

HOUGHTON MIFFLIN HARCOURT

JOURNEYS

COMMON CORE



Lesson 9

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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Kamishibai Man
Home Letter

Home Letter

Dear Family,

This week we'll explore the question "How is a live performance different than other kinds of entertainment?" In the realistic fiction selection **Kamishibai Man**, students will read about a storyteller from Japan who finds that his stories—told with traditional Japanese scenes on paper—still bring delight to a contemporary audience. Students will also read the informational text **The True Story of Kamishibai**, which tells about this elegant Japanese storytelling tradition.

This week's...

Target Vocabulary: familiar, jerky, vacant, rickety, blurry, rude, blasted, applause

Phonics Skill: Vowel diphthongs *ow*, *ou*

Vocabulary Strategy: Dictionary/glossary

Comprehension Skill: Cause and effect—tell how one event makes another happen and why

Comprehension Strategy: Monitor/clarify—as you read, find a way to clear up what doesn't make sense

Writing Focus: Opinion writing—prewrite a response to literature

Activities to Do Together

Vocabulary

Ask your child to use this week's **Target Vocabulary** words to tell about a favorite story.

Traditions from Around the World

Talk with your child about traditions from different parts of the world, such as playing with a *piñata* or listening to Irish music.

Review *The Kamishibai Man*

Ask your child to write a review of **The Kamishibai Man**, telling what parts he or she liked best and why.



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
☐ Practice pages 	☐ Reading Log
☐ Comprehension and Fluency Literacy Center	☐ Vocabulary in Context Cards
☐ Word Study Literacy Center	☐ Spelling
☐ Think and Write Literacy Center	☐ Writing
☐ Read	☐ Other _____
☐ Other _____ 	

I read...

☐ Monday	
☐ Tuesday	
☐ Wednesday	
☐ Thursday	
☐ Friday	

Name _____ Date _____

Kamishibai Man
Vocabulary Word Cards

familiar

blurry

jerky

rude

vacant

blasted

rickety

applause

Target Vocabulary

**Puppets, Puppets,
Puppets**
Target Vocabulary

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

Vocabulary		
familiar	rickety	blasted
jerky	blurry	applause
vacant	rude	

Definition well-known	Example • your best friend • _____ • _____ • _____
Sentence Pinocchio is a familiar puppet to many children.	Non-example • streets of a new city • _____ • _____ • _____ • _____

familiar

Name _____ Date _____

T-Map: Cause and Effect

Before the Talkies
Graphic Organizer 12

Title *Before the Talkies*

Cause	Effect
Jared and Sara find an old movie poster.	

T-Map: Cause and Effect

Tall Tale Tuesday
Graphic Organizer 12

Title Tall Tale Tuesday

Cause	Effect
	Manny’s cousin rolled her eyes.

The Kabuki Kid

Graphic Organizer 12

Cause	Effect
Mom told Andy to change his clothes for the performance.	Andy put on a clean shirt.

Name _____ Date _____

T-Map: Cause and Effect

Manny’s Story
Graphic Organizer 12

Title Manny’s Story

Cause	Effect
	Manny and Dad’s boat flipped over.

Vowel Diphthongs *ow, ou*

Kamishibai Man**Phonics:**
Vowel Diphthongs *ow, ou*

Read each sentence. Circle the word that is spelled correctly to complete each sentence. The first one has been done for you.

1. They are growing flowers/flouers in the yard.
2. Meet me in one hour/hower.
3. She frouned/frowned at the bad news.
4. The dog grouled/growled at the cat.
5. Turn down that loud/lowd music!
6. You go north and I will go sowth/south.
7. He can dry off with this touel/towel.
8. That door will lead you outside/owtside.
9. This room is too crowded/crouded!
10. I am very prowld/proud of the cake I made.

Cumulative Review

Kamishibai Man**Phonics:** Cumulative Review

Read each sentence. Complete each word in bold print with *ow* or *ou*. The first one has been done for you.

1. When she is mad, she **fr**ow**ns**.
2. The **c**____**boy** wore boots and a big hat.
3. The dog liked to **h**____**l** at the moon.
4. Feed the **m**____**se** some cheese.
5. Come over to my **h**____**se** to play.
6. I picked a **fl**____**er** from the yard.
7. I **f**____**nd** the sock I had lost.
8. The singer **b**____**ed** at the end of the show.
9. A **cr**____**d** of people filled the street.
10. That **s**____**nd** is too **l**____**d**!

Dictionary/Glossary Entry

Kamishibai Man**Vocabulary Strategies:**
Dictionary/Glossary Entry

Read the sample dictionary/glossary entry. Then use the information in the entry to complete each sentence. The first one has been done for you.

able *adjective* **1.** Having what is necessary to do something: *My brother is able to drive a car.* **2.** Having special power to do something: *She is an able mechanic.*

a•ble (ā'bəl) ◇ *adjective* **abler, ablest**

1. An entry tells you the part of speech of the word.

The word *able* is an adjective.

2. This entry gives _____ different meanings of the word *able*.

3. You can write the pronunciation of *able* as

_____.

4. The word *able* has _____ syllables.

5. This entry shows how to add the endings _____

and _____ to *able*. They are both

_____ endings.



Vowel Diphthongs *ow, ou*

Kamishibai Man**Phonics:**
Vowel Diphthongs *ow, ou*

Read the words in bold print. Then follow the directions.
Write the new words in the blanks. Be sure to spell the new words correctly.

1. Change the first letter of **mound** to get a word that means “shaped like a circle.” _____
2. Change the first letter of **gown** to get a word that means “a small city.” _____
3. Change the first letter of **mount** to get a word that means “to say numbers in order.” _____
4. Change the first letter of **how** to get a word that means “immediately.” _____
5. Change the last letter of **crown** to get a word that means “a bunch of people.” _____
6. Change the first two letters of **proud** to get a word that means “an object in the sky that covers the sun.”

7. Change the first two letters of **scowl** to get a word that means “an angry noise that a bear or dog might make.”

Cumulative Review

Kamishibai Man
Phonics: Cumulative Review

Read the words in the box. Write the words with the /ow/ sound, as in the word *cow*, in the left column. Write the words with the long *o* sound in the right column. Then use four of the words to write a paragraph.

window	flow	know	flour
about	powder	aloud	mow

/ow/**/ō/**

Dictionary/Glossary Entry

Kamishibai Man**Vocabulary Strategies:**
Dictionary/Glossary Entry

Read the sample dictionary/glossary entry. Then use the entry to answer the questions below.

access *noun* **1.** The action of going into: *Access to the palace was not easy.* **2.** Permission or ability to enter or use: *We have access to the pool.* **3.** A way of going into: *The only access was through a tunnel.* **4.** *verb* To find and be able to use on a computer or computer network.

ac•cess (ăk'sēs) ◇ *noun, plural* **accesses** ◇ *verb* **accessed, accessing**

1. How are a dictionary and a glossary different?

2. Read these sentences:

*I do not have **access** to the key.*

*I can **access** that program from here.*

Which definitions of the word *access* from the entry above are used in these sentences? _____

What parts of speech are these definitions? _____

3. Choose two meanings of the word *access*, and write a sentence using each meaning.

A _____

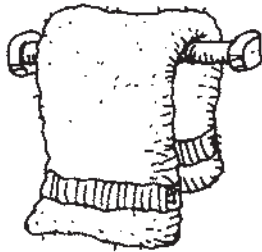
B _____

Vowel Diphthongs *ow, ou*

Kamishibai Man**Phonics:**
Vowel Diphthongs *ow, ou*

Circle the word that names each picture. Read the words aloud.

1.



trout towel

2.



hose house

3.



shower shovel

4.



clowns clouds

5.



showing shouting

6.



found frowned

7.



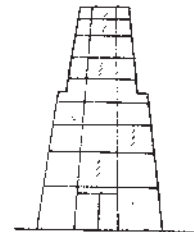
mouth mower

8.



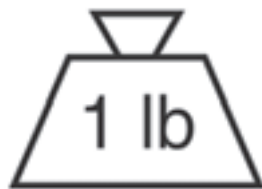
crown crowd

9.



tower town

10.



powder pound

11.



spouts sprouts

12.



bowing bounce

Name _____

Date _____

Cumulative Review

Kamishibai Man

Phonics: Cumulative Review

Look at each picture. Write its name on the first line under the picture. Read the words inside the box. Write each word from the box under the picture of the word with the same vowel sound and letter pattern.

ouch

owl

found

slow

loan

below

power

float

throw

downtown

groaning

proud









Dictionary/Glossary Entry

Kamishibai Man**Vocabulary Strategies:**
Dictionary/Glossary Entry

Read the sample dictionary/glossary entry. Then, circle the letter of the best answer for each question below.

baggy *adjective* Fitting loosely: *The children wore baggy pants.*

bag•gy (băg'ē) ◇ *adjective* **baggier, baggiest**

1. What part of speech is the word *baggy*?

- A** adverb
- B** adjective
- C** verb

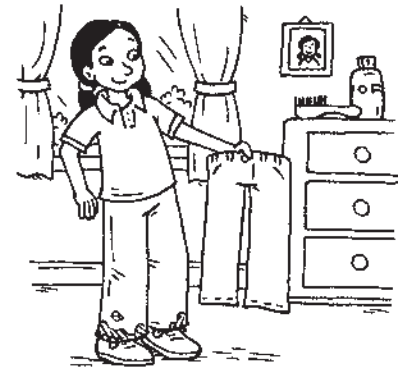
2. How many different meanings of the word *baggy* does this entry give?

- A** one
- B** two
- C** three

3. What is the pronunciation of the word *baggy*?

- A** bag•gy
- B** *The children wore baggy pants.*
- C** băg'ē

4. Write a sentence using the word *baggy* correctly.



Name _____ Date _____

Lesson 9
WEEKLY TESTS 9.1

Kamishibai Man

Test Record Form

TEST RECORD FORM	Possible Score	Acceptable Score	Student Score
Vocabulary: Target Vocabulary, Dictionary/Glossary	10	7	
Comprehension: Cause and Effect, Analyze Illustrations, Anchor Text	10	7	
Phonics: Vowel Diphthongs <i>ow, ou</i>	10	7	
Grammar: Abstract Nouns	10	7	
TOTAL	40	28	
Total Student Score × 2.5 =			%

Vocabulary

Answer Numbers 1 through 5. Choose the best answer for each question.

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

It is rude to speak too loud.

- Ⓐ not quiet
- Ⓑ not polite
- Ⓒ very friendly
- Ⓓ very surprising

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

The actor liked the applause.

- Ⓕ clapping
- Ⓖ knocking
- Ⓗ running
- Ⓘ talking

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

This rickety ladder is unsafe.

- Ⓐ tall and narrow
- Ⓑ old and wooden
- Ⓒ weak and shaky
- Ⓓ slick and slippery

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

We play in the vacant field.

- Ⓕ empty
- Ⓖ large
- Ⓗ muddy
- Ⓘ new

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

If Sam does not wear his glasses, everything looks blurry.

- Ⓐ not easy
- Ⓑ too hard
- Ⓒ not clear
- Ⓓ too small

Use the glossary entry to answer Numbers 6 through 10. Choose the best answer for each question.

canvas *noun* **1.** A heavy type of fabric **2.** Something to paint on **3.** A tent

hum *verb* **1.** To sing with the mouth closed **2.** To make a buzzing noise

jewel *noun* **1.** A stone that is worth a lot of money **2.** A gem

sharp *adjective* **1.** Having a fine point **2.** Smart

- 6** What part of speech is the word *jewel*?
- Ⓕ adjective
 - Ⓖ adverb
 - Ⓗ noun
 - Ⓘ verb
- 7** How many meanings does the word *hum* have?
- Ⓐ one
 - Ⓑ two
 - Ⓒ three
 - Ⓓ four
- 8** Which word would appear on the dictionary page with the guide words *jelly/jig*?
- Ⓕ canvas
 - Ⓖ hum
 - Ⓗ jewel
 - Ⓘ sharp
- 9** Which word from the glossary means “to make a sound”?
- Ⓐ canvas
 - Ⓑ hum
 - Ⓒ jewel
 - Ⓓ sharp
- 10** Which word from the glossary names a kind of cloth?
- Ⓕ canvas
 - Ⓖ hum
 - Ⓗ jewel
 - Ⓘ sharp



Comprehension

Answer Numbers 1 through 10. Base your answers on the story “Kamishibai Man.”

- 1** What happens when Jiichan comes to the city?
 - Ⓐ He does not know where he is.
 - Ⓑ He cannot remember his stories.
 - Ⓒ He sees the old bridge has fallen down.
 - Ⓓ He hurts himself by falling off his bicycle.
- 2** Why does the truck driver honk his horn at Jiichan?
 - Ⓕ to say hello to Jiichan
 - Ⓖ to make Jiichan move out of the way
 - Ⓗ to tell other cars to make room for Jiichan
 - Ⓘ to let Jiichan know that he remembers him
- 3** Why were the trees in the park chopped down?
 - Ⓐ to make a new bridge into town
 - Ⓑ to make roads for the cars and trucks
 - Ⓒ to make a place for the storyteller to stand
 - Ⓓ to make room for the shops and restaurants
- 4** Which word BEST describes the feeling created by the illustration on page 327?
 - Ⓕ anger
 - Ⓖ excitement
 - Ⓗ fear
 - Ⓘ loneliness

- 5 Why does Jiichan clap two wooden blocks together?
- Ⓐ to tell the children he is there to tell stories
 - Ⓑ to show he is angry that the trees are gone
 - Ⓒ to warn people to stay away
 - Ⓓ to keep time with a song
- 6 Which of the following BEST describes what you learn from the illustration on page 333?
- Ⓕ where the people go to work
 - Ⓖ how angry Jiichan is at the people
 - Ⓗ what kind of games the children like to play
 - Ⓘ that the townspeople are very excited about the television, but Jiichan is less so
- 7 What happened when the poor boy was the only child to come to the park?
- Ⓐ Jiichan told the boy to go home.
 - Ⓑ Jiichan gave the boy some candy.
 - Ⓒ Jiichan told the boy's favorite story.
 - Ⓓ Jiichan watched television at the boy's house.
- 8 Why did Jiichan stop telling stories so many years ago?
- Ⓕ Nobody wanted to eat his candies.
 - Ⓖ The city became noisy and crowded.
 - Ⓗ The children stopped coming to see him.
 - Ⓘ He wanted to watch television instead of telling his stories.

Name _____ Date _____

Kamishibai Man
Comprehension

- 9 Which word BEST describes the feeling created by the illustration on page 340?
- Ⓐ calmness
 - Ⓑ excitement
 - Ⓒ sadness
 - Ⓓ surprise
- 10 Why does Jiichan's wife turn off the television at the end of the story?
- Ⓕ She wants to talk to Jiichan.
 - Ⓖ She is going to make candy for Jiichan.
 - Ⓗ She thinks Jiichan does not like television.
 - Ⓘ She is going to ask Jiichan to tell her a story.

Mark Student Reading Level:

____ Independent ____ Instructional ____ Listening



Phonics

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

- 1 Which word has the SAME sound as the *ow* in *allowed*?
 - A boat
 - B fool
 - C low
 - D scowl
- 2 Which word has the SAME sound as the *ow* in *flower*?
 - F crow
 - G down
 - H home
 - I scoop
- 3 Which word has the SAME sound as the *ou* in *thousand*?
 - A frown
 - B should
 - C soup
 - D toe
- 4 Which word has the SAME sound as the *ow* in *crown*?
 - F broke
 - G glow
 - H mouse
 - I show
- 5 Which word has the SAME sound as the *ou* in *about*?
 - A bought
 - B coat
 - C now
 - D woke
- 6 Which word has the SAME sound as the *ou* in *pounding*?
 - F bounce
 - G know
 - H look
 - I rough

Name _____ Date _____

7 Which word has the SAME sound as the *ou* in *shouting*?

- Ⓐ could
- Ⓑ good
- Ⓒ growl
- Ⓓ own

8 Which word has the SAME sound as the *ow* in *town*?

- Ⓕ about
- Ⓖ brought
- Ⓗ road
- Ⓘ slow

9 Which word has the SAME sound as the *ou* in *around*?

- Ⓐ found
- Ⓑ snow
- Ⓒ soap
- Ⓓ would

10 Which word has the SAME sound as the *ow* in *somehow*?

- Ⓕ blow
- Ⓖ hook
- Ⓗ shout
- Ⓘ thought



Grammar

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

- 1** Which of the following is an ABSTRACT NOUN in the sentence below?

Vanessa's goal was to read 20 books over the summer.

- Ⓐ Vanessa
- Ⓑ goal
- Ⓒ read
- Ⓓ books

- 2** Which of the following is an ABSTRACT NOUN in the sentence below?

Paul's talent is the best the school has seen in years.

- Ⓕ Paul
- Ⓖ talent
- Ⓗ school
- Ⓘ seen

- 3** Which of the following is an ABSTRACT NOUN in the sentence below?

Puong Fei needed courage to attend the first day of school in a new town.

- Ⓐ courage
- Ⓑ attend
- Ⓒ school
- Ⓓ town

- 4** Which of the following is an ABSTRACT NOUN in the sentence below?

Mr. Anderson's boyhood was mostly spent with his grandparents at their cabin.

- Ⓕ boyhood
- Ⓖ with
- Ⓗ grandparents
- Ⓘ cabin

- 5 Which of the following is an ABSTRACT NOUN in the sentence below?

Manny felt delight when he saw his new sister for the first time.

- Ⓐ Manny
- Ⓑ felt
- Ⓒ delight
- Ⓓ sister

- 6 Which of the following is an ABSTRACT NOUN in the sentence below?

Isabel knew she needed luck in order to win the race.

- Ⓕ Isabel
- Ⓖ knew
- Ⓗ luck
- Ⓘ race

- 7 Which of the following is an ABSTRACT NOUN in the sentence below?

Mrs. Cheshire took control and helped plan the party.

- Ⓐ Mrs. Cheshire
- Ⓑ took
- Ⓒ control
- Ⓓ party

- 8 Which of the following is an ABSTRACT NOUN in the sentence below?

Lily and Melissa's friendship was very strong.

- Ⓕ Lily
- Ⓖ Melissa
- Ⓗ friendship
- Ⓘ was

Name _____ Date _____

Lesson 9
WEEKLY TESTS 9.11

Kamishibai Man

Grammar

- 9 Which of the following is an ABSTRACT NOUN in the sentence below?

Steven felt great joy when he won the art contest.

- Ⓐ Steven
- Ⓑ felt
- Ⓒ joy
- Ⓓ he

- 10 Which of the following is an ABSTRACT NOUN in the sentence below?

The warmth from the fire made Bernardo sleepy.

- Ⓕ warmth
- Ⓖ from
- Ⓗ fire
- Ⓘ Bernardo



The Golden Age of Stories

Kamishibai Man
Oral Language Chant

Take turns reading each stanza of the chant with a partner.

I remember the **familiar** place,
where the storyteller came around
to entertain the crowd.

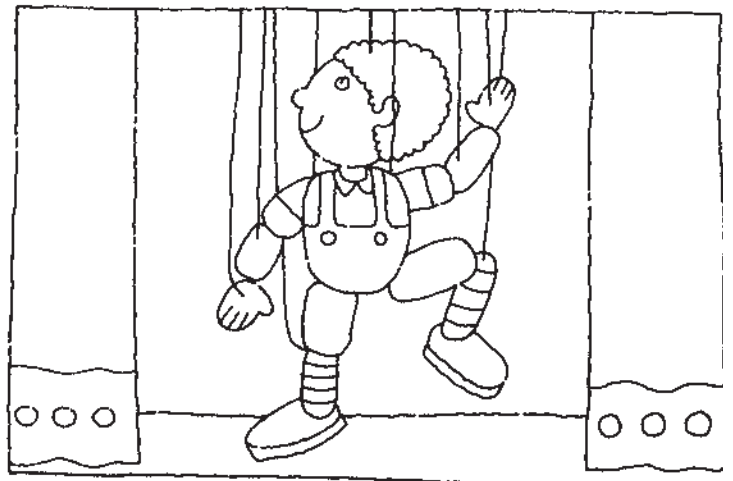
I will never forget his face,
even though so many years
have passed.

It's all **blurry** now.

Before television was invented,
you really should know,
stories came from books,
or sometimes from a puppet show.

Sometimes people went to plays,
where actors had to pause
from high upon their **rickety** stage
to hear the crowd's **applause**.

I miss my favorite stories.
Where's that storyteller from the days
when I was just a boy?
Storytelling from those times
brought us so much joy.



Kamishibai Man

An old man and woman lived in Japan. They called each other Jiichan and Baachan.

One day, Jiichan rode his bicycle to the city. He used to go to this city to tell stories. The city looked different than it had back then. **Rude** drivers **blasted** their horns. He saw many new buildings. Nothing looked **familiar**. He started to miss the old buildings.

Jiichan stopped in a **vacant** lot and took out his stage. He was ready to tell stories and give out the candy his wife Baachan made. He had everyone's favorites. He started to remember and tell his own story.

Long ago, Jiichan, the kamishibai man, used to tell stories. Then people didn't want his stories. They wanted to watch television. Jiichan didn't understand. Television was **blurry** and **jerky**.

One day, a little boy came. He didn't like television. He liked Jiichan's stories. That was long ago.

Suddenly, Jiichan saw a crowd around him. There was the little boy, all grown up now. The **applause** was loud. Everyone liked his stories. That evening, Jiichan was on the television news!

Kamishibai Man Selection Summary

Name _____ Date _____

Target Vocabulary

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

Vocabulary

familiar jerky vacant	rickety blurry rude	blasted applause
-----------------------------	---------------------------	---------------------

Definition well-known	Example - your best friend - your classroom - your neighborhood	Non-example - streets of a new city - a food you've never tried before - a language you haven't learned
---------------------------------	---	---

Sentence
 Pinocchio is a familiar puppet to many children.

familiar

Read directions to students.
Target Vocabulary
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Grade 3, Unit 2

Name _____ Date _____

T-Map: Cause and Effect

Title *Before the Talkies*
Possible responses shown.

Cause Jared and Sara find an old movie poster.	Effect The kids learn that the man in the poster is their great-grandfather, who was a movie star. They watch the movie with Granddad.
--	--

Lesson 9
BLACKLINE MASTER 9.5

Before the Talkies
Graphic Organizer 12

Graphic Organizer 12
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Grade 3, Unit 2

Lesson 9
BLACKLINE MASTER 9.6

Tall Tale Tuesday
Graphic Organizer 12

Name _____ Date _____

T-Map: Cause and Effect

Title Tall Tale Tuesday

Possible responses shown.

Cause	Effect
Manny had begun telling an unbelievable story.	Manny's cousin rolled her eyes.
Manny survived a tug-of-war with the tuna.	Manny got a round of applause.
Mom explained tall tales.	Manny admitted his stories are tall tales.

Graphic Organizer 12
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Grade 3, Unit 2

Lesson 9
BLACKLINE MASTER 9.7

The Kabuki Kid
Graphic Organizer 12

Name _____ Date _____

T-Map: Cause and Effect

Title The Kabuki Kid

Possible responses shown.

Cause	Effect
Mom told Andy to change his clothes for the performance.	Andy put on a clean shirt.
Andy keeps complaining about going to the theater.	Dad becomes annoyed with Andy.
Few people are in the audience.	Andy feels sorry for Uncle Togashi.
The performance amazed Andy.	Andy is in a daze.

Graphic Organizer 12
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Grade 3, Unit 2

Lesson 9
BLACKLINE MASTER 9.8

Manny's Story
Graphic Organizer 12

Name _____ Date _____

T-Map: Cause and Effect

Manny's Story

Possible responses shown.

Cause	Effect
The tuna made a giant wave.	Manny and Dad's boat flipped over.
Manny survived a tug-of-war with the tuna.	Manny got a round of applause.
Mom explained tall tales.	Manny said his stories are tall tales.

Graphic Organizer 12

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Grade 3, Unit 2

Lesson 9
LEVELED PRACTICE SR9.1

Kamishibai Man
Phonics:
Vowel Diphthongs ow, ou

Name _____ Date _____

Vowel Diphthongs ow, ou

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

- They are growing flowers/flouers in the yard.
- Meet me in one hour/hower.
- She frowned/frowned at the bad news.
- The dog grouled/growled at the cat.
- Turn down that loud/lowd music!
- You go north and I will go sowth/south
- He can dry off with this touel/towel
- That door will lead you outside/owtside.
- This room is too crowded/crouded!
- I am very prowd/proud of the cake I made.

Read directions to students.

Phonics

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Grade 3, Unit 2

Lesson 9
LEVELED PRACTICE SR9.2

Kamishibai Man
Phonics: Cumulative Review

Name _____ Date _____

Cumulative Review

Read each sentence. Complete each word in bold print with *ow* or *ou*. The first one has been done for you. (1 point each)

- When she is mad, she **fr** ow **ns**.
- The **c** ow **boy** wore boots and a big hat.
- The dog liked to **h** ow **l** at the moon.
- Feed the **m** ou **se** some cheese.
- Come over to my **h** ou **se** to play.
- I picked a **fl** ow **er** from the yard.
- I **f** ou **nd** the sock I had lost.
- The singer **b** ow **ed** at the end of the show.
- A **cr** ow **d** of people filled the street.
- That **s** ou **nd** is too **l** ou **d**!

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Assessment Tip: Total 10 Points
Grade 3, Unit 2
12

Lesson 9
LEVELED PRACTICE SR9.3

Kamishibai Man
Vocabulary Strategies: Dictionary/Glossary Entry

Name _____ Date _____

Dictionary/Glossary Entry

Read the sample dictionary/glossary entry. Then use the information in the entry to complete each sentence. The first one has been done for you. (1 point each)

able *adjective* 1. Having what is necessary to do something: *My brother is able to drive a car.* 2. Having special power to do something: *She is an able mechanic.*

able (ā'bəl) ◇ *adjective* **abler, ablest**

- An entry tells you the part of speech of the word.
The word *able* is an adjective.
- This entry gives two different meanings of the word *able*.
- You can write the pronunciation of *able* as ā'bəl.
- The word *able* has two syllables.
- This entry shows how to add the endings -er and -est to *able*. They are both adjective endings.



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Assessment Tip: Total 6 Points
Grade 3, Unit 2
13

Lesson 9
LEVELED PRACTICE A9.1

Kamishibai Man
Phonics: Vowel Diphthongs *ow, ou*

Name _____ Date _____

Vowel Diphthongs *ow, ou*

Read the words in bold print. Then follow the directions. Write the new words in the blanks. Be sure to spell the new words correctly. (1 point each)

- Change the first letter of **mount** to get a word that means “shaped like a circle.” round
- Change the first letter of **gown** to get a word that means “a small city.” town
- Change the first letter of **mount** to get a word that means “to say numbers in order.” count
- Change the first letter of **how** to get a word that means “immediately.” now
- Change the last letter of **crown** to get a word that means “a bunch of people.” crowd
- Change the first two letters of **proud** to get a word that means “an object in the sky that covers the sun.”
cloud
- Change the first two letters of **scowl** to get a word that means “an angry noise that a bear or dog might make.”
growl

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Assessment Tip: Total 7 Points
Grade 3, Unit 2

Lesson 9
LEVELED PRACTICE A9.2

Kamishibai Man
Phonics: Cumulative Review

Name _____ Date _____

Cumulative Review

Read the words in the box. Write the words with the /ow/ sound, as in the word *cow*, in the left column. Write the words with the long *o* sound in the right column. Then use four of the words to write a paragraph.

window know flour flower about powder aloud mow	/ow/ <u>aloud (1 point)</u> _____ <u>window (1)</u> <u>flour (1)</u> _____ <u>know (1)</u> <u>about (1)</u> _____ <u>mow (1)</u> <u>powder (1)</u> _____ <u>flow (1)</u>
---	--

/ō/

Responses will vary but should use four words correctly. (8)

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Assessment Tip: Total 16 Points
Grade 3, Unit 2

Lesson 9
LEVELED PRACTICE A9.3

Kamishibai Man
Vocabulary Strategies:
Dictionary/Glossary Entry

Name _____ Date _____

Dictionary/Glossary Entry

Read the sample dictionary/glossary entry. Then use the entry to answer the questions below. Possible responses shown.

access *noun* 1. The action of going into: *Access to the palace was not easy.*
2. Permission or ability to enter or use: *We have access to the pool.* 3. A way of going into: *The only access was through a tunnel.* 4. *verb* To find and be able to use on a computer or computer network.

access (ăk'sēs) ◊ *noun, plural accesses* ◊ *verb accessed, accessing*

1. How are a dictionary and a glossary different?

A dictionary is a complete reference book that includes every word in the English language. A glossary is found at the back of a book and usually only includes words used in the text. (2 points)

2. Read these sentences:
I do not have access to the key.
I can access that program from here.

Which definitions of the word *access* from the entry above are used in these sentences? the second and fourth definitions (2)

What parts of speech are these definitions? the second definition is a noun; the fourth is a verb. (2)

3. Choose two meanings of the word *access*, and write a sentence using each meaning.

A Responses will vary but should use the meanings correctly. (2)

B _____

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Assessment Tip: Total 8 Points
Grade 3, Unit 2

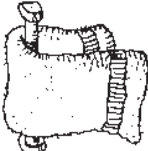
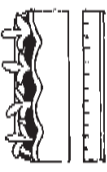
Lesson 9
LEVELED PRACTICE ELL9.1

Kamishibai Man
Phonics:
Vowel Diphthongs ow, ou

Name _____ Date _____

Vowel Diphthongs ow, ou

Circle the word that names each picture. Read the words aloud. (1 point each)

1.  trout (towel)	2.  hose (house)	3.  shower (shovel)
4.  clouds (clouds)	5.  showing (shouting)	6.  found (frowned)
7.  mouth (mower)	8.  crown (crowd)	9.  tower (town)
10.  powder (pound)	11.  sprouts (sprouts)	12.  bowling (bounce)

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Assessment Tip: Total 12 Points
Grade 3, Unit 2

Name _____ Date _____

Lesson 9
LEVELED PRACTICE ELL9.2

Kamishibai Man
Phonics: Cumulative Review

Cumulative Review

Look at each picture. Write its name on the first line under the picture. Read the words inside the box. Write each word from the box under the picture of the word with the same vowel sound and letter pattern. (1 point each)

 ouch owl found slow loan below power float throw downtown groaning proud	 clown _____ owl _____ downtown _____ power _____ boat _____ float _____ loan _____ groaning _____
 mow _____ slow _____ below _____ throw _____ mouse _____ found _____ proud _____ ouch _____	 mow _____ slow _____ below _____ throw _____ mouse _____ found _____ proud _____ ouch _____

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Name _____ Date _____

Lesson 9
LEVELED PRACTICE ELL9.3

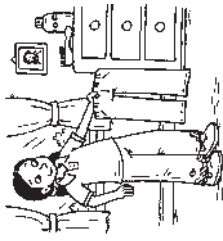
Kamishibai Man
Vocabulary Strategies:
Dictionary/Glossary Entry

Dictionary/Glossary Entry

Read the sample dictionary/glossary entry. Then, circle the letter of the best answer for each question below.

baggy *adjective* Fitting loosely: *The children wore baggy pants.*
bag•gy (băg'ē) ◇ *adjective* **baggier**, **baggiest**

- What part of speech is the word *baggy*?
 A adverb
 B **adjective** (1 point)
 C verb
- How many different meanings of the word *baggy* does this entry give?
 A **one** (1)
 B two
 C three
- What is the pronunciation of the word *baggy*?
 A bag•gy
 B *The children wore baggy pants.*
 C **băg'ē** (1)
- Write a sentence using the word *baggy* correctly.
 Responses will vary but should use *baggy* correctly. (2)



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JOURNEYS

COMMON CORE



Lesson 9

Grade 3



HOUGHTON MIFFLIN HARCOURT