

Third Grade News



Wash hands often with soap and water for at least 20 seconds.



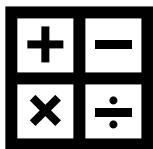
**Stay Home!
Stay Safe!**

Cover your mouth and nose with a tissue or sleeve when you sneeze!

WE MISS YOU!

This has been a difficult time for everyone, and we cannot wait until we can be together again!

In order to keep all young minds fresh and growing, we put together some more resources to help our students while they work at home. Included is a recommended schedule that your child can follow to help them get through the day. You can continue to use the computer resources offered earlier. Please stay healthy and safe!



MATH

Continue to practice your facts!

+ - x ÷



READING

Continue to read at least 20 min. a day! Pay close attention to *story elements*! Tell someone about your story!



WRITING

Write about your time at home! This is living history! Keep a journal! Write every single day!

Clean and disinfect!

Our Suggested Schedule

9:30-10:30 Math

Suggested links: IXL, [khanacademy.org](https://www.khanacademy.org), [multiplication.com](https://www.multiplication.com), [arcademics.com](https://www.arcademics.com), [prodigy.com](https://www.prodigy.com), [xtramath.com](https://www.xtramath.com), [mashupmath.com](https://www.mashupmath.com)

10:30-11:00 Snack and Physical Activity

Go Noodle, Just Dance, Nature Walk

11:00-12:00 Reading and Writing

Suggested links: [RazKids.com](https://www.RazKids.com), [squigglepark.com](https://www.squigglepark.com), [storylineonline.net](https://www.storylineonline.net), [epic.com](https://www.epic.com), [scholastic.com/learnathome](https://www.scholastic.com/learnathome), [journalbuddies.com](https://www.journalbuddies.com)

12:00-1:00 Lunch

1:00-2:00 Creativity, Interactive Play, Practice Cursive

Suggested Link: Pebblego (user name drake1, ohio1, spruce1 password is school), <https://lwtears.com/families>, bake, draw, paint, write a song, act out a story, Youtube drawing tutorial, complete a puzzle, play a board game, call a relative, write a friendly letter to someone you know, create a comic strip.

2:00-3:00 Science/Social Studies

Suggested links: [adventuresinfamilyhood.com](https://www.adventuresinfamilyhood.com), [mysteryscience.com](https://www.mysteryscience.com)
Google Earth, <https://jr.brainpop.com> (login is ntdrake, ntohio, or ntspruce,password is bpop)

Grown- Ups,

In an effort to continue to support our students (and you!), we have gathered additional resources that we hope you will find useful. Attached are some materials for **math**.

To try to balance the kinds of work your child is doing, please have him or her complete **one** worksheet each day. Then choose **one** of the following activities to complete on **odd** days.

Sincerely,

Third Grade Teachers

Math

[Investigations](#) - choose one game

<https://media.pk12ls.com/curriculum/math/Investigations3/gamecenter/english/index.html#/Grade:3/>

[IXL](#) In this app the skills to review are highlighted in yellow.

www.ixl.com

Timestables.com

www.timestables.com

Flash cards in addition, subtraction, or multiplication (some students have begun practicing division, so feel free to move onto that if your child is ready)

Name: _____

Thousands, Hundreds, Tens and Ones

a. 5,465 = _____ thousands, _____ hundreds, _____ tens, _____ ones

b. 2,304 = _____ thousands, _____ hundreds, _____ tens, _____ ones

c. 570 = _____ thousands, _____ hundreds, _____ tens, _____ ones

d. 8,804 = _____ thousands, _____ hundreds, _____ tens, _____ ones

e. _____ = 2 thousands, 3 hundreds, 4 tens, 4 ones

f. _____ = 7 thousands, 7 tens, 9 ones

g. _____ = 6 thousands, 4 hundreds, 8 ones

h. _____ = 9 thousands, 2 tens, 9 ones

i. _____ = 1 thousands, 6 hundreds, 8 tens

j. Which one is the greatest? Circle it.

9 thousands, 8 tens, 8 ones
9 thousands, 8 hundreds, 8 tens
9 hundreds, 9 tens, 9 ones



Name: _____

Special Number

The special number is

2,354

Write the number in expanded form.

_____ + _____ + _____ + _____

The value of the digit 3 is _____.

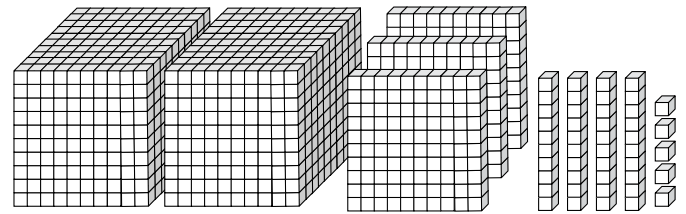
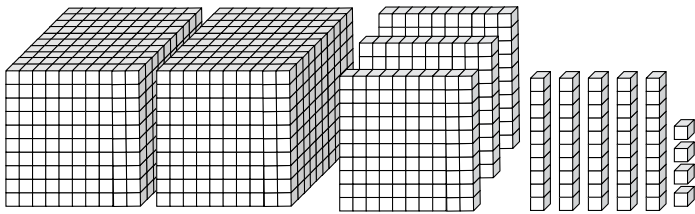
The value of the digit 4 is _____.

The value of the digit 2 is _____.

even

odd

Which set of blocks shows 2,354? (Circle one.)



Fill in the empty boxes on the number line.



10 more than 2,354 is _____.

100 less than 2,354 is _____.

1,000 more than 2,354 is _____.

1 less than 2,354 is _____.

2,354 has ...

_____ ones

_____ tens

_____ hundreds

_____ thousands

Name: _____

Digit Values

What is the value of the underlined digit?

2,814 - The value of the digit 2 is **2 thousands**, or **2,000**.

2,814 - The value of the digit 8 is **8 hundreds**, or **800**.

2,814 - The value of the digit 1 is **1 tens**, or **10**.

2,814 - The value of the digit 4 is **4 ones**, or **4**.



Write the value of the underlined digit.

a. 4,751 - _____

b. 8,426 - _____

c. 561 - _____

d. 4,509 - _____

e. 6,089 - _____

f. 1,099 - _____

g. 9,520 - _____

h. 6,802 - _____

i. In the number 1,258, which digit has the greatest value? _____

j. In the number 6,129, which digit has the least value? _____

Name: _____

Special Number

The special number is

3,049

Write the number in expanded form.

_____ + _____ + _____

The value of the digit 4 is _____.

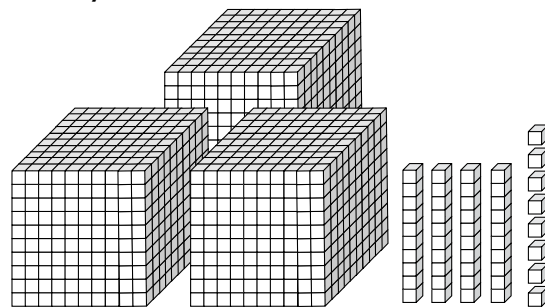
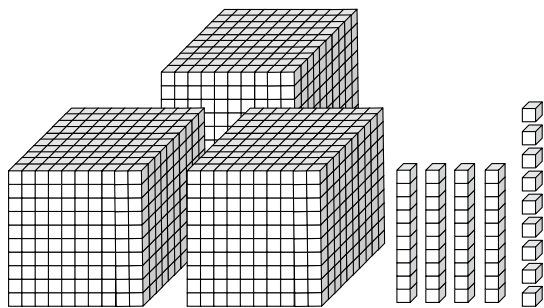
The value of the digit 9 is _____.

The value of the digit 3 is _____.

even

odd

Which set of blocks shows 3,049? (Circle one.)



Fill in the empty boxes on the number line.



1,000 more than 3,049 is _____.

100 less than 3,049 is _____.

100 more than 3,049 is _____.

1,000 less than 3,049 is _____.

3,049 has ...

_____ hundreds

_____ thousands

_____ ones

_____ tens

Name: _____

Secret Code Math

Comparing Numbers Using <, >, and =

Decode the numbers. Write the real numbers above the symbols.
Then use <, >, or = to compare. The first one has been done for you.

1	2	3	4	5	6	7	8	9	0
x	≡	≡	○	◀	●	└	↷	↷	└

3, 2 4 8 ≡ ≡ ○ ↷	<	3, 4 2 8 ≡ ○ ≡ ↷	x ↷ ↷ ↷	○	x ↷ └ ↷
● └ └ ▶	○	● └ x └	≡ x ≡ └	○	≡ x ≡ └
▶ x ○ ≡	○	▶ x ≡ ○	▶ ↷ ↷ ↷	○	● └ ≡ └
└ ● └ └	○	● └ └ ●	○ ↷ ↷ ↷	○	▶ └ ≡ ●
≡ ▶ x ≡	○	≡ ▶ x ≡	└ └ └ └	○	○ ○ ○ ○
↷ x ↷ ≡	○	↷ x ≡ ↷	↷ └ ▶ ●	○	↷ └ ▶ ●

Ordering Numbers

Rewrite each list of numbers in order, from least to greatest.

a. 1,105 1,150 1,501 1,115 1,550

b. 6,770 6,707 6,070 7,007 867

c. 2,998 8,928 9,009 8,298 8,802

d. 3,407 3,000 4,307 4,407 3,337

- ❖ In the box below, write five 4-digit numbers. Have a friend rewrite them in order, from least to greatest.

Name: _____

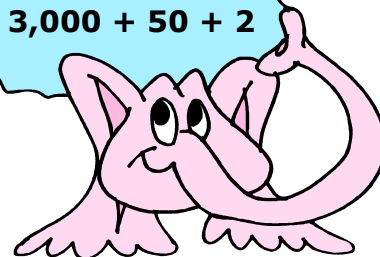
Writing Numbers in Expanded Form

Write each number in expanded form.

example:

$$3,052 =$$

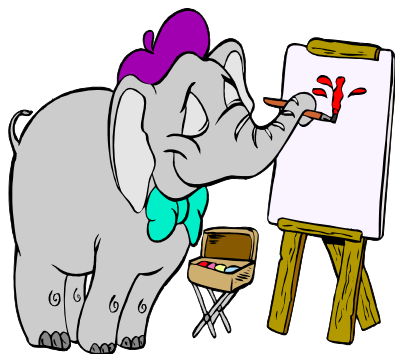
$$3,000 + 50 + 2$$



a. $9,245 =$ _____ $+$ _____ $+$ _____ $+$ _____

b. $1,203 =$ _____ $+$ _____ $+$ _____

c. $7,889 =$ _____ $+$ _____ $+$ _____ $+$ _____



d. $8,035 =$ _____ $+$ _____ $+$ _____

e. $3,476 =$ _____ $+$ _____ $+$ _____ $+$ _____

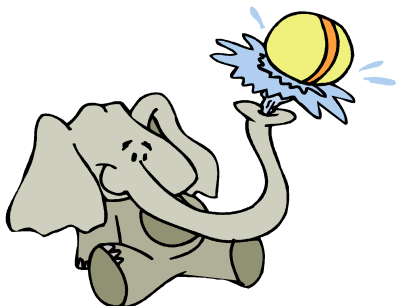
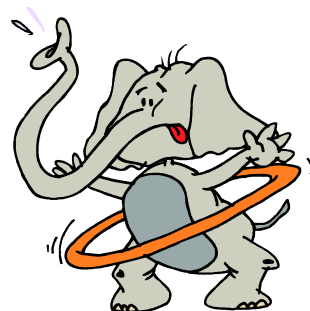
f. $2,400 =$ _____ $+$ _____

g. $5,135 =$ _____ $+$ _____ $+$ _____ $+$ _____

Write these numbers in standard form.

h. $6,000 + 400 + 30 + 6 =$ _____

i. $7,000 + 50 + 8 =$ _____



j. $2,000 + 900 + 60 + 9 =$ _____

k. $4,000 + 700 + 7 =$ _____

l. $9,000 + 900 + 90 + 9 =$ _____

Name: _____

Addition With Regrouping

Add.

1.

	hundreds	tens	ones
	<input type="text"/>	<input type="text"/>	
	5	2	3
+	1	2	8
<hr/>			
	<input type="text"/>	<input type="text"/>	<input type="text"/>

2.

	hundreds	tens	ones
	<input type="text"/>	<input type="text"/>	
	4	6	5
+	1	9	2
<hr/>			
	<input type="text"/>	<input type="text"/>	<input type="text"/>

3.

	hundreds	tens	ones
	<input type="text"/>	<input type="text"/>	
	2	8	9
+	2	0	4
<hr/>			
	<input type="text"/>	<input type="text"/>	<input type="text"/>

4.

	hundreds	tens	ones
	<input type="text"/>	<input type="text"/>	
	3	4	3
+	1	7	4
<hr/>			
	<input type="text"/>	<input type="text"/>	<input type="text"/>

5.

	hundreds	tens	ones
	<input type="text"/>	<input type="text"/>	
	6	1	7
+	2	8	9
<hr/>			
	<input type="text"/>	<input type="text"/>	<input type="text"/>

6.

	hundreds	tens	ones
	<input type="text"/>	<input type="text"/>	
	5	9	2
+	3	2	9
<hr/>			
	<input type="text"/>	<input type="text"/>	<input type="text"/>

Name: _____

Subtraction Bingo

Find each answer and color it on the bingo boards. If you get bingo, draw a line through the winning row.

a.
$$\begin{array}{r} 513 \\ - 83 \\ \hline \end{array}$$

b.
$$\begin{array}{r} 716 \\ - 284 \\ \hline \end{array}$$

c.
$$\begin{array}{r} 909 \\ - 192 \\ \hline \end{array}$$

d.
$$\begin{array}{r} 455 \\ - 326 \\ \hline \end{array}$$

e.
$$\begin{array}{r} 309 \\ - 144 \\ \hline \end{array}$$

f.
$$\begin{array}{r} 650 \\ - 337 \\ \hline \end{array}$$

g.
$$\begin{array}{r} 879 \\ - 47 \\ \hline \end{array}$$

h.
$$\begin{array}{r} 918 \\ - 95 \\ \hline \end{array}$$

i.
$$\begin{array}{r} 184 \\ - 67 \\ \hline \end{array}$$

j.
$$\begin{array}{r} 250 \\ - 80 \\ \hline \end{array}$$

k.
$$\begin{array}{r} 737 \\ - 555 \\ \hline \end{array}$$

l.
$$\begin{array}{r} 889 \\ - 99 \\ \hline \end{array}$$

Each answer above can be found on both boards.

B	I	N	G	O
224	432	651	717	97
509	170	387	165	129
921	488	FREE	823	832
790	655	313	430	134
573	83	117	182	288

B	I	N	G	O
165	651	430	488	83
655	288	573	182	509
823	387	FREE	134	921
224	832	717	432	97
790	129	170	117	313

Name: _____

Subtraction

Subtract to find the differences.

a.
$$\begin{array}{r} 507 \\ - 294 \\ \hline \end{array}$$

b.
$$\begin{array}{r} 483 \\ - 127 \\ \hline \end{array}$$



c.
$$\begin{array}{r} 920 \\ - 50 \\ \hline \end{array}$$

d.
$$\begin{array}{r} 378 \\ - 259 \\ \hline \end{array}$$

e.
$$\begin{array}{r} 517 \\ - 108 \\ \hline \end{array}$$

f.
$$\begin{array}{r} 837 \\ - 47 \\ \hline \end{array}$$

g.
$$\begin{array}{r} 611 \\ - 540 \\ \hline \end{array}$$

h.
$$\begin{array}{r} 747 \\ - 394 \\ \hline \end{array}$$

i.
$$\begin{array}{r} 680 \\ - 215 \\ \hline \end{array}$$

j.
$$\begin{array}{r} 906 \\ - 241 \\ \hline \end{array}$$

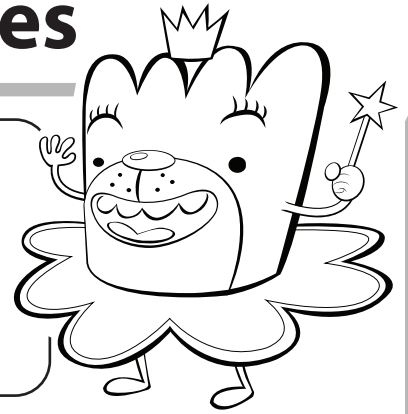
- k. Liz works at a pet store. She put 238 bags of cat food on the shelf. Customers bought 142 bags. How many bags were left?

- l. Brett also works at the pet store. He put 418 dog toys on the shelves. Soon, there were only 209 left. How many dog toys did customers buy?

Story Elements in Sentences

Story elements in a fictional story include:

- **characters:** The people or creatures in a story, movie, or play.
- **setting:** The time and place in which something happens.
- **problem:** A question or situation that is difficult to deal with.
- **solution:** The way to fix a problem.



Directions: Determine which story element is in each sentence. Then, fill in the blanks to complete the sentence frames.

Example

The wind blew the trees in the backyard.

The setting is the backyard.
(character, setting, problem, solution)

1. The Big Bad Wolf looked at each house.

The _____ is _____.
(character, setting, problem, solution)

2. The dog was lost and could not find his way home.

The _____ is _____.
(character, setting, problem, solution)

3. Their kite got stuck in a tree.

The _____ is _____.
(character, setting, problem, solution)

4. Peter enjoyed his day.

The _____ is _____.
(character, setting, problem, solution)

5. The fish are deep in the ocean.

The _____ is _____.
(character, setting, problem, solution)

6. He found his way home.

The _____ is _____.
(character, setting, problem, solution)

Name: _____

Subtraction: 3-Digit with Zero

a.

$$\begin{array}{r} 600 \\ - 246 \\ \hline \end{array}$$

b.

$$\begin{array}{r} 700 \\ - 605 \\ \hline \end{array}$$

c.

$$\begin{array}{r} 200 \\ - 180 \\ \hline \end{array}$$

d.

$$\begin{array}{r} 900 \\ - 467 \\ \hline \end{array}$$

e.

$$\begin{array}{r} 300 \\ - 140 \\ \hline \end{array}$$

f.

$$\begin{array}{r} 800 \\ - 584 \\ \hline \end{array}$$

g.

$$\begin{array}{r} 500 \\ - 23 \\ \hline \end{array}$$

h.

$$\begin{array}{r} 600 \\ - 344 \\ \hline \end{array}$$

i.

$$\begin{array}{r} 200 \\ - 174 \\ \hline \end{array}$$

j.

$$\begin{array}{r} 900 \\ - 820 \\ \hline \end{array}$$

k.

$$\begin{array}{r} 500 \\ - 321 \\ \hline \end{array}$$

l.

$$\begin{array}{r} 100 \\ - 42 \\ \hline \end{array}$$

Grown- Ups,

In an effort to continue to support our students (and you!), we have gathered additional resources that we hope you will find useful. Attached are some materials for **reading and writing**.

To try to balance the kinds of work your child is doing, please have him or her complete **one** worksheet each day. Then choose **one** of the following activities to complete on **even** days.

Sincerely,
Third Grade Teachers

ELA (Reading/ Writing) Options

[EPIC books](#) (code is coming in Remind or ClassDojo) use during school hours

[Raz-Kids](#)

Students have learned about writing in narrative, informational, and persuasive genres. They can practice any or all of these in a notebook at home.

[19 Best Chapter Books For Third Graders - https://parentingventure.com/2019/04/25/19-best-chapter-books-for-third-graders/](https://parentingventure.com/2019/04/25/19-best-chapter-books-for-third-graders/)

Practice writing sight words or other words that are tricky for your child- you can pick from something you've read! Fun ways to practice include:

- pouring rice, flour, or other similar item into a container and writing letters with your finger
- "rainbow write" words with different colored markers or crayons
- Make letters out of play-doh
- Play Minute to Win it- write as many words as you can (correctly!) in one minute

Name: _____



Story Elements

Problem and Solution

For each passage below, write the problem and solution in the correct column.

Passage	Problem	Solution
<p>1. John didn't know what to take to school for Show and Tell. He asked his mother for an idea. She suggested he take the ribbon his dog won at the pet parade.</p>		
<p>2. Emily knew she had to get to school on time, but her mother said she couldn't drive her. Emily decided to leave early and walk to school.</p>		
<p>3. Mrs. Anderson wanted a fresh pineapple for her cake. The store near her did not have any fresh ones, so she went to another store and bought it there.</p>		
<p>4. Robert was afraid the flooding river would reach his home. His parents were away, and he was watching with his little sister. He saddled his horse, and he and his sister rode to the top of the hill.</p>		

I WANT A PHONE!

“I want a phone!” said Myrna.

“I bet you do,” said her dad.

“No, but, Dad. You don’t understand. I really, really, really want a phone.”

“And I really, really, really want a boat. It’s not going to happen.”

Myrna and her dad were stuck in traffic. To her, it seemed like they were always stuck in traffic. When he took her to school in the morning—traffic. When he picked her up in the afternoon—traffic. Go to the bank, the grocery, a birthday party, and what felt like ten hours of traffic was their reward.

She was bored, because traffic was boring. And when she was bored, she wanted things. Right now, she wanted a phone. She wasn’t sure if her dad understood that. She would have to tell him again.

“I. Want. A. Phone.”

“N. O.”

“What if I was stuck in a cave?”

“What?” asked her dad, trying not to laugh.

“What if I had a kitten, and the kitten ran away, and I had to run after it. What if the kitten ran into a cave, and I ran after the kitten, and in the cave there was a bear, and the bear trapped me, and—”

“And then you were stuck in the cave.” Myrna nodded the way she did when she won an argument, but her dad wasn’t through fighting. “Is this a momma bear? I hear they’re the fiercest.”

“Yes. It’s a momma bear, and she’s very upset, and she’s going to eat me unless I have a phone to call for help.”

“If it’s a momma bear, then you can use her phone. Everyone knows that moms always carry phones.”

Dad was laughing as he said this. Myrna didn’t think it was very funny. She slammed her hand down on the glove compartment as hard as she could, which wasn’t very hard. Now she was angry.

“If I had a phone, I could play games on it!”

“If I had a boat, I could eat steaks on it. That doesn’t mean I’m getting one.”

“No, but I mean…” Myrna spluttered. When she was very angry, she spluttered. It was embarrassing. “If I could play games, I wouldn’t be so bored when we were in traffic. I wouldn’t bother you!”

“I don’t mind being bothered. I like talking to you.”

“Then I won’t say anything at all!”

Dad smiled quietly to himself. “I’m going to call Mom to let her know we’ll be late.” He reached into his pocket. “Oh, heck. My battery’s dead.”

“You know...if I had a phone, I could call Mom,” said Myrna.

“Don’t even.”

Myrna grinned. She wasn’t getting a phone, but she knew she was right, and that was almost as good.

Comprehension Questions

1. What does Myrna want?

- A. a car
- B. a boat
- C. a phone
- D. a kitten

2. Whom does Myrna have a conflict with in this story?

- A. her dad
- B. her mom
- C. a person driving in front of her and her dad
- D. a person driving behind her and her dad

3. The author describes Myrna as "angry." What evidence in the story supports this description?

- A. Myrna tells her dad that if she had a phone, she could call Mom.
- B. Myrna tells her dad that she wants a phone.
- C. Myrna asks her dad, "What if I was stuck in a cave?"
- D. Myrna slams her hand down on the glove compartment as hard as she can.

4. Read these sentences from the text.

She was bored, because traffic was boring. And when she was bored, she wanted things. Right now, she wanted a phone. She wasn't sure if her dad understood that. She would have to tell him again.

'I. Want. A. Phone.'

'N. O.'

'What if I was stuck in a cave?'

'What?' asked her dad, trying not to laugh.

Why might Myrna's dad be trying not to laugh?

- A. because he thinks her question is silly
- B. because he is bored by the traffic
- C. because he thinks it is funny when Myrna is bored
- D. because he thinks phones are silly

5. What is a theme of this story?

- A. Being right is almost as good as getting your way.
- B. If you do not give up, you will someday get what you want.
- C. If you use your imagination, you will never be bored.
- D. Being kind is more important than being right.

6. Read these sentences from the text.

No, but I mean...' Myrna spluttered. When she was very angry, she spluttered. It was embarrassing.

Based on these sentences, what does the word "spluttered" probably mean?

- A. had trouble speaking clearly
- B. fell asleep
- C. started to smile
- D. slowly counted to twenty

7. Choose the answer that best completes the sentence.

Myrna slams her hand down on the glove compartment _____ her dad laughs.

- A. before
- B. after
- C. then
- D. so

8. Near the end of the story, Myrna's dad wants to call her mom, but his phone's battery is dead.

What does Myrna point out that she could do if she had a phone?

(written answer)

9. Explain how Myrna feels about not getting a phone at the end of the story. Support your answer with evidence from the text.

(written answer)

10. Throughout the story, Myrna and her dad argue about her getting a phone. Explain whether or not the argument is resolved by the end of the story. Support your answer with evidence from the text.

(written answer)

THE HUNT

Beeeeep beeeeeep beeeeeep. Aidan's alarm clock rang out with a deafening screech. It was 9 a.m. and much too early for Aidan to be awake on a Saturday. As he lazily sat up and reached for the clock to turn it off, he realized what day it was. His birthday! He rubbed his eyes and stumbled out of bed. The smell of blueberry pancakes hit him as he clambered downstairs, which finally woke him up.

"Happy birthday, Aidan!" his parents excitedly greeted him as he sat down at the kitchen table. His mom turned around to grab a steaming plate of golden pancakes from the counter and set it in front of him. "Hold on, they aren't finished just yet," she told him. He thought she was going to get syrup, but she came back holding a bunch of striped candles.

"Candles in pancakes?" he thought as she pushed 13 candles into the top pancake and lit them with a match. Before his parents could say anything else, he quickly made a wish and blew out all the candles—he didn't want the wax to melt into his delicious breakfast.

"Thank you!" he said with his mouth full. His mom and dad laughed as they watched him scarf down the heap of pancakes.

"Well, even though you have plenty planned for tomorrow, I have a surprise for you today," his dad said. They had planned his party for Sunday, since that was when his older sister was able to come back home from university. "Go get dressed. Your surprise will be waiting for you downstairs when you get back," he told his son.

Aidan rushed upstairs and returned back in five short minutes, with his pant leg still tucked into his sock and a tiny bit of toothpaste at the corner of his mouth.

His mother laughed. "Well, aren't you excited," she said with a smile.

On the kitchen table, Aidan noticed a piece of paper neatly folded into a small square. His dad noticed his gaze. "All right, well, open it up," he told him. Aidan picked it up and unfolded it. On it, his dad had written a short note. He read it out loud. "Just like your favorite literary wizard, this spot is marked by a scar."

"You made me a treasure hunt?!" Aidan asked excitedly. His dad nodded, smiling. He knew Aidan would love it; he was always watching crime movies and reading mystery novels.

Aidan started to think. His favorite literary wizard... that would have to be a character in one of his favorite books: *Harry Potter*. "Obviously," he thought. He fell in love with the series as soon as he started the first book just a couple of years ago. He always secretly identified with the odd boy out who discovered he was a wizard at the young age of 11.

After some thinking, he finally remembered the small lightning mark he had carved into a tree in his backyard after finishing the seventh book in the series—the last one. He ran through the fallen red, orange, and brown leaves—Aidan's favorite thing about fall. There it was: the scar in the clue. He searched around the tree's base, looking for another piece of paper. He brushed away the leaves and finally found one tucked between two small rocks. He briskly opened it.

"Green is this poet's color of choice; red is the color of his language; add some white and blue, and you have his flag. Oh, and your mom's a fan."

"This is a tough one," thought Aidan. He knew he was searching for a poet. He didn't know what green meant, so he started with red. He thought, "Well, red usually signifies love or anger, but a love poet makes more sense."

So red, white, and blue are the colors of his or her flag. America?” He tried to think of some American love poets his mom liked, but he remembered none. After a few minutes, Aidan finally thought of the book on his mother’s nightstand: *Twenty Love Poems and a Song of Despair* by Pablo Neruda. “And he’s from Chile, so red, white, and blue!”

Aidan ran through the back door and up to his parents’ room to find the next clue. He then remembered his mom once mentioned that Neruda used to write with green ink. “Perfect,” he thought. The book was right on her nightstand. He opened it, and out fell another piece of paper.

“You’re almost there!” his dad called out from downstairs. Aidan peeled open the clue. “For this last clue, remember when your sister was blue and couldn’t find her favorite Boo.” Aidan started to think about the last part, “her favorite Boo.” He thought, “Boo had to be a name, since it was capitalized. Could it be the name of a toy when she was little? No, Melanie only got upset when she lost a book.” He thought for a while longer. “That’s it!” He remembered the time when Melanie lost *To Kill a Mockingbird*, her favorite book, in which Boo Radley, a mysterious neighbor, rescues the main character from a dangerous fight. She always talked about how the book was an American classic, and Harper Lee, the author, was her idol.

He ran outside to the end of his driveway, which is where the book fell out of her backpack one day on her way home from school. He crouched down and looked around for another piece of paper, but there wasn’t one to be found. Aidan was stumped. At last, he looked up, and out of the corner of his eye, he noticed someone watching him from across the street. He stood up and realized it was his sister.

“Surprise!” she yelled with a huge smile on her face.

Comprehension Questions

1. What does Aidan realize when he wakes up?

- A. It’s Christmas.
- B. It’s his birthday.
- C. It’s Halloween.
- D. It’s the first day of school.

2. After breakfast, Aidan rushes to get dressed. What motivates Aidan’s actions?

- A. Aidan wants to get his surprise.
- B. Aidan wants to go outside to play.
- C. Aidan wants to eat his pancakes.

D. Aidan wants to see his sister.

3. In the story, Aidan turns 13. What evidence from the passage best supports this conclusion?

A. Aidan's mom makes him blueberry pancakes.

B. Aidan's father surprises him with a scavenger hunt.

C. Aidan finds three clues on the scavenger hunt.

D. Aidan's mom puts 13 candles in his pancakes.

4. What do all three clues have in common?

A. trees

B. wizards

C. books

D. poetry

5. What is this story mostly about?

A. Aidan goes on a scavenger hunt.

B. Aidan eats blueberry pancakes.

C. Aidan learns about Pablo Neruda.

D. Aidan has a birthday party.

6. Read the following sentences: “Before his parents could say anything else, he quickly made a wish and blew out all the candles—he didn’t want the wax to melt into his delicious breakfast. ‘Thank you!’ he said with his mouth full. His mom and dad laughed as they watched him **scarf** down the heap of pancakes.”

As used in this sentence, what does the word “**scarf**” most nearly mean?

- A. look at closely
- B. yell loudly
- C. demand
- D. eat greedily

7. Choose the answer that best completes the sentence below.

Aidan’s birthday is on Saturday, _____ his party is planned for Sunday.

- A. so
- B. but
- C. first
- D. like

8. Why is Aidan’s party planned for Sunday?

(written answer)

9. What does Aidan find at the end of his scavenger hunt?

(written answer)

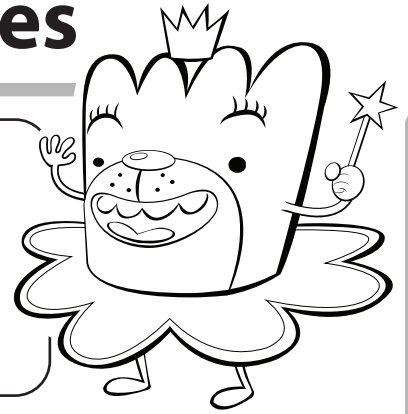
10. Explain whether Aidan is likely surprised to find his sister at the end of the story. Support your answer using information from the story.

(written answer)

Story Elements in Sentences

Story elements in a fictional story include:

- **characters:** The people or creatures in a story, movie, or play.
- **setting:** The time and place in which something happens.
- **problem:** A question or situation that is difficult to deal with.
- **solution:** The way to fix a problem.



Directions: Determine which story element is in each sentence. Then, fill in the blanks to complete the sentence frames.

Example

The wind blew the trees in the backyard.

The setting is the backyard.
(character, setting, problem, solution)

1. The Big Bad Wolf looked at each house.

The _____ is _____.
(character, setting, problem, solution)

2. The dog was lost and could not find his way home.

The _____ is _____.
(character, setting, problem, solution)

3. Their kite got stuck in a tree.

The _____ is _____.
(character, setting, problem, solution)

4. Peter enjoyed his day.

The _____ is _____.
(character, setting, problem, solution)

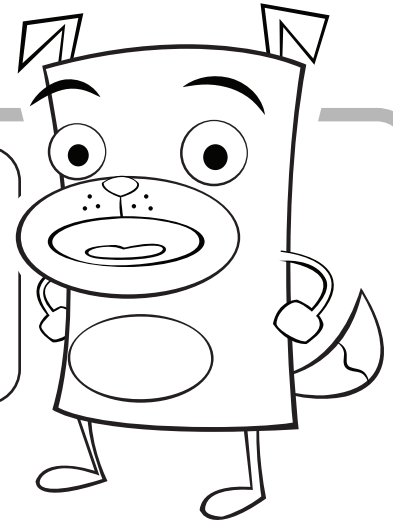
5. The fish are deep in the ocean.

The _____ is _____.
(character, setting, problem, solution)

6. He found his way home.

The _____ is _____.
(character, setting, problem, solution)

Sort the Story Elements



Story elements in a fictional story include:

- **characters:** The people or creatures in a story, movie, or play.
- **setting:** The time and place in which something happens.
- **problem:** A question or situation that is difficult to deal with.
- **solution:** The way to fix a problem.

Directions: Read the two fictional passages. Then, sort the underlined words and phrases into the correct column of the chart.

The Fastest Rider in Town

Alicia was the fastest bike rider in town. No one could beat her in a race. She won every trophy. But one day, Alicia was riding at the park. She was speeding on the trail, and she put her head back to feel the wind on her face. Just then, her front tire hit a rock and her bike began to wobble. Alicia fell off her bike and landed on the sidewalk. Her knees were scraped and her elbow was hurt. Her friend helped her back on the bike, and they rode slowly and safely out of the park.

The Dictionary Kid

Caden knew how to spell big words, and he knew what the words meant. When he took the vocabulary test in class last week, he was the first kid in the class to finish. He turned it in quickly and didn't check his work.

When the teacher told him his grade, Caden's face turned bright red. He had failed. She told him that he could retake it.

Caden took his time and checked his work. When the teacher gave him his grade, it was a perfect score, just like he wanted.

Characters	Setting	Problem	Solution

★ **Think About It!**

How were the characters the same in both stories?

The characters were the same because _____

Name _____

Making Predictions

Use story clues to make predictions.

Read each passage carefully. Answer the questions.

1. Jenny and Rachel were excited about going to the beach. They set up their chairs and towels. Then a wind picked up. Rachel looked up and saw big, gray clouds.

What will happen next?

2. Mr. Howell was driving to work. As he backed out the driveway, a nail went into one of his tires. Air slowly began to leak out.

What will happen next?

3. The soccer game was tied 2-2 with 3 minutes left to play. The home team got fouled. Jessica had a chance for a free kick. She focused and kicked the ball hard.

What will happen next?

4. Timmy left his toy racecar on the stairs. Dad came down the stairs carrying a big heavy box. He stepped on Timmy's racecar.

What will happen next?

5. Karen needed to bake a cake. She mixed it up, and put it in the oven. The doorbell rang, and it was her friend Brittany. They went outside to play. Karen forgot all about the cake.

What will happen next?

6. Grandpa and Greg went fishing. When they got to the middle of the lake, they stopped the boat and threw in their lines. Greg felt a hard pull on his line. He tried to reel it in, but it was pulling so hard.

Then, splash!

What will happen next?

Grades K - 3

Time	Activity
8am - 9am	Breakfast/Get ready (Yes. Change out of PJs)
9am - 9:30am	<p>Khan Academy Kids (ideally doing it while sitting next to a parent or older sibling giving them positive feedback for effort). Khan Academy kids starts at the basics of letters, numbers, and social emotional learning and goes through the first grade standards in math, reading, writing and social emotional learning.</p> <p>For students with stronger literacy and motor skills: Khan Academy Kindergarten, 1st grade and 2nd grade math can be appropriate. Ideally a parent or older sibling sits next to them while doing this. One practice that we've seen teachers use to great effect is to have all students start on Kindergarten and then move to 1st grade, 2nd grade, etc. This helps ensure that older students are filling in any knowledge gaps that may have accumulated. It also helps build momentum and confidence.</p> <p>Course challenges and unit tests can be used to accelerate through material. For students with minimal gaps, they should be able to get through a previous year's content in 1-3 hours.</p>
9:30am - 10am	Play. Ideally outside if weather permits.
10am - 10:30 am	<p>Reading time. Ideally this would be time to read next to a parent or sibling. If students are ready, they can read on their own.</p> <p>Suggested books (by reading level):</p> <ul style="list-style-type: none"> • There are 100+ books that students can read or have read to them on Khan Academy Kids • The ALSC summer reading list is also a great resource
10:30am - 11:20am	Break. Ideally run around and play outside. Have a snack.
11:20am - 12pm	<p>Writing practice</p> <ul style="list-style-type: none"> • Write and illustrate a story about someone having a funny adventure when they stay home sick. • Draw a picture of what you think a virus looks like. Tell about the different parts and how you think they work.
12pm - 1pm	Lunch - Listen to an educational podcast! Try Wow in the World! If you like science, Stories Podcast or Circle Round to hear a story, or Noodle Loaf to learn about music!
1pm-7pm	Relax, go outside, play, time with family.
7-8pm	Lights out, time to sleep!

Name _____

Predicting

Circle the best answer.

What does it mean to predict outcomes?

- a. to give the answers to all the questions in a reading story.
- b. to make a guess using clues in the story about what will happen next.
- c. to write a story.
- d. to give evidence for your answers.

Read the following story and predict what will happen. Give evidence for your answer.

Sally went to the store to buy bread and eggs. When she got there she got the bread. Then as she was walking to get the eggs, she saw an old friend and began to talk. When she finished talking to her friend, she went to the register, checked out and left the store. As she got into her car, she realized she forgot the eggs which she needed for dinner that evening.

Predict what Sally will do?

Give evidence. (How do you know she will do that?)



A summary is a short and sweet retelling of a text. It only includes the most important details. Use the writing strategy of “Somebody Wanted But So Then” to help you write a short fiction summary!

Part 1

Directions: Read the passage and write a short summary.

Elias was assigned a big project in his social studies class. He wanted to do well on the project, but he knew it was a lot of work. He thought it would be boring, too. Elias had two weeks until the due date.

Elias could have gone home and started the project. Instead, he put it off. He went skateboarding with his friends at the park, and he played video games with his brother. When his mom suggested he clean his room, Elias happily cleaned. He chose to do anything other than the project.

Elias suddenly panicked as he remembered the due date. The project was due tomorrow! He hadn't even started. He was too afraid to tell his mom. She would not be happy about this. Immediately, Elias began scrambling to figure out how he could get the project done on time.

At school the next day, Elias turned in his finished product. Elias was not proud of the work he had completed. He believed it would have been much better if he spent more time on it. Elias wished that he had been more responsible.

Somebody	
Wanted	
But	
So	
Then	

Part 2

Directions: Write a 3-sentence summary on the lines below. Use the information from the Part 1 chart.

Name _____

Great Character Traits

Identify character traits in situations.

Read each sentence carefully. Write the character trait that matches the situation.

trustworthiness

respect

responsibility

citizenship

caring

fairness

1. Bryan and James were playing with blocks. Bryan's little sister wanted to play too. James got a bunch of pieces he didn't need and made a pile just for her.

2. Sam was playing at his Grandma's house. He accidentally broke a lamp. His big brother told him to hide it. Sam decided to go straight to Grandma and tell her the truth.

3. Kimmie came home late from soccer practice and she was really tired. She knows it is her turn to take out the trash, so she makes sure she does it before she goes to bed.

4. As Haley was walking home from school she saw some older boys making fun of a little boy who had fallen down. She went over and told them to stop. Haley helped the little boy up, and walked him home.

5. The teacher asked for volunteers for the canned food drive. This person would have to give up a week of recess to help. Jeremy raised his hand high.

6. Katie got a special award from her teacher. Katie is known for using good manners and always being considerate of others.

Name _____







Using **Context Clues**



Use context clues to figure out the meaning of the underlined word.

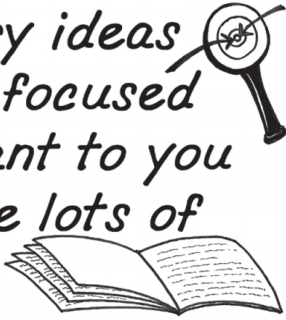
- 1 We went shopping at the emporium hoping to find a special gift.
An emporium is a king or a store
- 2 The pyramid had symbols on the walls called hieroglyphics.
What are hieroglyphics? _____
- 3 The fans at the game were quite boisterous when their team scored a goal.
To be boisterous means to be loud or quiet
- 4 The label on the cereal listed all the nutritional information including calories.
Which has more nutritional value cookies or grapes? _____
- 5 Lobsters and crabs have pincers.
What's another word for pincers? _____
- 6 The timid deer ran as soon they saw us in the woods.
What's another timid animal? _____

April Writing Prompts

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			It's April Fools' Day! Describe a funny joke someone has played on you. 1	Imagine you won a trip to any city in the world! What city would you choose and why? 2	Write a poem about a gloomy day. 3	Would you rather spend a day at the beach or a day in the mountains? Explain. 4
Make a list of people who have a good influence on you. Write a letter to one of them! 5	If you could get rid of any subject in school, what would it be and why? 6	Write a story about spending the day at a museum. What do you see, hear, and smell? 7	My favorite memory of my class this year is when... 8	Imagine you found an old treasure map. Where does it lead and what do you find there? 9	If you could pick a new name for yourself, what would it be and why? 10	What qualities do you have that make you a good student? What qualities do you wish you had? 11
Describe your favorite things to do at recess. 12	Pretend you are an umbrella! Write about your day in the rain. 13	In spring, I love the smell of... 14	If you could turn the school cafeteria into a restaurant, what kind of food would it serve? 15	Imagine you could be anyone else for one day! Who would it be and why? 16	Describe a talent your best friend has, and describe how he or she can use it to help others. 17	Spring is a time of new beginnings. What new activity would you like to begin? 18
Write a funny story about the day it rained chocolate chips! 19	List five things you like about your bedroom! 20	Describe an outdoor activity you really enjoy. Why do you like it? 21	Today is Earth Day. What are three things you can do to help protect our planet? 22	Imagine you were carried away by a bunch of balloons. Where do you go and what happens? 23	Tell about a time you felt proud of yourself or someone in your family. 24	Describe a place you like to go to be alone. How does it make you feel? 25
Do you think it's important to learn to speak a language other than English? Why? 26	Write a spring story titled "The Mystery of the Missing Watering Can." 27	Make a list of 10 things you see, smell, or hear that remind you of spring. 28	If you had a secret, who would you share it with and why? 29	Not all kids are the same, but most kids like _____ because... 30		
						

To Write a True Story...

Find story ideas that are focused & important to you and write lots of entries.



Make a mental movie of what happened, telling it in small detail, bit by bit.



Remember your self-assessments and your goals.



Rehearse for your writing by storytelling the story repeatedly.



Try different leads for your story.



Write a flash draft, writing fast & furious, eyes on the mental movie.



Revise!

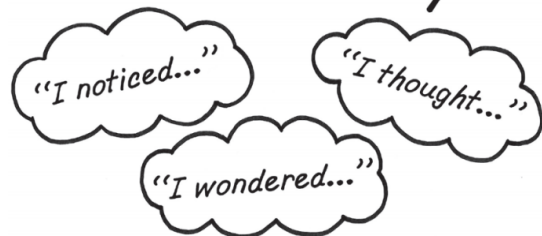
• Try what other authors have done.



• Develop the heart of the story.



Bring out the internal story.



Finding Ideas for True Stories

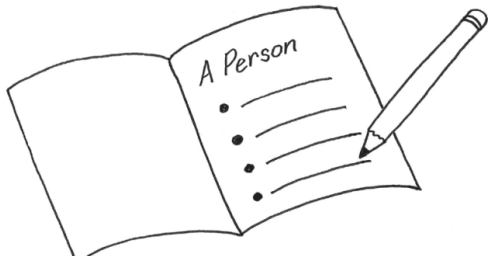
Think of a person who matters to you.



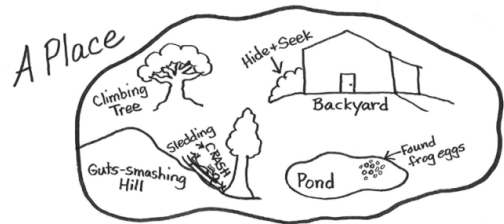
Think of a place that matters to you



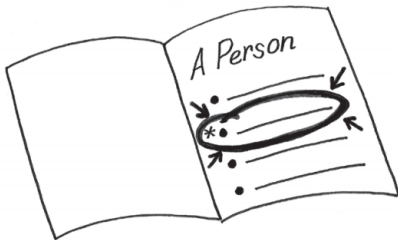
List small moments



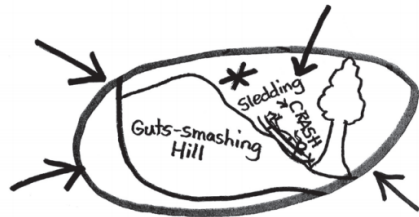
Map small moments



Choose one



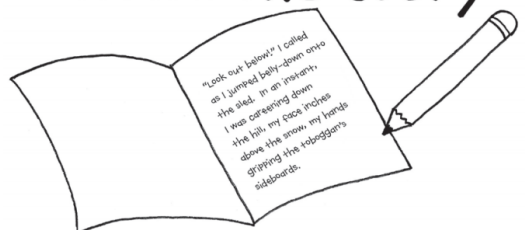
Choose one



Write the story



Write the story



Grown- Ups,

In an effort to continue to support our students (and you!), we have gathered additional resources that we hope you will find useful. Attached are some materials for **science and social studies**.

If you are able, try to check out these websites as well. You may find some fresh reading material or activities to stretch other parts of your child's mind. You may use these as you wish, but we suggest checking out 2-3 each week, for about 15-20 minutes at a time.

Sincerely,

Third Grade Teachers

Science/ Social

[Buffalo Botanical Garden](#) - learn at home activities.

[TIME For kids](#) free digital library.

[Mystery Science](#) (sign up with an email for a free account)

- Animals through Time
- Power of Flowers

[25 Nature Webcams for Science Learning at a Distance](#)

https://www.weareteachers.com/best-nature-webcams/?utm_content=1584971392&utm_medium=social&utm_source=facebook

[Fun website for learning social studies:](#)



<https://www.boredteachers.com/resources/42-fun-websites-to-learn-and-teach-social-studies-from-home>

Some additional Resources

[Suggested EXCELLENT EDUCATIONAL Websites from Librarian](#)

[Pebble Go](#)

Tips for Helping your Student Learn from Home

Math	<ul style="list-style-type: none"> • Use number lines, hundreds charts, or place value blocks (hand drawn works well!) to solve problems <ul style="list-style-type: none"> ○ Apps for manipulatives: <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;"> <div style="text-align: center;">  <p>Virtual Manipulatives</p> </div> <div style="text-align: center;">  <p>Number Lines</p> </div> </div>
Reading	<ul style="list-style-type: none"> • Underline key words • Take turns reading • Read the assignment to your child • Answer questions verbally
Writing	<ul style="list-style-type: none"> • Tell a story verbally • Plan across fingers aloud; repeat it back to your child, have them repeat it back to you again, then write • Underline the capital letter at the beginning of every sentence and circle the punctuation to make sure it's there
General	<ul style="list-style-type: none"> • Give frequent breaks • Break assignments into smaller chunks • Use an index card (or fold paper up) to cover text to help your child focus on a line of reading or smaller section

A)



B)



C)



—



NAME _____

DATE _____

200 Chart

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120
121	122	123	124	125	126	127	128	129	130
131	132	133	134	135	136	137	138	139	140
141	142	143	144	145	146	147	148	149	150
151	152	153	154	155	156	157	158	159	160
161	162	163	164	165	166	167	168	169	170
171	172	173	174	175	176	177	178	179	180
181	182	183	184	185	186	187	188	189	190
191	192	193	194	195	196	197	198	199	200

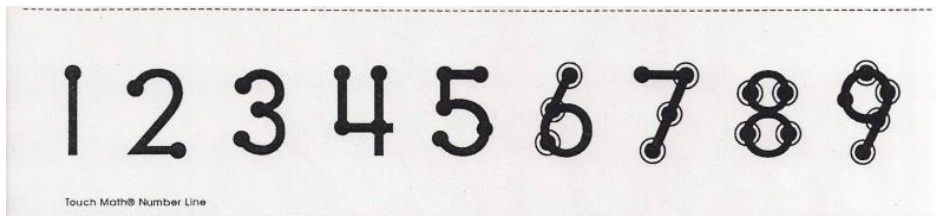
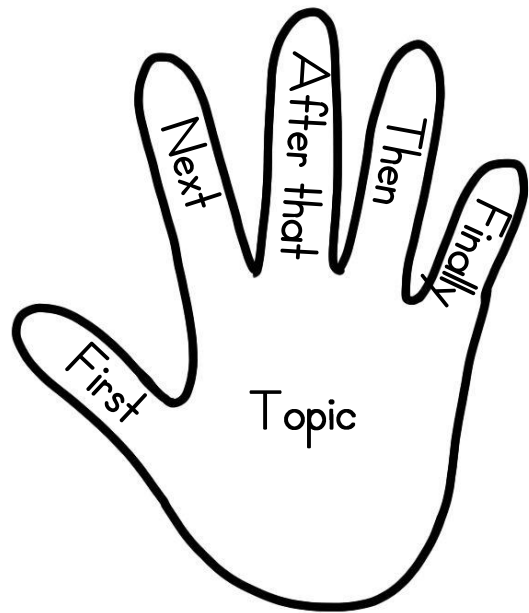
Graphic Organizers And Other Tools

How to use:

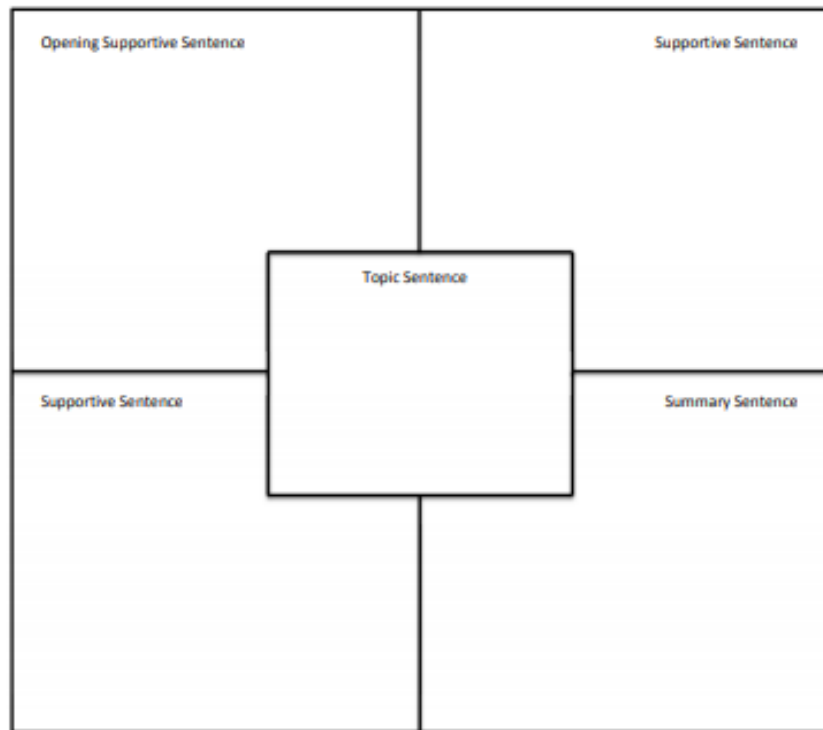
In this packet you will find tools that your child's teacher may have used in the classroom. These are intended to help support your child in writing, math, and reading activities. Please encourage your child to use these tools on a separate piece of paper (many can be copied by hand), if possible. You will get many more uses out of each tool!

- _____
- _____
- _____

Plan your writing across your fingers!



Four-Square Writing Method



Notes:



On My Nature Walk, I Saw...

Picture	Words



MY DAY

Name: _____ Date: _____

Monday Tuesday Wednesday Thursday Friday Saturday
Sunday

The weather today was: _____



My mood today was: _____

Today I: _____

My favorite part of today was: _____

Tomorrow I want to: _____

Nonfiction Book Report

Title _____

Author _____

Date _____

What is the topic of the book?














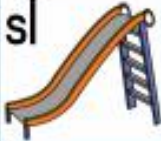
















What did you learn from reading this book?

- _____
- _____
- _____
- _____
- _____
- _____

New words that I learned:









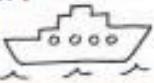









- _____
- _____
- _____



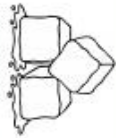







Common Blends and Digraphs

bl 	br 	cl 	cr 	dr 
fl 	fr 	gl 	gr 	pl 
pr 	sc 	sk 	sl 	sm 
sn 	sp 	st 	sw 	tr 
tw 	spl 	scr 	spr 	str 
sh 	ch 	th 	wh 	ph 

www.maketaketeach.com

Blends and Digraphs

s 	r 	l 	h 
sk 	cr 	cl 	ph 
sm 	dr 	fl 	sh 
sn 	fr 	gl 	th 
sp 	gr 	pl 	wh 
st 	tr 	sl 	
sw 	 _____ Name		



































				
~~~~~	~~~~~	~~~~~	~~~~~	~~~~~
u	o	i	e	a
~~~~~	~~~~~	~~~~~	~~~~~	~~~~~
				

Long

My Vowel Chart

Short

Vowel Teams

 ai	 ay	 au	 aw	 ea
 ea	 ea	 ee	 ei	 ei
 eigh	 ew	 ey	 ey	 ie
 ie	 igh	 oa	 oe	 oi
 oy	 oo	 oo	 ou	 ou
 ow	 ow	 ui	 ue	 ue
 ar	 er	 ir	 or	 ur

GIFTS THAT COUNT

BY MILES

Character
& setting

On Father's day morning, I woke up in an Adirondack campsite. I watched the beautiful red morning sun and thought about what I had planned for my father's day present; a piece of land that had snatched my heart.

Show, not tell

dialogue

I tip-toed over to Dad's tent and unzipped it, waking Dad. I said, "Dad, let me show you your father's day present."

"OK" he answered.

Ending: includes action

I shepherded him between the two rows of trees, out into the sun light, onto my point. The point was covered with soft meadow grass, sprinkled with tiny wild flowers.

I watched Dad take in this precious bit of the world and knew I had given him the right gift. Then from its hiding place I drew forth a fishing rod and laid it triumphantly in Dad's hands. His eyes sparkled and I said "you deserve the honor of being first."

Dad nodded and cast. The line sailed through the air.

We watched in silence. We all waited; Dad, mom, Evan, and I. Dad held his breath, his fingers tense.

Suddenly the line jerked. A huge dark shape struggled under the water. Dad slowly brought it to the surface. We gasped. A huge bass... Suddenly, snap! The string broke under tension and the monster fled to the bottom of the lake. So we christened the point, 'Bass Point'. On that day, Evan and I gave the love of fishing to Dad.

Things to keep in mind:

- *Use capitals for names and at the beginning of each sentence
- *Punctuation (. , ? ! ")
- *Spell commonly used words correctly. Do your best to sound out the rest or use known patterns.
- *tell the story bit-by-bit
- *try paragraphing: when time passes (first, next, after that) or someone new speaks