

Printer Warning:

This packet is lengthy. Determine whether you want to print both sections, or only print Section 1 or 2.

3I



Grade 3 Reading

Student At-Home Activity Packet

This At-Home Activity packet includes two parts, Section 1 and Section 2, each with 5 lessons in it. We recommend that your student complete one lesson each day.



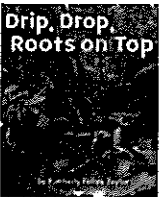
Children will need the support of an adult or older student to complete these lessons, unless they can read independently.

Encourage your student to just do the best they can with this content—the most important thing is that they continue to work on their reading!

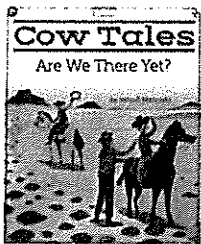

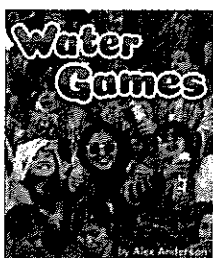
Flip to see the Grade 3
Reading activities
included in this packet!



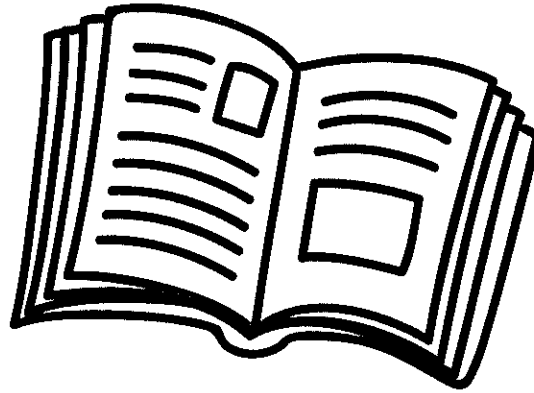
Grade 3 Reading Activities in Section 1

Lesson	Resource	Instructions	Answer Key	Page(s)
1	<p>Ready Reading Skill Overview: Asking Questions</p> <p>i-Ready Passage: "The Secret Life of Elvis"</p> 	<ul style="list-style-type: none"> • Read "Asking Questions" together. • Next, read "The Secret Life of Elvis." • Then, guide the child to choose the correct answer to each question. 	<p>Question 1: b</p> <p>Question 2: a</p> <p>Question 3: a</p> <p>Question 4: b</p> <p>Question 5: c</p> <p>Question 6: c</p>	7–17
2	<p>Ready Reading Skill Overview: Asking Questions</p> <p>i-Ready Passage: "Bark Beauty"</p> 	<ul style="list-style-type: none"> • Review "Asking Questions" together. • Next, read "Bark Beauty." • Then, guide the child to choose the correct answer to each question. 	<p>Question 1: a</p> <p>Question 2: c</p> <p>Question 3: b</p> <p>Question 4: b</p> <p>Question 5: a</p> <p>Question 6: a</p> <p>Question 7: b</p> <p>Question 8: b</p>	7, 18–26
3	<p>Ready Reading Skill Overview: Asking Questions</p> <p>i-Ready Passage: "Drip, Drop, Roots on Top"</p> 	<ul style="list-style-type: none"> • Read "Asking Questions" together. • Next, read "Drip, Drop, Roots on Top." • Then, guide the child to choose the correct answer to each question. 	<p>Question 1: c</p> <p>Question 2: c</p> <p>Question 3: a</p> <p>Question 4: c</p> <p>Question 5: c</p> <p>Question 6: c</p>	27–36

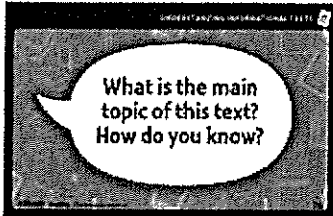
Grade 3 Reading Activities in Section 2

Lesson	Resource	Instructions	Answer Key	Page(s)
1	<p>Ready Reading Skill Overview: Describing Characters</p> <p>i-Ready Passage: "Cow Tales: Are We There Yet?"</p> 	<ul style="list-style-type: none"> • Read "Describing Characters" together. • Next, read "Cow Tales: Are We There Yet?" • Then, guide the child to choose the correct answer to each question. 	<p>Question 1: b</p> <p>Question 2: a</p> <p>Question 3: c</p> <p>Question 4: b</p> <p>Question 5: a</p> <p>Question 6: b</p> <p>Question 7: c</p>	55–67
2	<p>Ready Reading Skill Overview: Describing Characters</p> <p>i-Ready Passage: "Cow Tales: King of the Trail"</p> 	<ul style="list-style-type: none"> • Review "Describing Characters" together. • Next, read "Cow Tales: King of the Trail." • Then, guide the child to choose the correct answer to each question. 	<p>Question 1: c</p> <p>Question 2: b</p> <p>Question 3: c</p> <p>Question 4: a</p> <p>Question 5: b</p> <p>Question 6: b</p> <p>Question 7: c</p> <p>Question 8: c</p>	55, 68–77
3	<p>Ready Reading Skill Overview: Describing Connections</p> <p>i-Ready Passage: "Water Games"</p> 	<ul style="list-style-type: none"> • Read "Describing Connections" together. • Next, read "Water Games." • Then, guide the child to choose the correct answer to each question. 	<p>Question 1: b</p> <p>Question 2: c</p> <p>Question 3: c</p> <p>Question 4: b</p> <p>Question 5: b</p> <p>Question 6: a</p>	78–86

Independent Reading!



See pages
105 and 106
of this
packet.



Use the questions/ prompts on the **Discourse Card** resource to start a conversation about something the student has read. You may talk about a text the student read in one of the lessons above, or anything else the student is reading.

Encourage daily reading. And remember, reading isn't just about the books on the shelves—it's about anything around you with letters! Turn on the closed captioning feature on your TV or read catalogs that come in the mail. The backs of cereal boxes work, too, as do directions to board games!

Running out of stuff to read? **Grab some sticky notes, and label household objects, or make up new, silly names for things!** Communicating with sticky notes, instead of talking, is fun, too—start with a half hour and see if you can go all afternoon. Reading is everywhere!

Don't worry about right/wrong answers when you talk about text—the important thing is that you and your student share a reading experience and have fun!

Here are some websites that offer fun, free, high-quality material for kids:

www.starfall.com

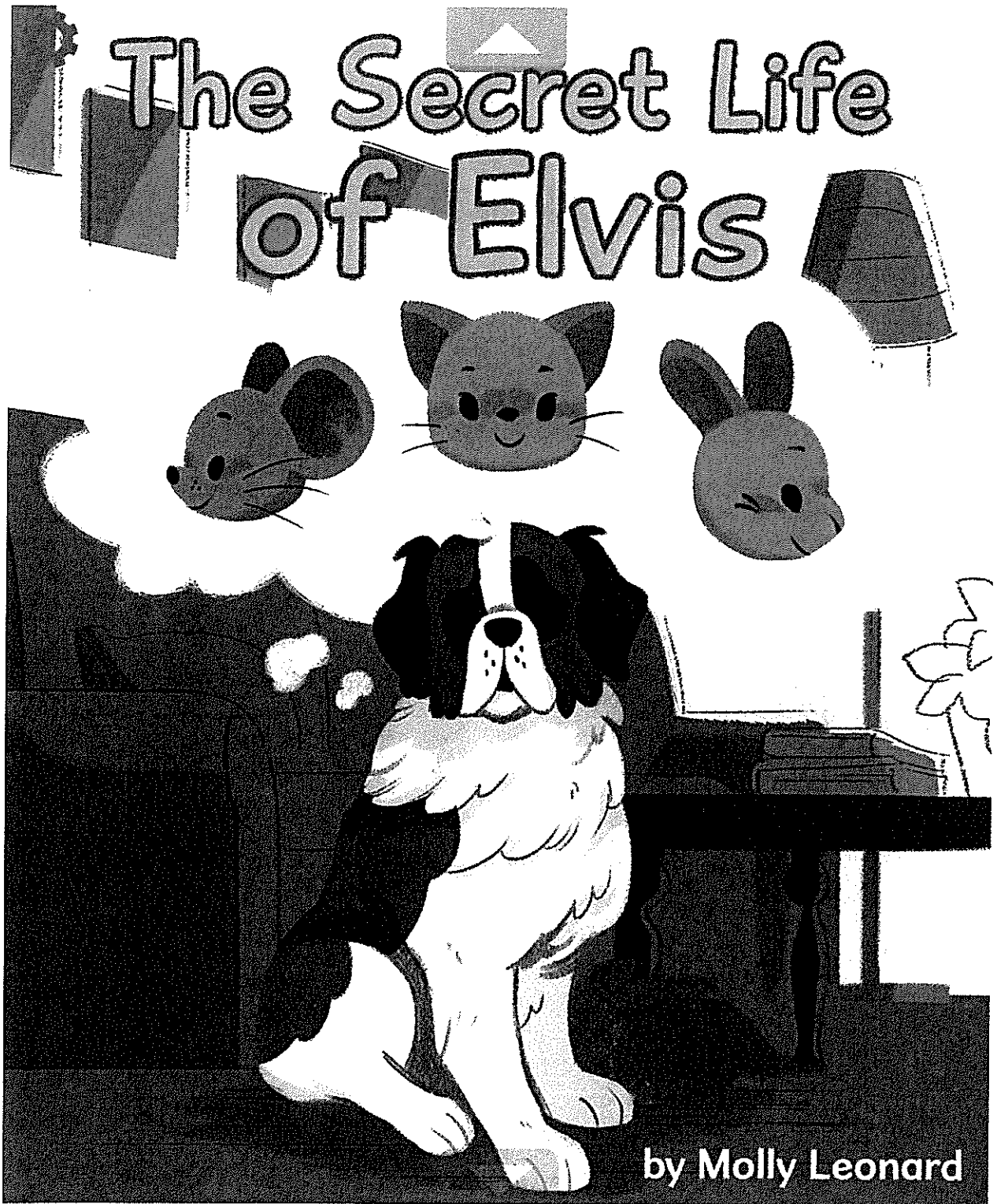
www.storyplace.org

www.uniteforliteracy.com

www.stornory.com

www.freekidsbooks.org

en.childrenslibrary.org





I wake up on a cold, hard floor every day.
I eat dry dog food for breakfast. Yuck!

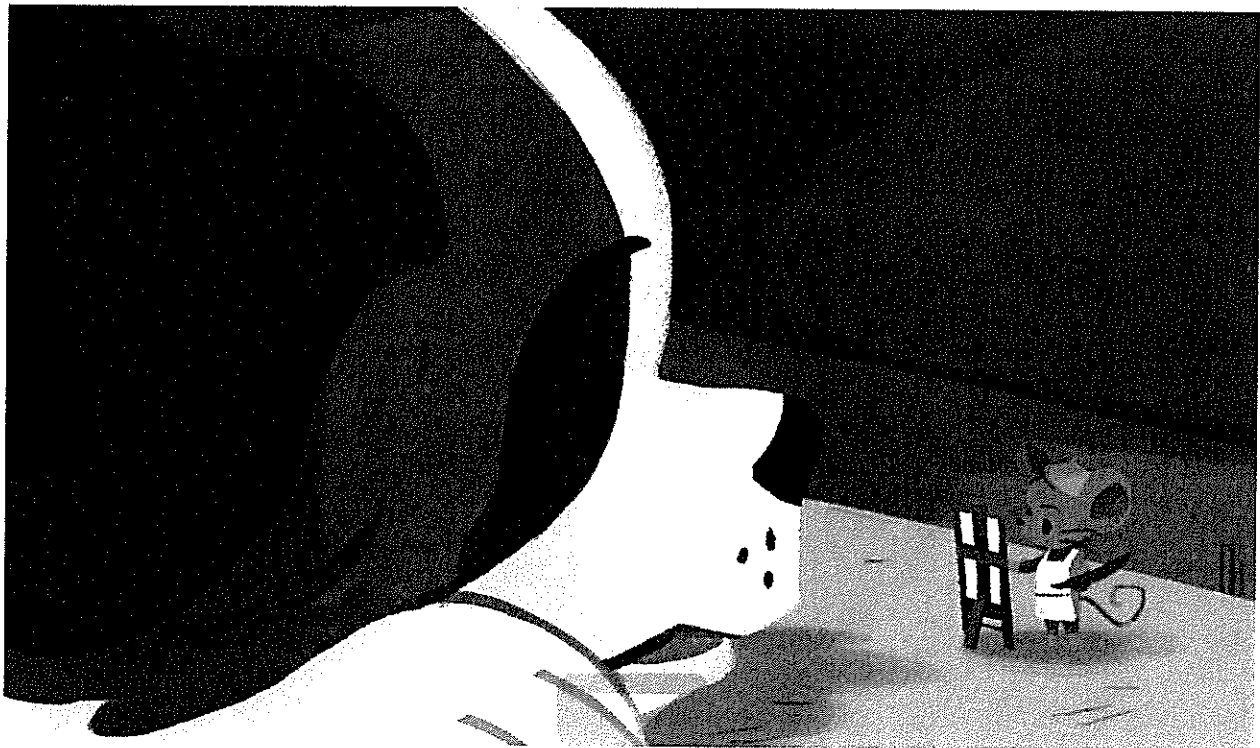
Then I have to drag myself out the door to
chase the mailman. I do NOT want to chase the
mailman! He is a nice guy. He scratches my
belly. He feeds me bananas.





Finally, I talk to my best friend, Maxwell.
“What should I do?” I ask him. Maxwell lives
under the dishwasher. He is a mouse. He is also
a painter! Today he is painting a banana.

I say, “I don’t want to be a dog anymore,
Maxwell. I have no time alone. The food stinks.
And people throw balls at me!”





I think about this. Then I say, “Well, I like licking my paws! I like winding around people’s feet so that they trip. And I love drinking milk.”

“I’ve got it!” Maxwell cries. “It sounds like you have spent too much time being a dog. Why don’t you try being ... a cat!”

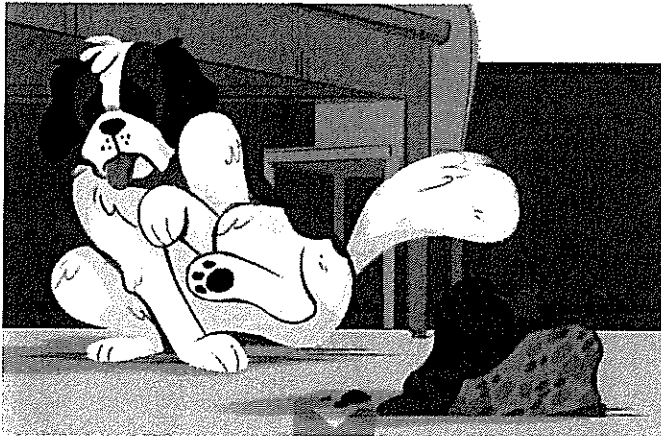


Question 3 (for p. 3 of passage)



What do I do next? I hide in a closet. I am trying to cough up a hairball.

Then I hear someone call, "Elvis! Come!" And of course I come running. I see that someone has dropped some meatloaf. They want me to eat it off the floor. Gross!



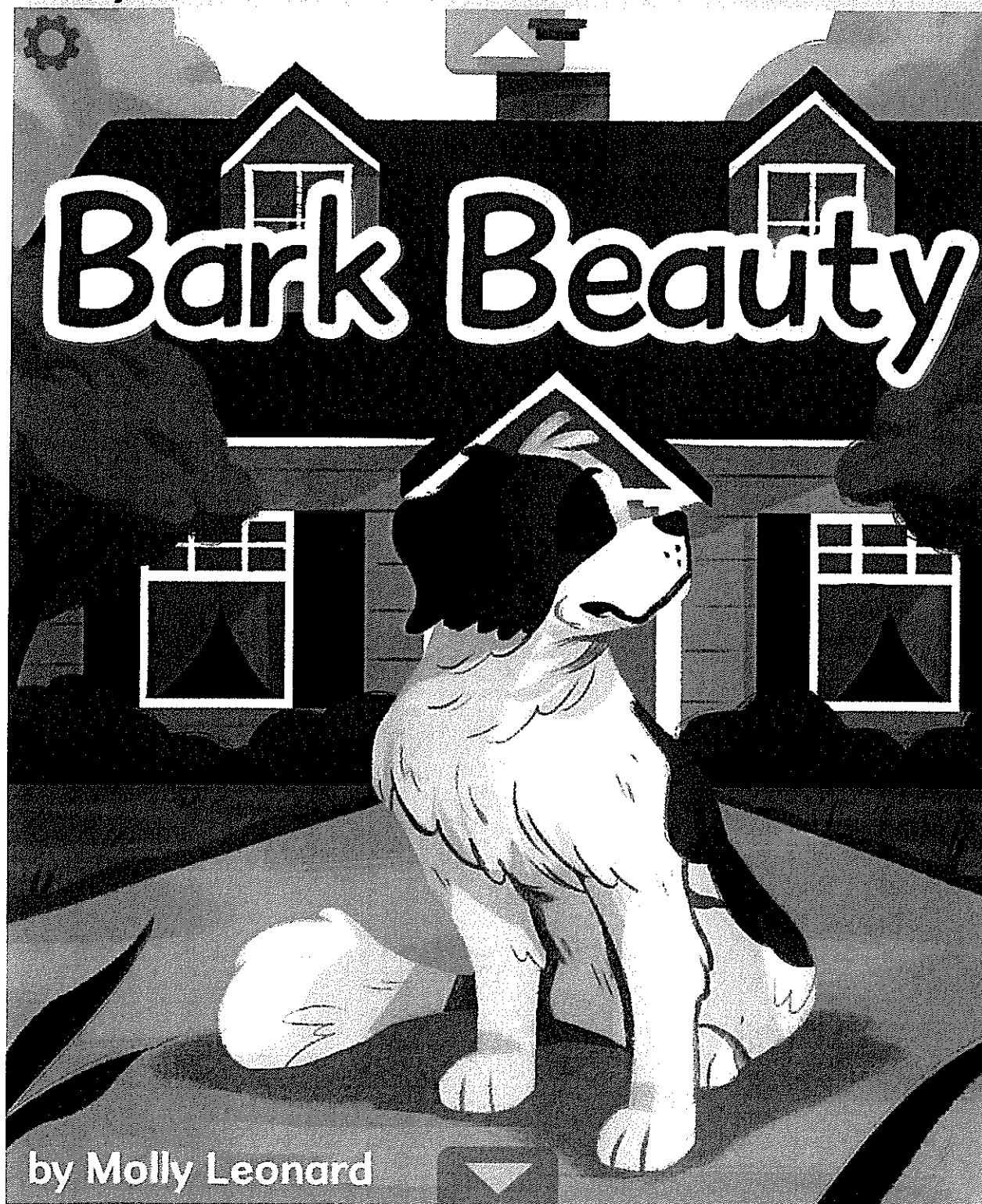
Look at the underlined text and the picture. What do you learn about Elvis?

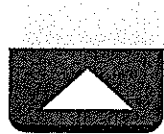
- a. He does not want to eat the meatloaf.
- b. He does not want to hide in a closet.
- c. He does not want to come running.

Question 4 (for p. 4 of passage)

Why does Elvis talk to Maxwell about his feelings?

- a. Maxwell is a little mouse.
- b. Maxwell is his best friend.
- c. Maxwell is a good painter.



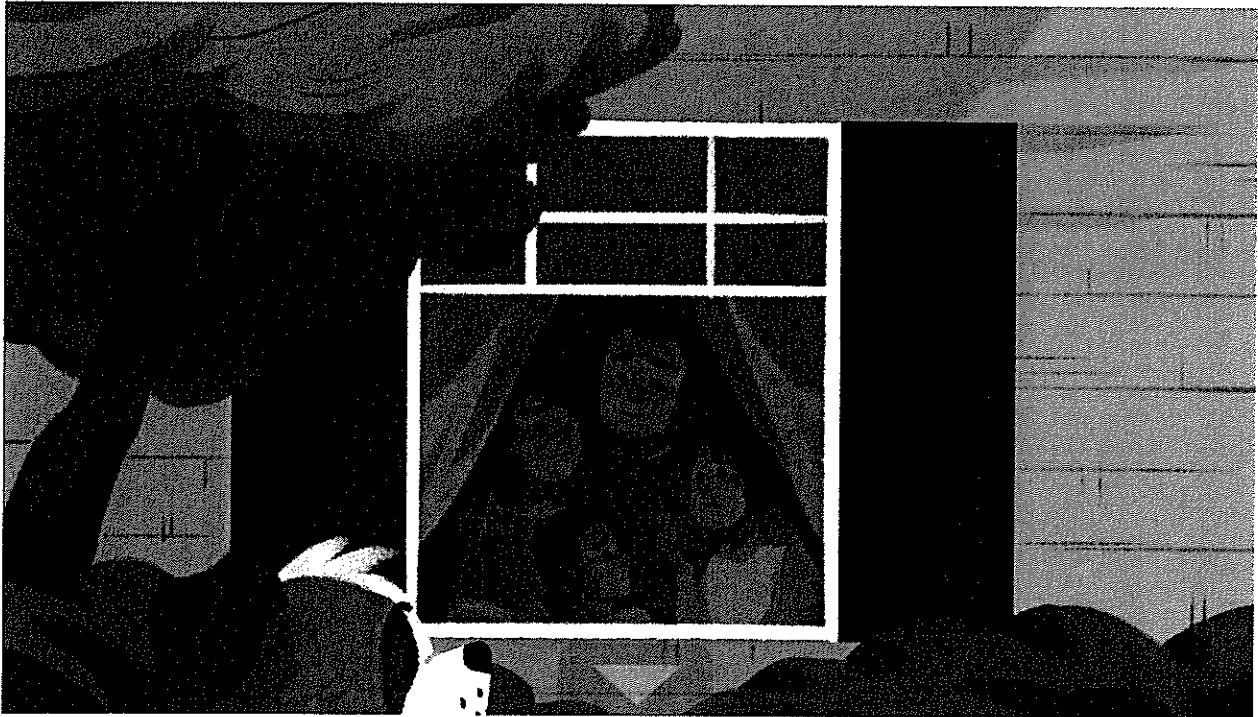


“Is he sick?” Penny Picklebottom asks.

“He has been sleeping standing up. Why would he do that?”

“And why would he gallop around the yard?” Mr. Picklebottom asks.

“And why steal my best blanket? Is he cold?” Mrs. Picklebottom adds.





“What does that dog think he is doing?”

Mrs. Picklebottom wonders. “Last week, he tried to sit in my lap like a cat. But now what? Dogs don’t prance. They don’t wear blankets.”

Mrs. Picklebottom is right. Elvis is acting strange. He is not acting like a dog at all!



Question 1 (for p. 1 of passage)

What is the Picklbottom's problem?

- a. Something is wrong with their dog.
- b. Something is wrong with their window.
- c. Something is wrong with their tree.

Question 2 (for p. 2 of passage)

What is this page mostly about?

- a. Elvis is feeling sick.
- b. Elvis is stealing things.
- c. Elvis is acting strange.

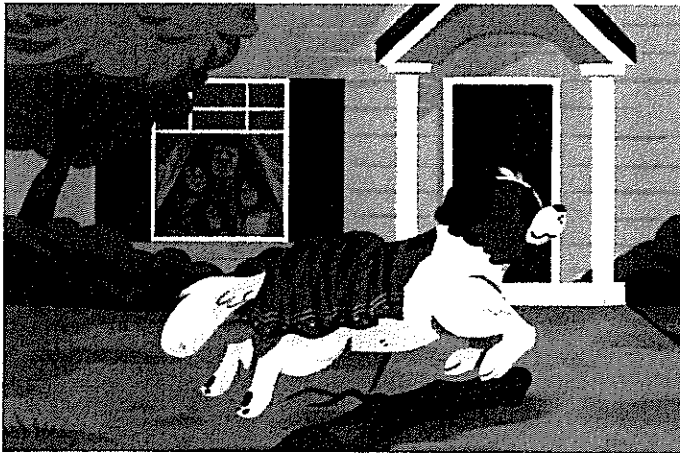
Question 3 (for p. 2 of passage)

How do the Picklebottoms feel about Elvis?

- a. sad
- b. worried
- c. angry

Question 4 (for p. 3 of passage)

Where is Elvis? Use the text and the picture to answer the question.



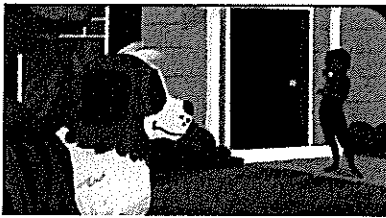

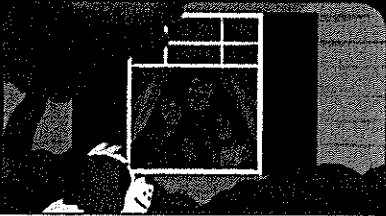
- a. in a forest
- b. in a yard

c. dog

Question 8 (for p. 5 of passage)

Look at what happens first and next in the story. Choose the event that happens last.

First	Next	Last
		

- a. 
- b. 
- c. 



Drip, Drop, Roots on Top

by Kimberly Feltes Taylor



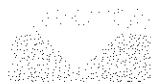
Drip Tips and Raincoats

Have you ever been soaked by the rain?
Your clothes get wet. You need to dry off!

Plants need to dry off, too. Plants can die if they get too much rain. Drip tips can help. A drip tip is a pointy end on a leaf. Rain drips off the pointy part. The leaf dries off.



Leaves with pointy drip tips

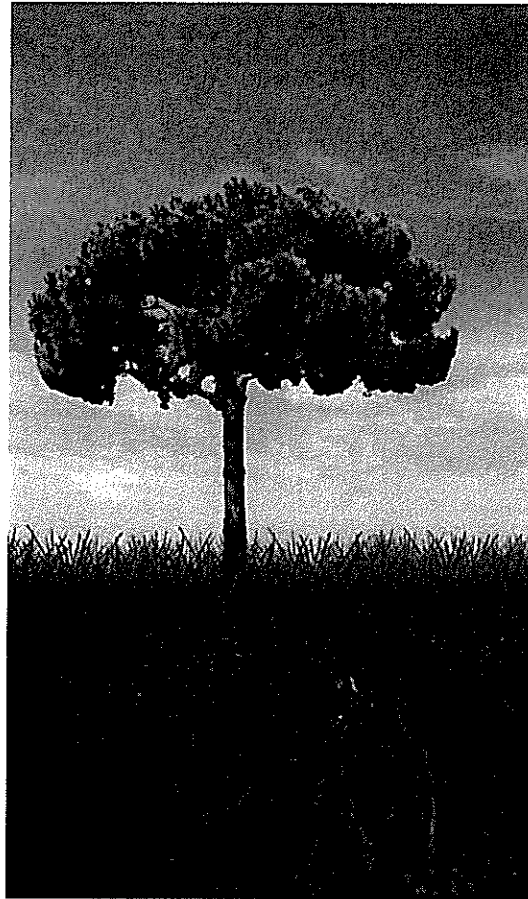




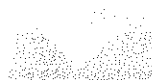
Roots Get Food

Many plants have roots below the ground. The roots grow far down. They are hard to see.

The roots absorb, or soak up, food from the soil. The food is from dead plants and insects. The dead things fall apart and sink deep into the soil.



Roots below ground

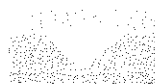




Trees and plants live with a lot of rain in the rainforest. Plants stay dry with drip tips and waxy coatings. Roots soak up food before it washes away. Plants and trees survive in their rainy, rainforest home.



Plants and trees in a rainforest



Question 3 (for p. 3 of passage)

How do a leaf's coating and tip help the plant survive in the rain?

- a. They dry off the plant.
- b. They slip and slide off the leaf.
- c. They stop rain from falling on the plant.

Question 4 (for p. 4 of passage)

What does the word **absorb** mean?

- a. fall apart
- b. grow down
- c. take in

Question 5 (for p. 5 of passage)

Why do roots grow above the ground in the rainforest? Complete the sentence.

Roots above the ground can get food before _____ moves it away.

- a. the soil
- b. a forest
- c. the rain

Question 6 (for p. 6 of passage)

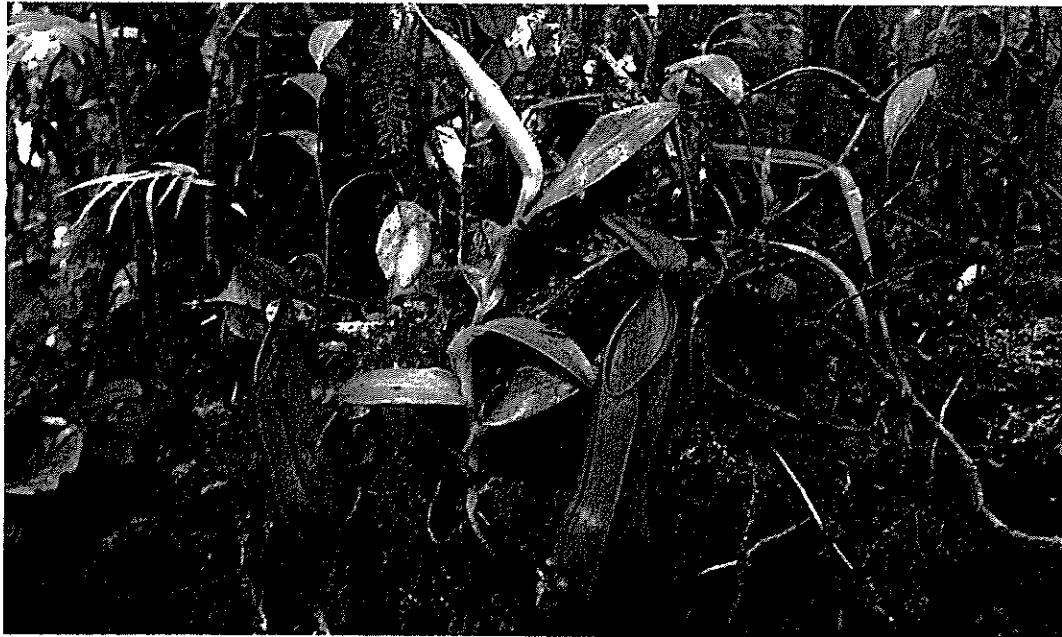
How do roots on top help a plant survive in the rain?

- a. They get food deep in the soil.
- b. They wash away with the rain.
- c. They absorb food on the ground.



Many animals eat plants. And guess what? Some plants eat animals! The pitcher plant does this. It kills and eats bugs for food.

This plant lives in warm, rainy forests. It has a leaf that is shaped like a pitcher. The plant catches bugs in this special leaf.

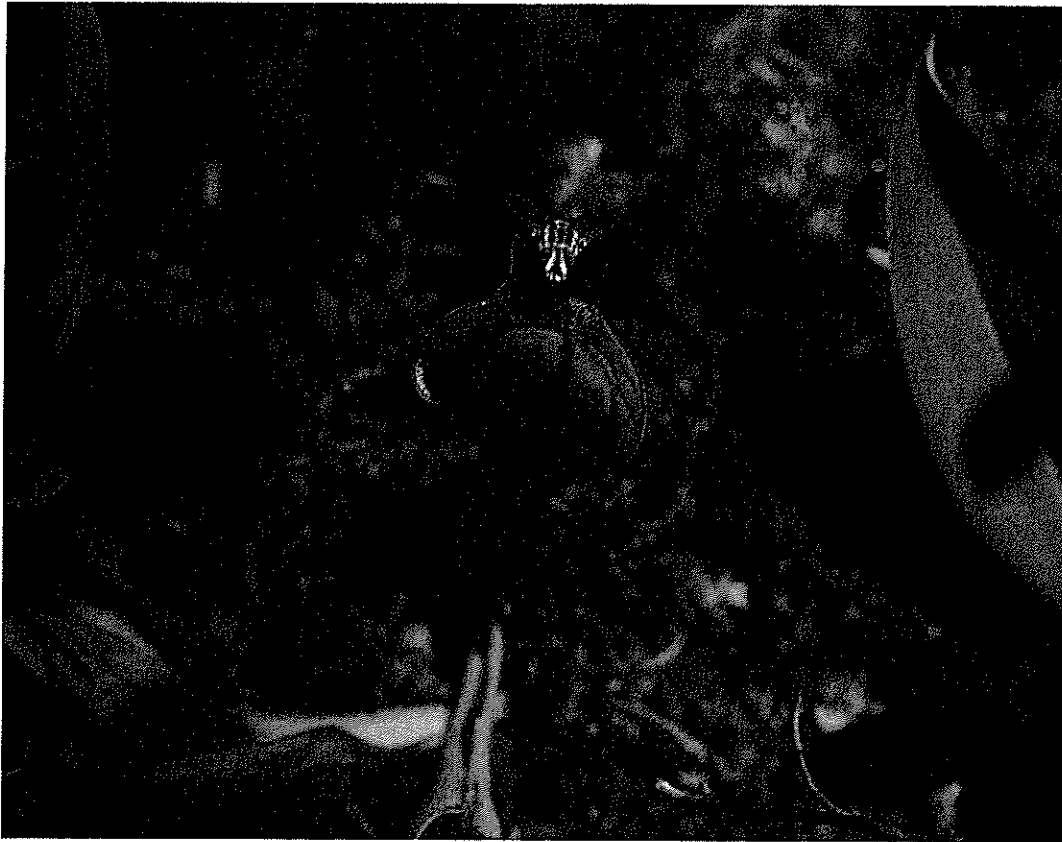


Colorful leaves with a pitcher shape





Some pitcher plants are dark green or brown. These plants have a different way to bring in bugs. The plants have a smell. Bugs follow the smell. They go to the plant.

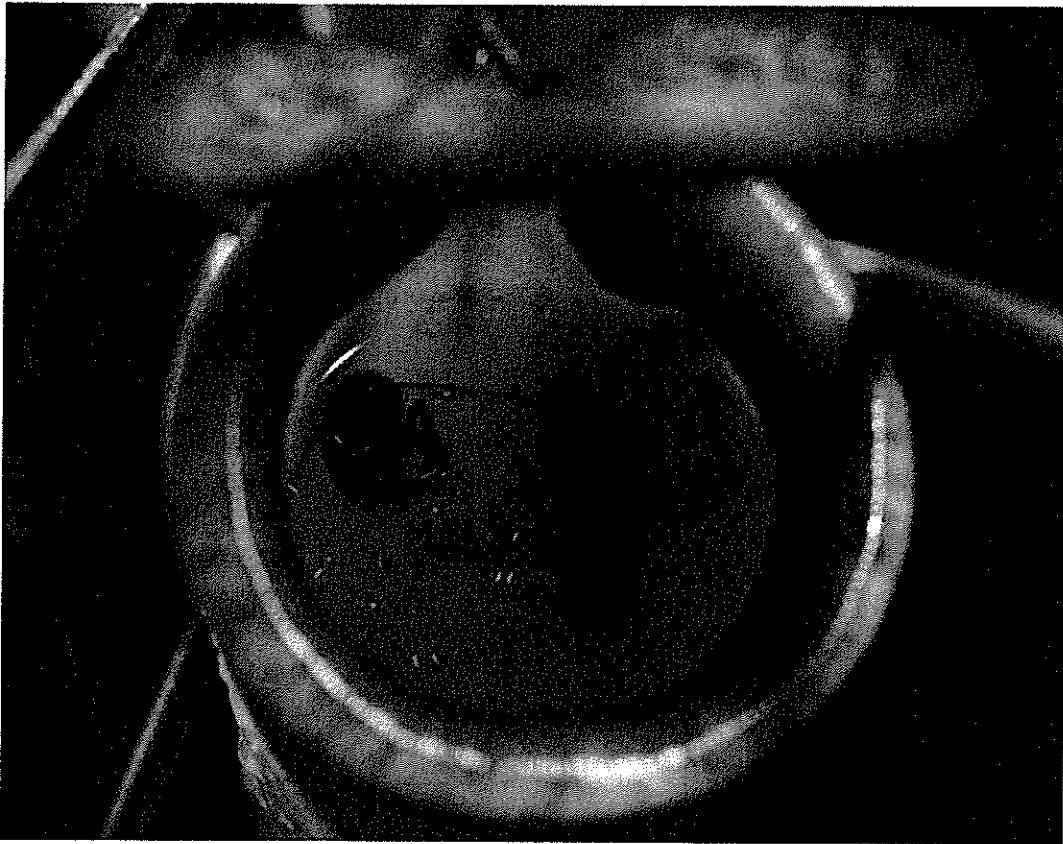


Fly on a smelly pitcher plant





The plant is wet inside. It is so wet that the bug falls apart. It breaks into little bits. The plant takes in these parts of the bug. That is how a pitcher plant eats a bug.



Bugs in the wet inside of a pitcher plant



Question 1 (for p. 1 of passage)

What does a pitcher plant do with bugs?

- a. It feeds them to animals.
- b. It gives them a special leaf.
- c. It catches and eats them.

Question 2 (for p. 2 of passage)

Why do bugs like pitcher plants?

- a. The plants have bright colors.
- b. The plants come to the bugs.
- c. The plants have ants on them.

Question 3 (for p. 3 of passage)

How do brown and green pitcher plants bring in bugs? Complete the sentence.

Bugs like the _____ of the pitcher plants.

- a. smell
- b. shape
- c. feel

Question 4 (for p. 4 of passage)

What happens when bugs sit on the plant?

- a. They fall down.
- b. They land nicely.
- c. They walk in.

Question 7 (for p. 6 of passage)

Which other animal might a pitcher plant eat?

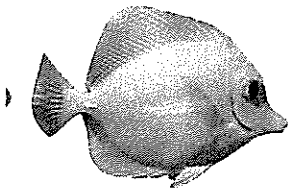
a.



b.



c.



Question 8 (for p. 6 of passage)

How does the pitcher plant get food?

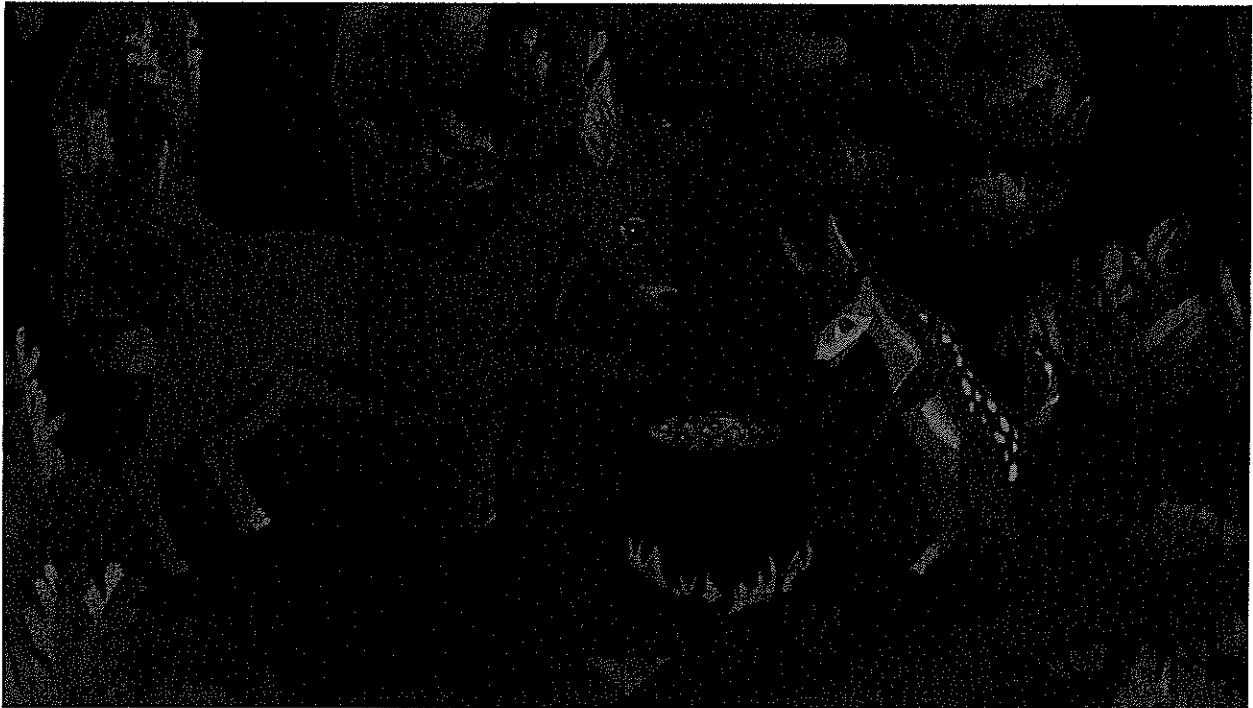
- a. It catches bugs.
- b. It chases bugs.
- c. It falls on bugs.



Every day, Greedy Fawn ate chestnut mush.
Only his mother knew how to make it.

She boiled water in her biggest kettle. She
sprinkled in a bit of chestnut. She stirred the
pot two times. The mush bubbled up.

Then Mother hit the pot with a stick. The
mush dropped down. It was ready to eat.





Greedy Fawn's stomach rumbled. He made a fire and boiled water. He sprinkled chestnut into the pot. Then he sprinkled in even more.

"More chestnut will be better," he said.





Greedy Fawn jumped around, trying to get away from the mush. He jumped on a stick. The stick hit the pot. The mush stopped growing!

Greedy Fawn was so tired! He fell down into a heap of mush.





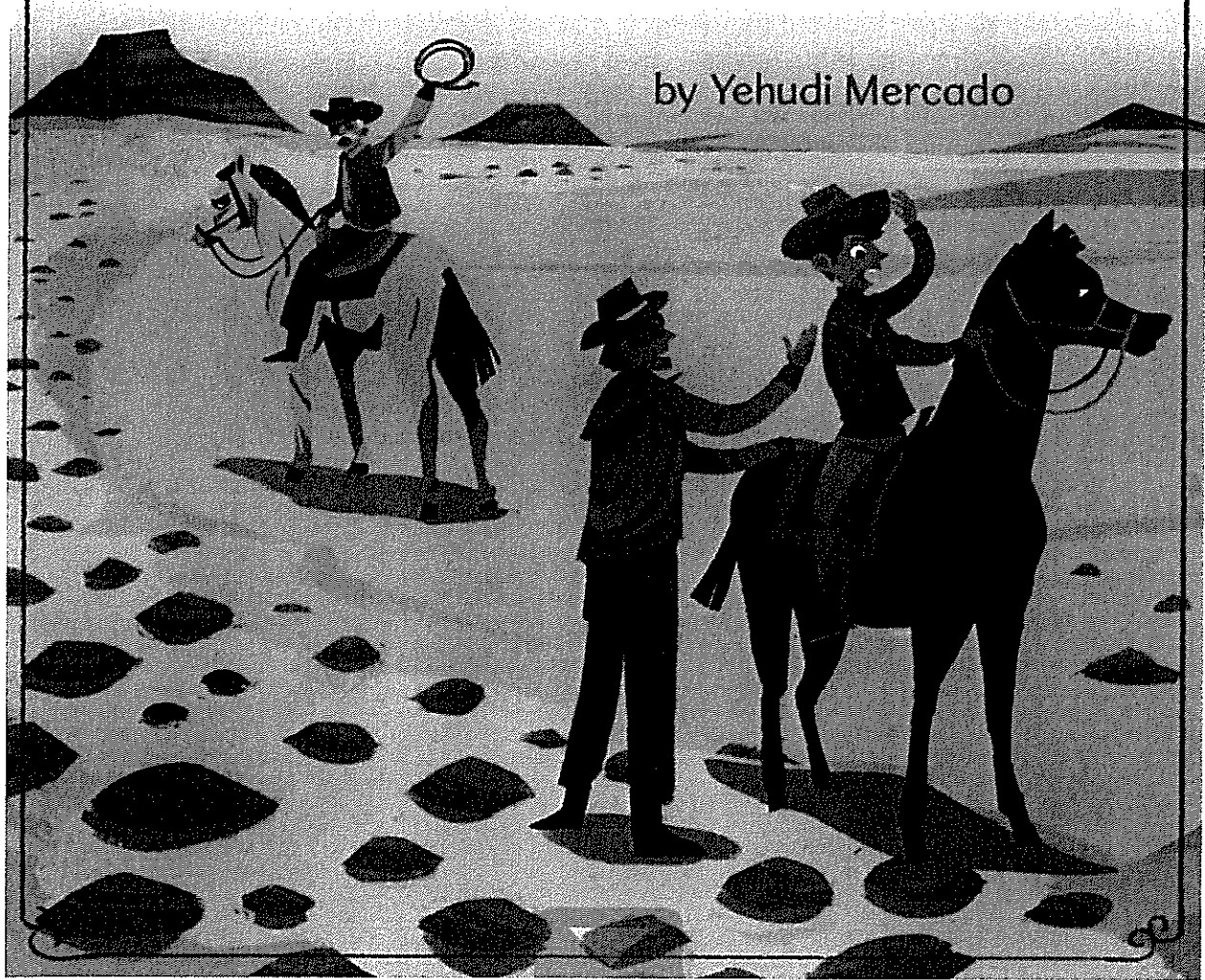
Draw or write.

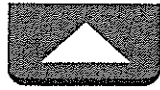
A large, empty rectangular box with a thick black border, intended for a student to draw or write their response.

Cow Tales

Are We There Yet?

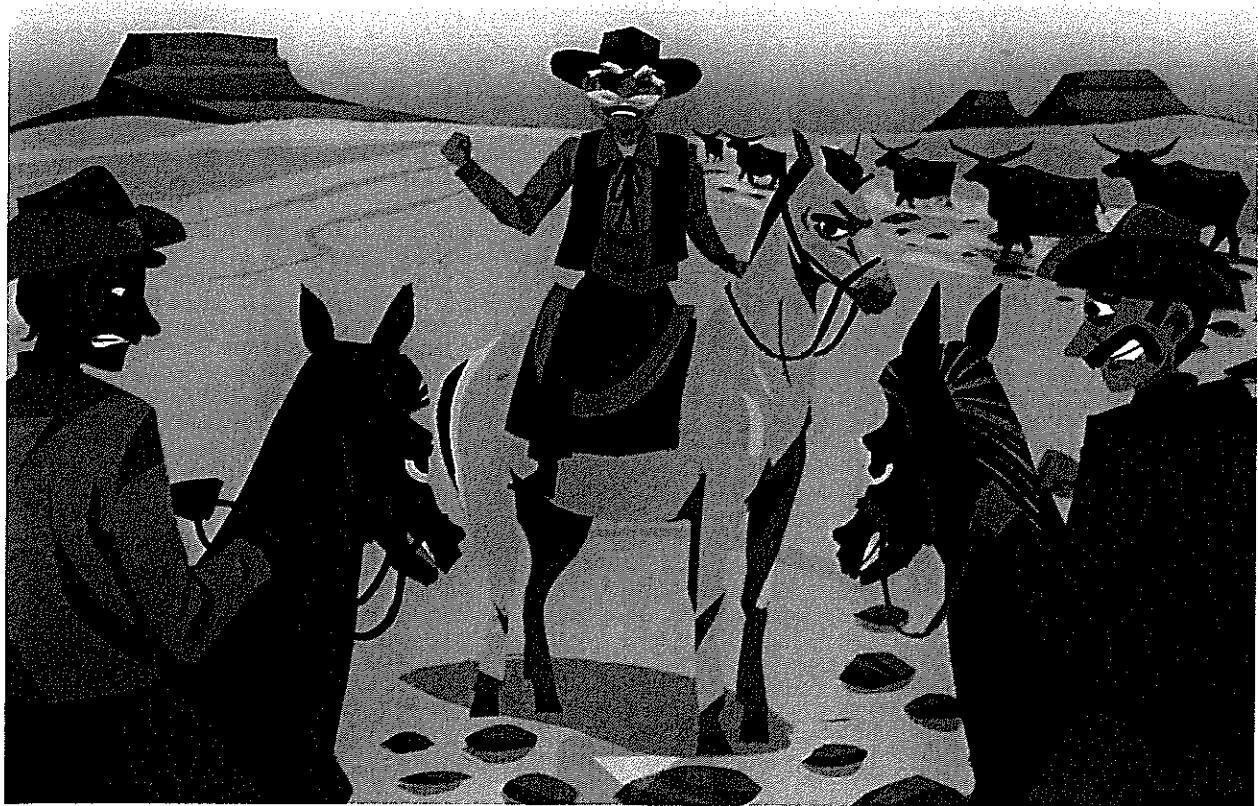
by Yehudi Mercado





“Who said that?” the trail boss yells. He yanks on the reins to stop his horse. He glares at his team with one angry eye.

The other cowboys are afraid of the trail boss. They stay quiet.





“Hey, new kid. What is your name?” Wayne asks. Then he fixes the young cowboy’s saddle.

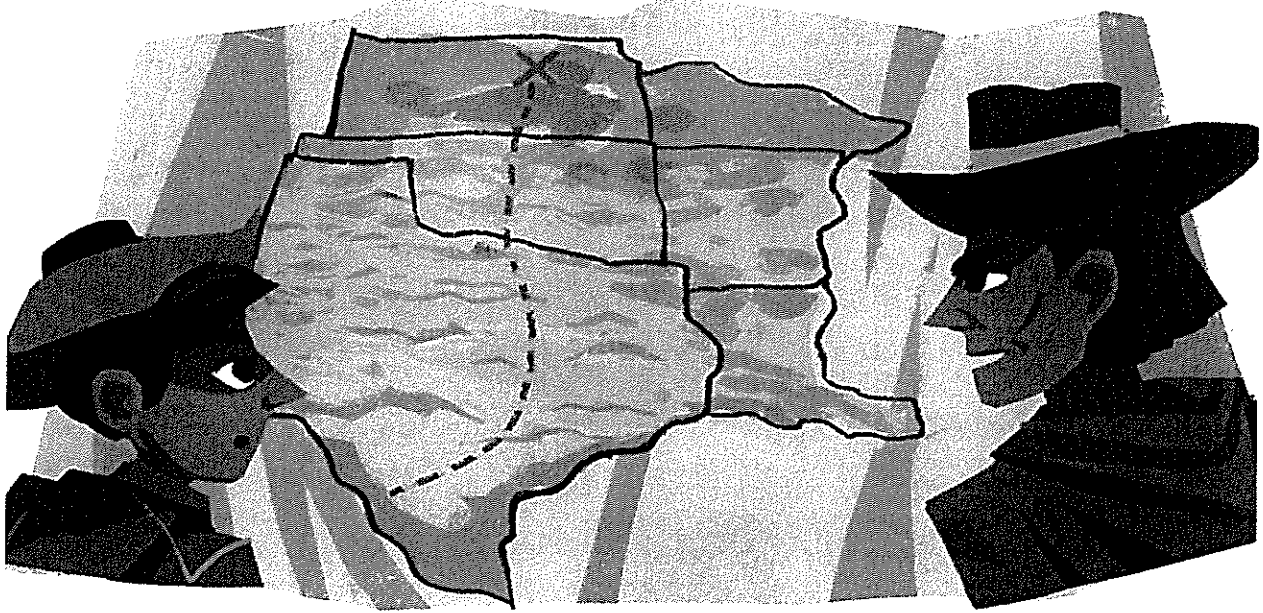
“My name is Jelly,” the young cowboy says. He tries to drink from his canteen. Water splashes his face.

“Well listen, Jelly. The trail boss does not like when the cowboys ask questions. You want to know if we’re there yet? Just ask me. Don’t make a fuss.”





Wayne shows Jelly the map.



“We will follow this trail for hundreds of miles,” Wayne says. “We must cross mountains, keep our cows safe, AND end the trip by winter. So please stop asking that annoying question!”

“What question?” asks Jelly.

“ARE WE THERE YET!” shouts Wayne.



Question 1 (for p. 1 of passage)

Which key detail tells how much more the cowboys will be on the trail?

- a. The cowboys still have a long way to go.
- b. The cowboys have been traveling for weeks.
- c. The cowboys are leading five hundred cows.

Question 2 (for p. 2 of passage)

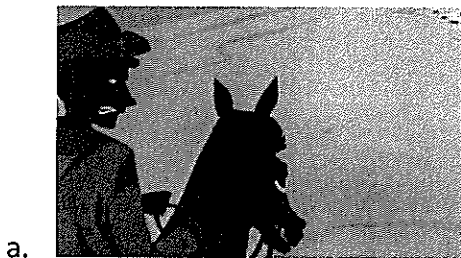
How does the trail boss feel? Complete the sentence.

The trail boss is _____.

- a. angry
- b. afraid
- c. quiet

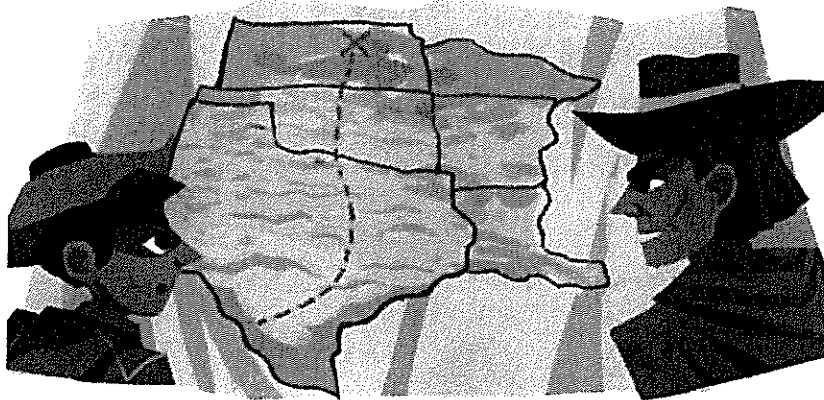
Question 3 (for p. 3 of passage)

Which character is the new, young cowboy?



Question 6 (for p. 6 of passage)

Wayne shows Jelly the map.



"We will follow this trail for hundreds of miles," Wayne says. "We must cross mountains, keep our cows safe, AND end the trip by winter. So please stop asking that annoying question!"

"What question?" asks Jelly.

"ARE WE THERE YET!" shouts Wayne.

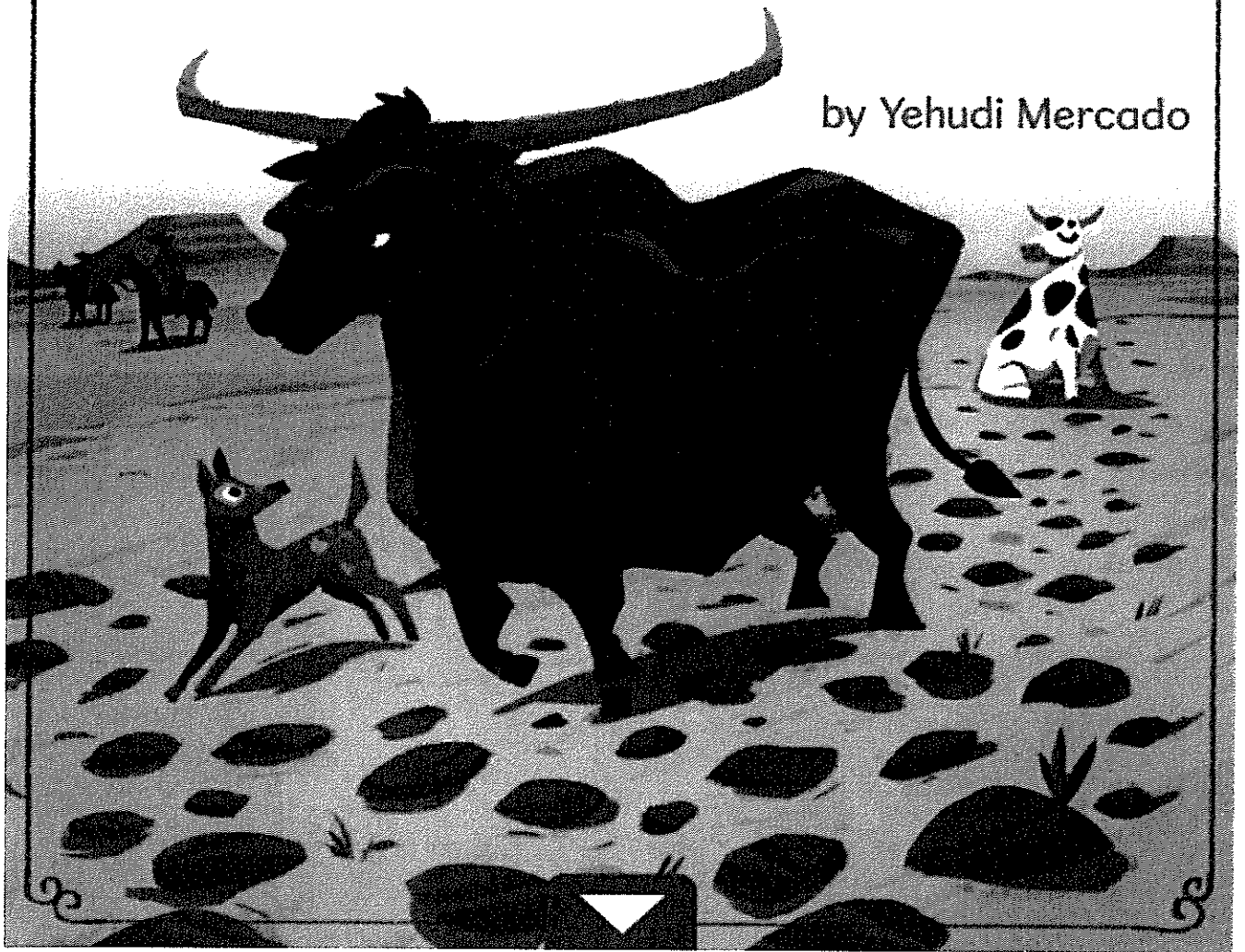
Read the underlined text. Look at what Wayne says. Why does he say this?

- a. He is showing Jelly the map.
- b. He is answering Jelly's question.
- c. He is asking Jelly about the trail.

Cow Tales

King of the Trail

by Yehudi Mercado





A large bull stops. He is the leader of the cows. They call him the King.

A small dog named Lady stops next to the King. Her job is to keep the cows moving. “Why did we stop?” the dog asks.





Just then, a map blows in the wind. Claire looks at the map. She points to the end of the trail. “Is that a field?” she asks.

“Yes. It is a field with sweet, soft grass,” the King says.

Claire thinks about the field. It would be nice to walk on that soft grass!





“You should stay, Claire,” says the King.
“Then, I can have your grass and mine. Please
sit longer.”

“No,” Claire says. She gets up. “My feet are
rested now.”

The King smiles. Lady smiles. The cows
keep going on their long trip.



Question 3 (for p. 3 of passage)

What does Lady say about Claire?

- a. Claire will not move on the rocks.
- b. Claire cannot go on such a long trail.
- c. Claire does not follow directions.

Question 4 (for p. 3 of passage)

What does the King want Claire to do? Complete the sentence.

The King wants Claire to _____.

- a. move
- b. stop
- c. rest

Question 5 (for p. 4 of passage)

Why does Claire like the field?

- a. There is good food.
- b. The grass is soft.
- c. The wind blows there.

Question 6 (for p. 5 of passage)

What does the King tell Claire to do now?

- a. get up
- b. stay sitting
- c. feel less angry