

Grade 3 Reading

Student At-Home Activity Packet 1

This At-Home Activity packet includes two parts, Section 1 and Section 2, each with approximately 10 lessons in it. We recommend that your student complete one lesson each day.

Most lessons can be completed independently. However, there are some lessons that would benefit from the support of an adult. If there is not an adult available to help, don't worry! Just skip those lessons.

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	Grade 3 Ready Reading Lesson 8 Determining the Central Message Part 1	 Read the Introduction. Complete the Think chart. Complete the Talk activity. 	Think Chart: Key Detail: A boy is worried about riding his bicycle without help. Key Detail: The woman lifts her hands off so the boy is riding by himself. Key Detail: The boy realizes he can ride the bike without help. What Is the Central Message? (sample response): You can do more than you think you can.	10-11
2	Grade 3 Ready Reading Lesson 8 Part 2 The Girl Canada Apples The Girl Canada Apples The Girl Canada Apples The Girl Canada Apples The Canada	 Read "The Girl and the Apples." Complete the Think chart and the Talk activity. Complete the Write activity. 	Think Chart: Key Details (the Girl): The girl picks both ripe and unripe apples because she is in a hurry. She wonders how long it will take her to get home. Key Details (the Farmer): The farmer tells the girl to be patient. He tells the girl that if she goes slowly, she will be home soon. He tells the girl that if she goes fast, she will not get home until night. What Is the Central Message? (sample response): Hurrying too much can actually waste time. Write Activity (sample response): Another lesson the girl might learn is: Don't ignore the advice of others.	12-14

Section 1 Table of Contents

Grade 3 Reading Activities in Section 1 (Cont.)

Lesson	Resource	Instructions	Answer Key	Page(s)
5	Grade 3 Ready Language Handbook Lesson 31 Real-Life Connections	 Read the Introduction. Complete the Guided Practice. Complete the Independent Practice. 	Guided Practice: 1. do chores 2. read a book 3. take all the toys 4. talking loudly Independent Practice: 1. D, 2. B, 3. A, 4. C, 5. B	20-21
6	Grade 3 Ready Reading Lesson 8 Part 4 **The Grife Division 10 The Control of Th	 Read "Zel, the Gentle Donkey." Complete the Think activity. 	Think questions: 1.B 2. (sample response) Toulou pinches Madame Charity every time she starts to yell at Zel. When Madame Charity cries out in pain, she is not yelling at Zel. 3. Part A: B; Part B: C 4. B	22-26

Section 2 Table of Contents

Grade 3 Reading Activities in Section 2

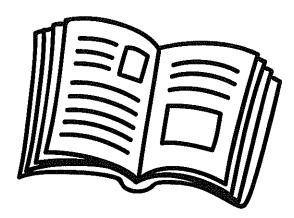
Lesson	Resource	Instructions	Answer Key	Page(s)
1	Grade 3 Ready Language Handbook Lesson 33 The state of the state o	Read the Introduction. Complete Guided Practice and Independent Practice.	Guided Practice: 1. First 2. right away 3. down into the ground 4. toward the sunlight 5. often Independent Practice: 1. B 2. C 3. A 4. A 5.D	31–32
2	Grade 3 Ready Reading Lesson 7 Part 1 Lesso 7	Read the Introduction. Complete the Think and Talk activities.	Beginning: A mother wants her children to stop arguing. Middle: The mother shows her children one stick breaks easily. Then she shows them a bundle cannot be broken. End: The mother tells her children the meaning of the sticks. The children do not argue as much.	33-34
3	Grade 3 Ready Reading Lesson 7 Part 2 Brother and Statement State	 Read "Brother and Sister." Complete Think, Talk, and Write activities. 	Middle: (Sister) The sister thinks her brother will need more money to buy a house. She secretly brings him an extra bag of rice. (Brother) The brother thinks his sister will need more money to take care of the family. He secretly brings her an extra bag of rice. End: In the moonlight the brother and sister see each other. They laugh and the mystery is solved.	35-37

Section 2 Table of Contents

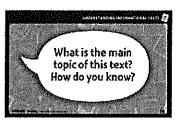
Grade 3 Reading Activities in Section 2 (Cont.)

Lesson	Resource	Instructions	Answer Key	Page(s)
7	Practice Assessment Application of the property of the proper	• Read "Following the Stars." • Answer items 1–5.	1. C 2. B 3. Part A: D; Part B: C 4. A 5. C; F	47–51
8	Grade 3 Ready Language Handbook Lesson 20 Possessive Nouns	Read the Introduction. Complete Guided Practice and Independent Practice.	Guided Practice: 1. zookeeper's 2. bunnies' 3. penguin's 4. foxes' 5. cleaners' 6. guest's 7. cranes' 8. emu's Independent Practice: 1. D, 2. A, 3. C, 4. B, 5. C	52-53
9	Practice Assessment white and factors Assessment contents that ments are the content to passes are the contents that ments are the contents to passes By Bid and are the contents to the contents to the contents to passes Assessment are of the contents to the contents to the contents Assessment are of the contents to the contents Assessment are of the contents to the contents Assessment are of the contents to the contents Assessment are the contents Assessment	• Read "Baby Bird." • Complete items 23–26.	23. A 24. D 25. bird's 26. B	54-56

Independent Reading!



See pages 57 and 58 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

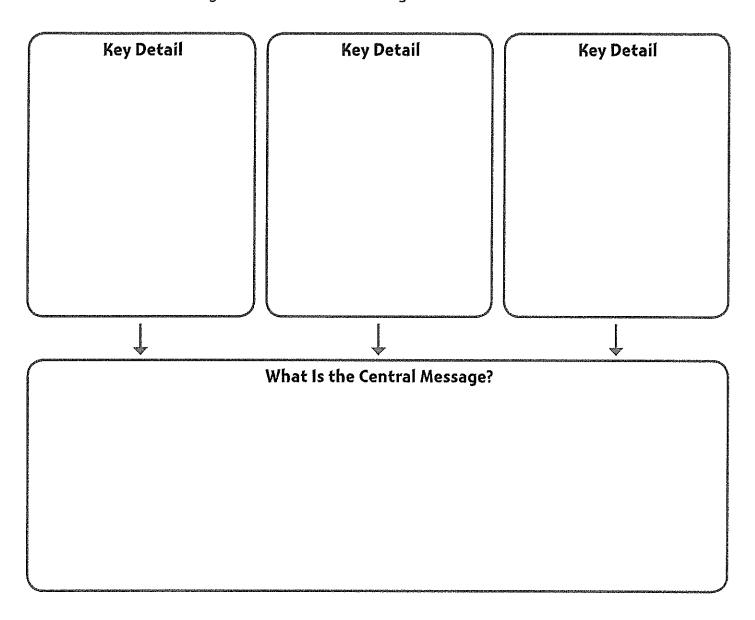
www.storynory.com

www.freekidsbooks.org

en.childrenslibrary.org



Think The events in the cartoon tell about a problem the boy has and what he does. Complete the chart by adding the key details. Use those details to figure out the central message of the cartoon.



Talk Using the key details in the chart, talk about the central message of the cartoon.



Academic Talk

Use these phrases to talk about the text.

- · central message
- key details



Explore

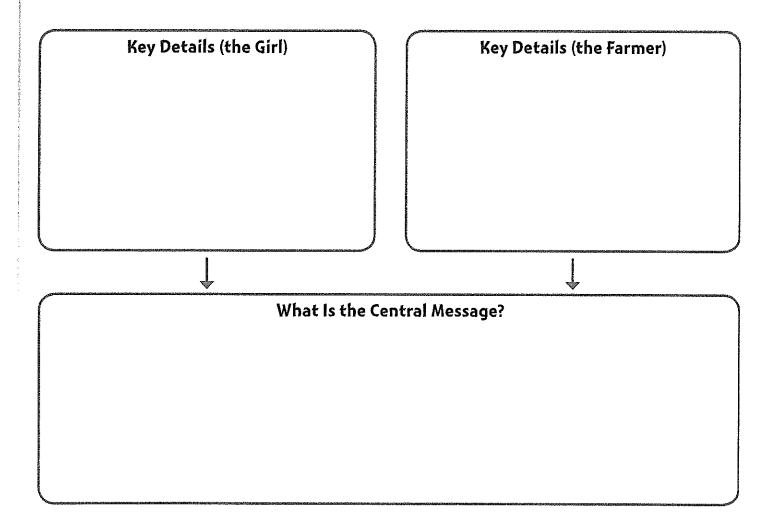
How can key details help you figure out what lesson the girl in the story learns?



Think

Complete the chart by writing some key details about what the characters say and do. Then write the central message, or lesson.

To find the central message, think about what each key character says and does.



▶ Talk

Think about the message of the story. Talk about what the girl learned.



Short Response What is another lesson the girl might learn from what happened? Use the space provided on page 126 to write your answer.

HINT What might the girl think about the farmer's advice by the end of the story?



Tools for Instruction

From Retelling to Summarizing

To retell a story, students recall details or events in order. Summarizing also requires students to recall, but it involves greater understanding of the importance of particular events or details. To summarize, students tie together key events and details to form concise statements. Provide practice with this skill by modeling how to consolidate and categorize—for example, replacing *pencils*, *paper*, *notebooks*, *folders* with the general term *school supplies*. This skill is central to summarizing, and helps students learn how to eliminate unimportant information and capture the main idea from what remains.

Step by Step 30-45 minutes

Introduce and explain summarizing.

- Introduce summarizing by connecting it to retelling, a skill students have already learned to do. Say, When you retell a story, you tell details and events in the order they happened.
- Demonstrate a retelling by recounting the details from a classroom activity that took place earlier in the day.

This morning I had you all sit on the rug for our morning meeting. We sat in a circle, and we talked about today's weather, and Josh asked a question about snowflakes. Then we talked about the book that we were going to read during story time, and Marissa and Evan shared stories that were related to the topic of the book.

- Then say, You can use what you know about retelling to summarize. When you summarize, you tell about the details, just like with retelling. But you make it much shorter by only telling the most important details.
- Use the same information from the retelling to summarize.

This morning we gathered for our morning meeting. We talked about today's weather and about the book that we were going to read later on at story time.

Model summarizing text.

- Say, Summarizing is a good way to remember what you read. Let's summarize a story together. Then read aloud a story, such as A Bargain for Frances, by Russell Hoban.
- · As you read, pause occasionally to model how you summarize.

Frances is on her way to Thelma's, and she is taking her dolls. She sings a silly song along the way. These are interesting details, but I'm not sure I need to remember them all. Since they're all about Frances going to Thelma's, I can summarize these two pages like this: Frances is going to play at Thelma's.

Record and display summary statements as you generate them.

Support English Learners Summarizing requires that students understand how ideas and details are connected, which requires some background knowledge. Try to select texts that match students' background knowledge, and fill in gaps as needed.



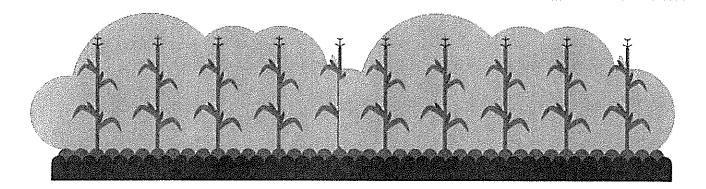
Sharing the Crops a folkiale from England

- Once a farmer rented some land. "How much does it cost to use this land?" the farmer asked the landowner.
- The owner wanted to get the better part of the deal. So he said, "I'll take the top half of the crop, and you can take the bottom half."
- But the farmer was clever. He planted potatoes because they grow in the ground. At harvest time, he gave the owner the potato tops, which are not good for anything.
- The owner knew he had been outsmarted. He said, "Next year, I want the bottom half of your crops."
- So the next year the farmer planted oats, which grow at the top of long grasses. The bottom half is useless grassy straw. That's what the farmer gave to the owner.
- This time the owner said, "Next year, I'll take the top and the bottom. You can have the middle."
 - So this time, the farmer planted corn. At the top of each corn stalk are tassels. At the bottom are woody stalks. In the middle is where the tasty sweet corn grows.
- For a third time, the owner had been outsmarted.

 Now it was the farmer's turn to suggest a deal. "From now on," he said, "why don't you take half of whatever I grow? Whatever I get, you will get the same."
- 9 This was a fair deal at last. From that day on, the owner and the farmer shared the crops equally.

Close Reader Habits

Why does the landowner keep changing the deal he made with the farmer? **Underline** the key details about the first deal between the landowner and the farmer.



7



Write Use the space below to write your answer to the question on page 125.

Sharing the Crops

<u>a</u>	Short Response Explain which character in "Sharing the Crops" learns a lesson. Use one detail from the folktale to support your response.	HINT Reread to look for the character who learns a lesson.
Manua salumi il davolitura		
C1		
	k Your Writing	44.
	d you read the prompt carefully?	
	d you put the prompt in your own words?	
	d you use the best evidence from the text to support your ideas?	?
	e your ideas clearly organized?	
☐ Die	d you write in clear and complete sentences?	
☐ Die	d you check your spelling and punctuation?	

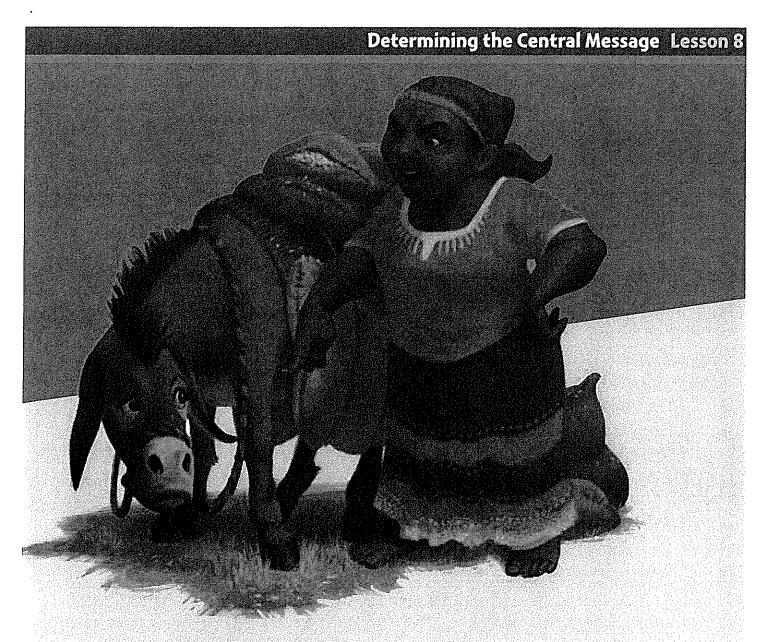
🔓 Independent Practice

For numbers 1–5, choose the correct answer to each question.

- How might a **patient** person act?
 - A tell a friend to hurry up
 - **B** run to be first in line
 - **C** refuse to wait for someone
 - **D** teach a baby something new
- What might a **stubborn** person say?
 - **A** "I like this new food after all."
 - **B** "I won't eat that even if it's good for me."
 - **C** "I agree with you about that."
 - **D** "I'll stay home because you need my help."
- What might a generous person do?
 - A help a friend with homework
 - **B** eat candy without sharing
 - **C** disobey his parents
 - D scare a friend's dog

- How might someone cause confusion?
 - A by solving a problem
 - **B** by telling the truth
 - **C** by giving poor directions
 - **D** by speaking clearly
- What is a **rude** thing to do?
 - A invite a friend to a party
 - **B** talk while others are talking
 - **C** offer to wash the dishes
 - D help a neighbor plant a garden





- One day, Zel's friend Touloulou the crab visited. "Did you have a good day at the market?" asked Touloulou.
- 5 "Madame Charity was mad at me all day. I work as hard as I can, but she is always mean to me."
- 6 "Madame Charity is always late. She won't blame herself, so she blames you," said Touloulou.
- 7 "Yes," said Zel. "And because everyone is afraid of her angry tongue, she never sells much at the market."
- 8 "I will help you," said Touloulou.
- The next Saturday, Madame Charity woke up at 9 a.m. "Oh, no! I'm late again!" she yelled. As she tossed her heavy bags onto Zel's back, Touloulou the crab grabbed onto the hem of her long skirt. Madame Charity climbed on Zel's back. Touloulou held tightly to her skirt.



>	Th	ink	Use	e what you learned from reading the selection to respond to ions.
	1			detail in the first part of the story explains why Madame is cruel to Zel?
			Α	Zel does not walk to the market as fast as she is able to.

- **B** Madame Charity is always angry and mean.
- **C** Madame Charity does not have enough sugar and rice to sell.
- **D** Everyone in town loves Zel because she is pleasant and kind.

2)	Describe how Touloulou helps Zel.

This question has two parts. First, answer Part A. Then answer Part B.

Part A

What is the central message of this story?

- A Honesty is the best policy.
- **B** Kindness gets better results than anger.
- C Things are not always as they appear.
- **D** Beware of strangers.

Part B

Which sentence from the story is **most** important to the central message of the story?

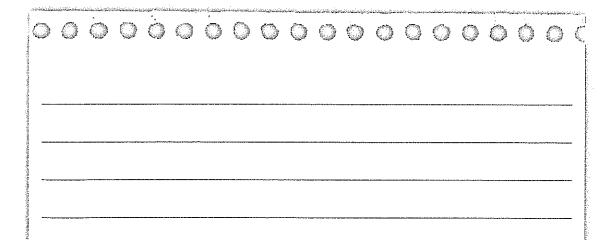
- **A** "'Madame Charity, you should get up earlier."
- **B** "Then she got angry and yelled at Zel...."
- **C** "From that day on, Madame Charity tried not to raise her voice in anger."
- **D** "Today he felt sorry for her."





Learning Target

Explain why understanding the central message of a story will help you understand the text you read.





Determine an Unstated Message, Lesson, or Moral 10-15 minutes

As students begin to read chapter books, teach them how to think about details and events in order to figure out the lesson the author wants readers to learn.

Choose a section from a current story, or reflect on an entire story that students have recently finished reading. Say, The author uses the key events in the story to show readers what can happen as a result of certain choices. The author expects us, as readers, to think about what we can learn from these events. Then model how to determine an unstated message by asking questions about what you read. The following example is based on Charlotte's Web, by E. B. White.

What decision did Charlotte make? (to write a message in her web)

Why did she make it? (to help save Wilbur from slaughter)

What happened because of that decision? (Wilbur was chosen for the fair.)

What did everyone learn? (Big or small, we can use what we have to help others.)

Point out that the answer to the last question is the author's message. Help students think about how this message applies to other stories they have read, and to their own lives.

Convey a Message, Lesson, or Moral 30-45 minutes

Connect to Writing Ask students to think of a lesson they would want to teach a younger sibling or friend. You might suggest lessons about telling the truth or being nice to one another. Tell them to write their lesson at the top of a piece of lined paper. Then have them each craft a brief story that effectively conveys their lesson. If students need additional support, you might organize them in pairs or small groups to brainstorm. Invite volunteers to share their stories with the class, and discuss the lessons in each story.

Check for Understanding

If you observe	Then try
difficulty identifying an unstated moral	first checking comprehension by asking them to retell or summarize the story in their own words. Then help them identify the moral using guiding questions such as these:
	What was the main character's problem? How did that problem get solved? Did you think the character did the right or wrong thing? What did we learn from this example?



Lesson 33

Words for Time and Space

- Introduction How can you help make your writing clear for readers? One way is to use words and phrases that explain when and where actions or events take place.
 - Words and phrases that tell *when* show the time events happen or the order in which they happen. *First, second, next, often, at noon,* and *in the morning* are some words and phrases that tell when events happen.

When Plan your garden in the winter.

First, decide what to grow.

• Words and phrases that tell where show the position or direction of something. Down, around, under, close to, and on the right are some words and phrases that tell where.

Where Vegetables grow best in sunny areas.

Some flowers can grow under trees or climb up walls.

& Guided Practice

what happens when you plant and care for a garden. What words and phrases that tell when or where will make the steps clear?

Complete each sentence. If the parentheses () say when, add a word or phrase that tells when. If they say where, add a word or phrase that tells where.

	, get a shovel and loosen the soil.	(whon)
88 - 88	, det a shovel and loosen the son.	wilen

Plant your seeds, and be sure to water them		

3	The roots of the tiny seedlings will grow	
---	---	--

(when	re)
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6.	The stems and leaves will grow	

5	Don't forget to weed your garden	
---	----------------------------------	--

	(when
 	(wner



(where)

Lesson 7 Recounting Stories



Retell or recount stories from around the world by telling key events in the order in which they happened.

Read When you recount a story, you are retelling the story in your own words. Be sure that you include the key details and events that happened in the beginning, middle, and end. Tell the events in the sequence, or order, in which they happened.

Read this story. Think about what happens at the beginning, middle, and end. Then reread the story. What are the most important details?

A Bundle of Sticks

Long ago, a mother had three children who were always arguing. "Your arguing sounds worse than the clucking of all the hens in the world," their mother told them. She wanted them to stop!

One day she got an idea. She gathered the children around her. Then she took a stick and broke it. "See how easy it is to break one stick?" she asked. Then she tied three sticks together. She asked each child to try to break the sticks. None of the children could break the bundle.

The mother told the children, "We're just like the sticks. When we don't stay together, our family is weak. When we stay together, nothing can break us apart."

The children understood! From that day forward, they didn't argue (as much).



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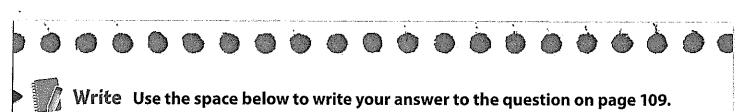
Brother and Sister

a folktale from Korea

- Long ago, a brother and sister grew rice to sell. Through the long summer, they worked together to care for the rice paddies. In the fall, they harvested all the rice and put the rice into bags. Each got the same number of bags.
- After one harvest, the brother announced he was soon to be married. The sister knew her brother would need money to buy a new house for his bride. She didn't feel the rice was divided fairly, so that night, she took an extra bag of rice to her brother's house in secret.
- 3 The brother, too, felt the rice was not divided fairly. His sister had a large family. She would need more rice. So that night, the brother took an extra bag to his sister's house in secret.
- The next day, the brother and sister counted their rice bags. Strange! Both had the same number as before. So that night, when the moon was full, they made another attempt. In the moonlight, the brother and sister each saw the other carrying a bag of rice! They laughed. The mystery was solved.

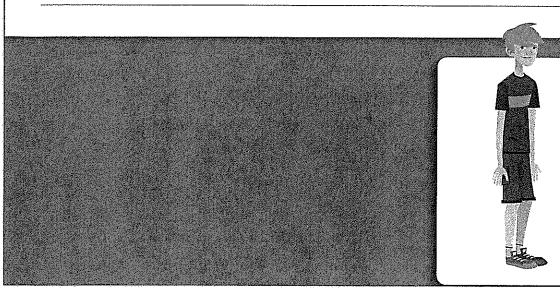


Underline the sentences that tell the key events.



Brother and Sister

3	Short Response Which details from the chart do you think are most important? List them and tell why you chose them.	help a friend understand what happens in the story?



Don't forget to check your writing.

HINT What details would you need to



Write Use the space below to write your answer to the question on page 111.

HOW THE BAT GOT

Short Response In your own words, recount what happens when the bat plays the game with the birds. Be sure to include the most important details from the story.	anno in navanuale
eck Your Writing	
Did you read the prompt carefully?	
Did you gut the prompt in your own words?	Jamas Canal
Did you use the best evidence from the text to support your ic	leas?
Are your ideas clearly organized?	
Did you write in clear and complete sentences? Did you check your spelling and punctuation?	
na you check your spenning and punctuations	

- The third told of helping the village fishermen. He said he turned into a fish and jumped into the river. There, he turned back into a man and killed the big fish that were eating all the little fish.
- 7 The rich man listened to the three tales without saying one word of disbelief. Then he told his story. He said he was searching for three servants who had run away from him.
- 8 "You three must be the ones I am looking for," he said.
- 9 The brothers looked at him with alarm. If they doubted him, they must become his servants. That was their rule. But if they said his story was true, they would have to become his servants too!
- 10 They said nothing.
- Finally, the man said he would let them go if they promised never to tell tall tales again.
- 12 The brothers agreed, and they kept their promise.



- Which is the best recounting of the third brother's story?
 - A He plays a trick on the fishermen. He pretends to be a big fish catching small ones.
 - **B** He gets away from the fishermen by swimming in the river like a fish.
 - C He helps the fishermen. He turns himself into a fish and then back into a person to kill a big fish.
 - **D** He becomes a fish so that he can help the fishermen chase fish into their nets.
- Which is the **best** description of the brothers' problem at the end of the folktale?
 - A The brothers think the rich man's story is the best of all the stories they have heard.
 - **B** The rich man believes that the brothers are the runaway servants he is looking for.
 - C The brothers promise never to tell tall tales again as they know they should not be doing that.
 - No matter how the brothers answer the rich man, they will have to become his servants.

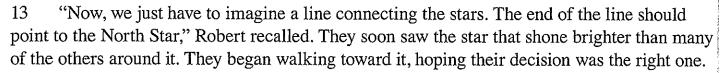


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- 9 Jake looked up to where Robert was pointing. He smiled when he saw a familiar shape among the tangle of stars. "Okay, let's go," Jake said, and started walking quickly away from their spot in the forest.
- 10 Robert grabbed his shoulder. "Wait, let's take our time. We want to be sure we get it right," Robert said, shaking his head. Jake was always jumping into things too fast. "What's the next step?"
- Jake sighed. "I guess you're right. Okay, the next thing is to find the two stars at the end of the Big Dipper, on the side of the cup across from the handle," Robert said.
- 12 "There they are," Jake said. He pointed to the picture, and then up into the sky.



- They didn't have to travel far. Within minutes, they could see the warm glow of a campfire through the trees. When they proceeded into the clearing, everyone clapped and cheered. "Told you we wouldn't need the whistle," Robert told Jake with a grin and a friendly whack on the back.
- "I guess you were right...for once," Jake said, smiling. He was proud that he hadn't given up and blown the whistle. As the friends walked toward the fire, they knew they would remember how those stars had helped them find their way, long after they returned home.



3

The following question has two parts. First, answer part A. Then, answer part B.

Part A

Read this sentence from the story.

Away from the lights of the city, the black sky was bursting with stars.

Which of the following best describes the meaning of the word "bursting" as it is used in this sentence?

- A dimly lit
- **B** blowing up
- **C** flying apart
- **D** completely filled

Part B

Which sentence from the story best supports the answer to part A?

- **A** "Jake stopped for a moment, letting his eyes adjust to the semi-darkness around him."
- **B** "He had spent lots of time hiking, even at night."
- C "They soon saw the star that shone brighter than many of the others around it."
- **D** "He pointed to the picture, and then up into the sky."



Lesson 20

Possessive Nouns

- **Introduction** Some nouns show that a person or animal owns something. A noun that shows ownership is called a **possessive noun**. For example, the girl's hat means that the girl owns or has the hat. The tiger's fur means that the fur belongs to the tiger.
 - To form the possessive of a singular noun, add an apostrophe (') and then an -s.

seller + 's

The ticket seller's booth is at the front of the zoo.

• To form the possessive of a plural noun, add an apostrophe (') after the -s.

lions + '

The lions' area is near the back of the zoo.

Guided Practice

HINT How can you tell if the possessive noun should be singular or plural? Look at the ending of the noun in (). Also look for clue words, such as *a*, one, several, and few.

Write the possessive form of the noun in parentheses () to complete each phrase.

- a ______key (zookeeper)
- 2 several ______ears (bunnies)
- one ______flippers (penguin)
- 4 a few ______ tails (foxes)
- three _______ brooms (cleaners)
- 6 a ______ tickets (guest)
- some ______ nests (cranes)
- **8** an _______ egg (emu)

Writing and Research

This is a rough draft of a story. It has some mistakes. Read the story. Then answer the questions that follow.

Baby Bird

One day Alec and Molly were walking through the park. Suddenly, they saw something move in the grass. It was a baby bird! It was small and round. It had fluffy brown feathers. But its mother was nowhere in sight.

Alec said "The baby bird must be lost."

The children walked closer. The baby bird tried to run away. They could see the scared feeling in its eyes.

Alec and Molly didn't know what to do.

"Let's pick it up so a cat won't get it, said Alec.

But Molly said that would scare the baby bird even more. Let's hide it under a box" she suggested.

Alec thought that was a bad idea. The mother bird would never find it under a box.