

# Week 3 Third Grade Decodables

Foundational Skill - Final Syllables *tion, sion, ion, ture, ive, ize*  
and High Frequency Words:

*the, was, of, into, could, have, would, gone, wasn't, there,*  
*wanted, water, very, said, only*

Fiction: Chase Takes a Vacation

Nonfiction: One Forest, Different Trees

# Chase Takes a Vacation

Written by J. A. Vezzetti

Decodable  
Practice  
Reader

28A



## Syllables -tion, -sion, -ion, -ture, -ive, -ize

active

decision vacation adventures

station inventive picture

future substitution visualize

## High-Frequency Words

was the wasn't a

would have of to

only could gone there

said very wanted water

Henry Tucker was the unhappiest boy in Port Town. His cat Chase had disappeared six weeks ago. At first Henry wasn't worried. Chase was active and often took a vacation, but he always came back in a few days. Henry thought that Chase would have lots of good stories to tell about his adventures – if only Chase could talk!



After Chase had been gone for three days, Henry made a decision to search. First he looked carefully in all the places that Chase might hide. Chase wasn't in the shed in the garden or in the maple tree by the fence. He wasn't under the porch of the red house on Vine Street.



Chase wasn't in the boxes behind the bookstore or by the food market. He wasn't in the tall grass or under the hedges around the pond.

Next Henry was inventive. He posted signs all over town. The signs had the word *Missing*, a picture of Chase, and a phone number. Henry waited by the phone, but no one called.



As the days went by, Henry grew discouraged. His dad took him to the police station and the animal pound. There were lots of cats there, but no Chase. Dad said, “Maybe you want to get another cat.”

A substitution for Chase? Henry could not visualize that. Chase was much too special a cat.





Henry thought about Chase all the time. He recalled that Chase often sat on Henry's desk while he worked. Chase gracefully tucked his paws and watched Henry with big green eyes. Now the desk looked empty. At night in bed Chase would curl up right next to Henry. It was a bit uncomfortable at first, but Henry got used to it. Now his bed felt very lonely.



Cat ownership was often hard and messy, but all that Henry recalled now was Chase purring and rubbing on his legs. Henry had disliked it when Chase misbehaved. Now Henry wished that Chase would come back and misbehave as much as he wanted. Henry slumped lower on the steps. The future did not look bright.





Suddenly Chase reappeared in the yard. Unprepared for this sight, Henry didn't move. Then he grabbed and hugged the cat tightly. Chase squirmed free and licked his ruffled fur. He looked at Henry as if to say, "How about refreshments?"

Henry smiled and refilled the food and water dishes. Chase was home.





# One Forest, Different Trees

by Kim Fields



illustrated by Linda Howard Bittner

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One day Sue's third grade class decided to make a big picture for the wall. They wanted to make a forest. Each student tried to draw a tree for the forest. But there was a problem—a big problem. "We don't know how to draw trees!" said Amy. All she drew was a wavy green line.

"I can help," Sue said. She loved drawing trees.





“You are the best artist!” Amy said.  
“What’s *that*?” asked Nat, pointing to  
Sue’s picture.  
“That’s a tree,” said Sue.  
Nat shook his head. “Trees look like  
green lollipops,” he said. “What you drew  
is *not* a tree!”



Sue was very sad. "I worked hard to draw this tree," she said. "These are local trees. They grow all around the state. I make a lot of practice drawings because I want to get it just right!"

"Well, you got it *wrong*," said Nat.





Amy looked at Sue's real-looking tree. Then she looked at Nat's drawing of the green lollipop. "Nat," she asked at last, "will you teach me to draw trees?"

"Sure!" said Nat. He showed Amy how to draw a green circle. "Those are the leaves," he said. Then he drew a brown straight line. "That's the trunk," Nat said.



“Neat!” said Amy. Soon all the other children wanted to draw green lollipops too.

Sue felt sad. She tried to find something nice to say about the other drawings. “Those are nice green lollipops,” she said. But no one said anything nice about her drawing.



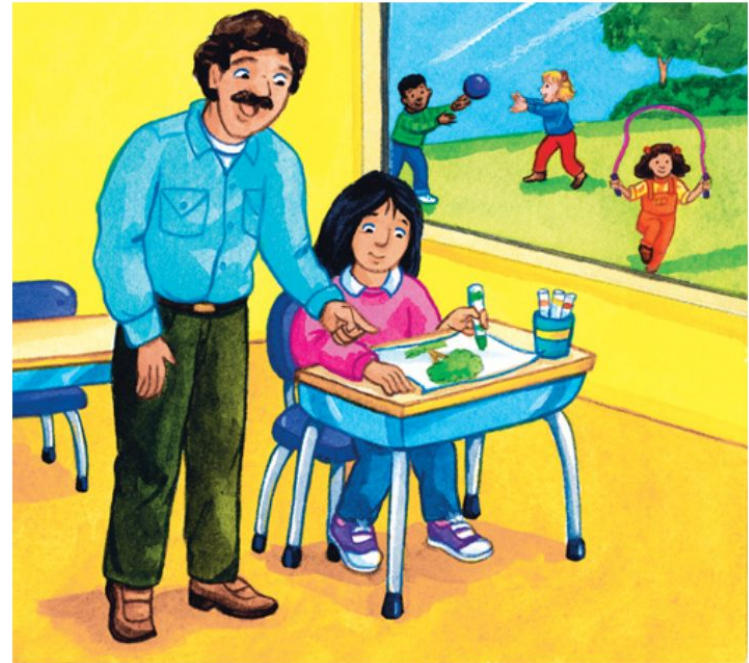
Nat shook his head at Sue's drawing. "If we're going to have a forest, all the trees should look the same," he said. "Draw green lollipops, Sue."

Sue started to make a lollipop. Then she put her pen down. She couldn't do it.



When the bell rang, everyone ran outside. Sue stayed behind, working on her drawing. She didn't feel like being social. Sue's teacher, Mr. Martinez, saw her sad expression. He always encouraged his students to do their best work. "That is a very good tree!" he said. He gave Sue his support.

"The other kids don't think so," said Sue. "They want me to draw the way they do."



“Do you want to draw lollipop trees?” Mr. Martinez asked. Sue shook her head. “Then don’t!” he said.

“Drawing a tree that looks like a lollipop is easier for some people. And sometimes kids want to do what everyone else does. That’s social pressure. But that doesn’t mean you have to do it,” said Mr. Martinez.

