrations. Illustrators use **tools**, such as paintbrushes, crayons, and pencils. They give drawings different **textures**, lines, and colors. Together the text and graphics tell the story. The words and pictures must be clear.

Finally the illustrator and designer make the book cover. A reader can look at the book cover to help find out what the story is about.

Name \_\_\_\_\_ Date \_\_\_\_\_

**Lesson 7**  
BLACKLINE MASTER 7.4

**Painting from Caves to Computers**  
Target Vocabulary

## Target Vocabulary

Write words and ideas that go with the word *imagine* in the web. Then create your own webs for the remaining Target Vocabulary words. Possible responses shown.

**Vocabulary**

tracing

imagine

illustrate

scribbles

sketches

research

textures

tools

Read directions to students.  
**Target Vocabulary**  
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**6**

**Grade 3, Unit 2**

Name \_\_\_\_\_ Date \_\_\_\_\_

**Lesson 7**  
BLACKLINE MASTER 7.5

**Making Murals**  
Graphic Organizer 1

## Column Chart: Text and Graphic Features

Title *Making Murals*  
Possible responses shown.

| Text or Graphic Feature | Example                           | Page Number |
|-------------------------|-----------------------------------|-------------|
| Heading                 | Many Steps                        | Page 3      |
| Photograph              | Artist drawing a bug              | Page 5      |
| Drawing                 | Artists tracing a mural on a wall | Page 8      |

**Graphic Organizer 1**  
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**7**

**Grade 3, Unit 2**

Name \_\_\_\_\_ Date \_\_\_\_\_

## Column Chart: Text and Graphic Features

Title *Artists All Around You*

Possible responses shown.

| Feature     | Example                                 | Purpose                                                |
|-------------|-----------------------------------------|--------------------------------------------------------|
| Headings    | What Is an Artist?                      | Tells what the section is about                        |
| Photographs | Actor and drawing on page 5             | Shows what a costume designer does                     |
| Captions    | Architects build a model of a building. | Explains what the two men in the photograph are doing. |

Name \_\_\_\_\_ Date \_\_\_\_\_

## Column Chart: Text and Graphic Features

Title *Art in Caves*

Possible responses shown.

| Feature     | Example                        | Purpose                                                |
|-------------|--------------------------------|--------------------------------------------------------|
| Headings    | How Old Is Art?                | Introduces the idea that art goes back to early humans |
| Photographs | Walls of Lascaux cave (page 6) | Shows kinds of drawings found in cave                  |
| Maps        | Map of Europe (page 5)         | Shows where ancient cave art is found in Europe        |

Lesson 7  
BLACKLINE MASTER 7.8

Artists Are Everywhere  
Graphic Organizer 1

Name \_\_\_\_\_ Date \_\_\_\_\_

Column Chart: Text and Graphic Features

Title *Artists Are Everywhere*  
Possible responses shown.

| Feature     | Example                                                 | Purpose                         |
|-------------|---------------------------------------------------------|---------------------------------|
| Headings    | What Is an Artist?                                      | Tells what the section is about |
| Photographs | Actor and drawing on page 5                             | Shows what the text describes   |
| Captions    | Face painters use brushes, just like other painters do. | Tells what the brushes are for  |

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Grade 3, Unit 2

Lesson 7  
LEVELED PRACTICE SR7.1

What Do Illustrators Do?  
Phonics: Three-Letter Clusters  
(scr, spr, str, thr)

Name \_\_\_\_\_ Date \_\_\_\_\_

Three-Letter Clusters

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

1. The **strong**/throng girl can lift the rock.

2. Tom lives down the **spreet**/street from me.

3. I had to **scratch**/spratch an itch.

4. Can we swim in this **thream**/stream?

5. Tie the **string**/thring around the box.

6. We can **scrub**/strub the tub to clean it.

7. She **sprew**/threw the ball to me.

8. **Spread**/Scread some jam on the bread.

9. He sewed up the hole with some **stread**/thread.

10. **Spray**/Scray water on the flowers.

Read directions to students.  
Phonics  
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Assessment Tip: Total 9 Points  
Grade 3, Unit 2

Lesson 7  
LEVELED PRACTICE SR7.2

What Do Illustrators Do?  
Comprehension:  
Text and Graphic Features

Name \_\_\_\_\_ Date \_\_\_\_\_

# Cumulative Review

Read each sentence. Circle the answer that best completes each word. Then write whether the vowel sound in the word is short or long. The first one has been done for you. (1 point each)

1. The clock struck three o'clock. short

A scr

B thr

C str

2. Two plus one is three. long

A thr

B spr

C scr

3. Do not stray from the path. long

A scr

B thr

C str

4. The air will be warmer in the spring. short

A thr

B scr

C spr

5. She screamed when she saw the bug. long

A str

B scr

C thr

Read directions to students.  
**Introduce Comprehension**  
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Assessment Tip: Total 4 Points  
**Grade 3, Unit 2**

12

Lesson 7  
LEVELED PRACTICE SR7.3

What Do Illustrators Do?  
Vocabulary Strategies:  
Synonyms

Name \_\_\_\_\_ Date \_\_\_\_\_

# Synonyms

Synonyms are words that have the same or almost the same meaning. Circle the letter of the best answer for each question. The first one has been done for you. (1 point each)

1. Which word is a synonym of *fast*?

A high

B slow

C quick

2. Which word is a synonym of *tiny*?

A huge

B small

C wide

3. Which word is a synonym of *near*?

A deep

B far

C close

4. Which word is a synonym of *loud*?

A messy

B noisy

C quiet

5. Which word is a synonym of *bright*?

A sunny

B dark

C rainy

Read directions to students.  
**Vocabulary Strategies**  
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Assessment Tip: Total 4 Points  
**Grade 3, Unit 2**

13

Name \_\_\_\_\_ Date \_\_\_\_\_

**Lesson 7**  
LEVELED PRACTICE A7.1

**What Do Illustrators Do?**  
Phonics: Three-Letter Clusters  
(scr, spr, str, thr)

## Three-Letter Clusters

Read each item. Then look at the letters in the box. Choose the correct letters to make a word that answers each clue. Write the new word on the line. (1 point each)

scr      spr      str      thr

- Add three letters to **eam** to get a word that means "water flowing in a line." stream
- Add three letters to **atch** to get a word that means "to rub an itch." scratch
- Add three letters to **out** to get a word that means "to grow from a seed." sprout
- Add three letters to **ap** to get a word that means "a small piece." scrap
- Add three letters to **aw** to get a word that means "a tube used for drinking." straw
- Add three letters to **ow** to get a word that means "to toss." throw
- Add three letters to **ing** to get a word that means "to jump up quickly." spring

Read directions to students.  
**Phonics**  
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Assessment Tip: Total 7 Points  
**Grade 3, Unit 2**

Name \_\_\_\_\_ Date \_\_\_\_\_

**Lesson 7**  
LEVELED PRACTICE A7.2

**What Do Illustrators Do?**  
Phonics: Cumulative Review

## Cumulative Review

Each sentence is missing a word. Complete each sentence so that it makes sense, using a word from the Word Bank. (1 point each)

**Word Bank**  
 stripe      sprinkle      throb      strap  
 scramble      thread      scrape      spread

- She got a cut on her hand and a scrape on her knee.
- The skunk has a white stripe down its back.
- The rain will sprinkle water on the plants to help them grow.
- Spread the blanket flat on the ground.
- This strap holds the backpack on my back.
- He felt a throb of pain when his headache started.
- We like to watch the players scramble for the ball.
- She used red thread to sew on the patch.

**Use three words from the Word Bank in a sentence. (3 points)**

Responses will vary but should use three of the words from the box correctly.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Read directions to students.  
**Introduce Comprehension**  
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**15**

Assessment Tip: Total 11 Points  
**Grade 3, Unit 2**

**What Do Illustrators Do?**  
Vocabulary Strategies:  
Synonyms

## Synonyms

Read each sentence. Then write a synonym for the underlined word in the space provided. Possible responses shown. (1 point each)

1. It was so noisy that I could not hear her. loud
2. The dish shattered when I dropped it. broke
3. The cat was skinny enough to fit through the narrow gap in the fence.  
thin
4. She was delighted with her present. happy
5. The dog's fur was damp from the rain outside. wet
6. We stared at the painting on the wall. looked

Read directions to students.

**Vocabulary Strategies**

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Assessment Tip: Total 6 Points

**16**

**Grade 3, Unit 2**

**What Do Illustrators Do?**  
Phonics: Three-Letter Clusters  
(scr, spr, str, thr)

## Three-Letter Clusters

Look at each picture. Then write the correct letters from the box to complete each word. (1 point each)

scr      spr      str      thr

1. str \_\_\_\_\_ ing



2. thr \_\_\_\_\_ oat



3. spr \_\_\_\_\_ ing



4. scr \_\_\_\_\_ eam



Read directions to students.

**Phonics**

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Assessment Tip: Total 4 Points

**17**

**Grade 3, Unit 2**

Name \_\_\_\_\_ Date \_\_\_\_\_

**Lesson 7**  
LEVELED PRACTICE ELL7.2

**What Do Illustrators Do?**  
Phonics: Cumulative Review

## Cumulative Review

Circle the letters that complete each word. Write the word on the line, and read the word. (1 point each)

1. + ap      **scr**      **thr**      **spr**

2. + eet      **scr**      **thr**      **spr**

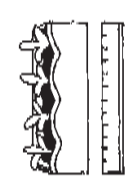
3. + ay      **thr**      **spr**      **scr**

4. + ead      **scr**      **thr**      **spr**

5. + ong      **scr**      **thr**      **spr**

6. + ew      **scr**      **thr**      **spr**

7. + out      **scr**      **thr**      **spr**

Read directions to students.  
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Assessment Tip: Total 7 Points  
**Grade 3, Unit 2**

Name \_\_\_\_\_ Date \_\_\_\_\_

**Lesson 7**  
LEVELED PRACTICE ELL7.3

**What Do Illustrators Do?**  
Vocabulary Strategies: Synonyms

## Synonyms

Look at the pictures on the left. Label each picture with a word from the Word Bank. Then, read the words on the right. Draw a line from the picture to the word that is its synonym.

**Word Bank**

jumping      falling      sleeping      wet

1.  **slipping (1)**

2.  **napping (1)**

3.  **damp (1)**

4.  **hopping (1)**

Read directions to students.  
**Vocabulary Strategies**  
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Assessment Tip: Total 8 Points  
**Grade 3, Unit 2**

# JOURNEYS

COMMON CORE



## Lesson 7

Grade 3



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