

**Printer Warning:**

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

3II



# Grade 3 Reading

## Student At-Home Activity Packet

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.


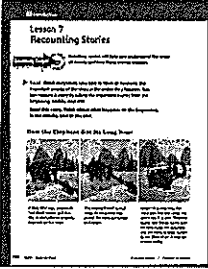
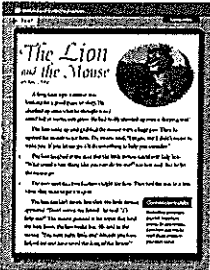
Most lessons can be completed independently. However, there are some lessons that would benefit from the support of an adult. If there is not an adult available to help, don't worry! Just skip those lessons.

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!

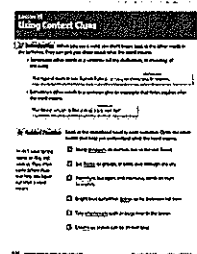
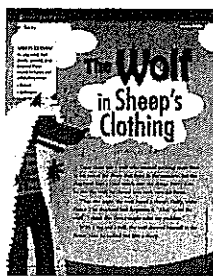
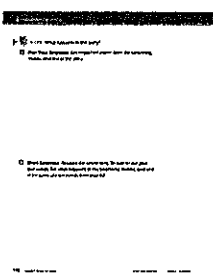
Flip to see the Grade 3  
Reading activities  
included in this packet!



# Grade 3 Reading Activities in Section 1

Lesson	Resource	Instructions	Answer Key	Page(s)
0	Grade 2, Ready Reading Word Learning Routine  	<ul style="list-style-type: none"> <li>Read the Word Learning Routine together. Keep it handy—you'll need it later!</li> </ul>	N/A	10
1	Grade 2, Ready Reading Lesson 7, Part 1  	<ul style="list-style-type: none"> <li>Read the Introduction.</li> <li>Fill in the chart to tell what happens in the story.</li> </ul>	Answers:  Beginning: The crocodile bit the nose of the elephant.  Middle: The elephant pulls away, and the nose gets longer.  End: The elephant can do new things with his long nose	11–12
2	Grade 2, Ready Reading Lesson 7, Part 2  	<ul style="list-style-type: none"> <li>Read <i>The Lion and the Mouse</i>.</li> <li>Complete the chart by writing the important events in order.</li> <li>Complete the writing activity.</li> </ul>	Answers may vary.	13–15

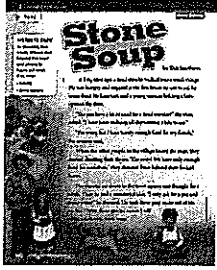
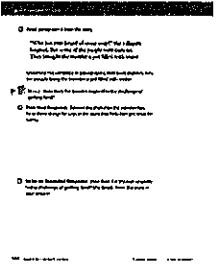
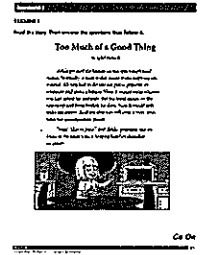
# Grade 3 Reading Activities in Section 1 (Cont.)

Lesson	Resource	Instructions	Answer Key	Page(s)
6	<p>Grade 2 Ready Language Handbook Lesson 18, Using Context Clues</p> 	<ul style="list-style-type: none"> <li>• Read the Introduction.</li> <li>• Answer the multiple choice questions.</li> </ul>	<p>Answers:</p> <ol style="list-style-type: none"> <li>1. B</li> <li>2. C</li> <li>3. D</li> <li>4. B</li> </ol>	21–22
7	<p>Grade 2, Ready Reading Lesson 7, Part 5</p> 	<ul style="list-style-type: none"> <li>• Read <i>The Wolf in Sheep's Clothing</i>.</li> <li>• Answer the questions.</li> </ul>	<p>Answers:</p> <ol style="list-style-type: none"> <li>1. A</li> <li>2. Part A: D</li> <li>2. Part B: "Now he looked just like a sheep."</li> <li>3. B.</li> <li>4. B.</li> </ol>	23–26
8	<p>Grade 2, Ready Reading Lesson 7, Part 6</p> 	<ul style="list-style-type: none"> <li>• Reread <i>The Wolf in Sheep's Clothing</i>.</li> <li>• Complete the Writing activities.</li> </ul>	Answers will vary.	23–24, 27–28

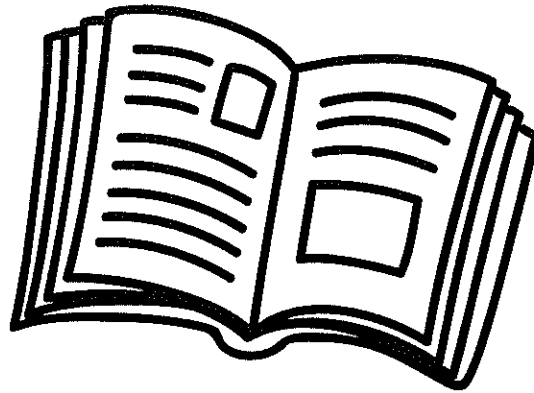
# Grade 3 Reading Activities in Section 2

Lesson	Resource	Instructions	Answer Key	Page(s)
1	Grade 2, Ready Reading Lesson 9, Part 1  	<ul style="list-style-type: none"> <li>• Read the Introduction.</li> <li>• Complete the graphic organizer chart.</li> </ul>	What the Challenge Is: The boy's car is broken.  How the Characters Respond: Little boy: The little boy is sad. Older boy: He can fix it.	36–37
2	Grade 2, Ready Reading Lesson 9, Part 2  	<ul style="list-style-type: none"> <li>• Read <i>A Puppy for Oscar</i>.</li> <li>• Complete the graphic organizer chart and the short response writing.</li> </ul>	Oscar's Challenge: Oscar wants a puppy, but he cannot have one unless there is a place of the puppy to run.  How Oscar Responds to the Challenge: He gets everyone to make part of the park into a dog park.  Writing response: Answers may vary.	38–40
3	Tools for Instruction Understand Characters  	<b>Parent/Guardian:</b> Read the instructions and guide the child through the exercise. When the activity requires a text, choose one of the texts the students read in previous lessons.	N/A	41–43

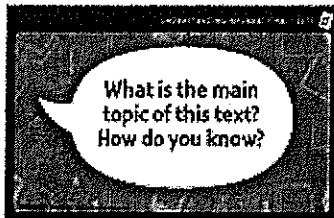
## Grade 3 Reading Activities in Section 2 (Cont.)

Lesson	Resource	Instructions	Answer Key	Page(s)
7	Grade 2, Ready Reading Lesson 9, Part 5 	<ul style="list-style-type: none"> <li>• Read the story <i>Stone Soup</i>.</li> <li>• Answer questions 1–5.</li> </ul>	Guided Practice: 1: B 2: D	49–52
8	Grade 2, Ready Reading Lesson 9, Part 6 	<ul style="list-style-type: none"> <li>• Reread the story <i>Stone Soup</i>.</li> <li>• Answer questions 6–8.</li> <li>• Answer the Learning Target question.</li> </ul>	Independent Practice: 6: Underline “But some of the people were curious.” 7–8: Answers may vary. Learning Target: Answers may vary; students should say that understanding events helps them understand why characters act the way they do.	49–50, 53–54
9	Assessment: <i>Too Much of a Good Thing</i> 	<ul style="list-style-type: none"> <li>• Read the passage <i>Too Much of a Good Thing</i>.</li> <li>• Answer the questions that follow.</li> </ul>	Answers: 1: C 2: C 3: A 4: D 5: C 6: answers may vary	55–59

# Independent Reading!



See pages  
60 and 61  
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](http://www.starfall.com)

[www.storyplace.org](http://www.storyplace.org)

[www.uniteforliteracy.com](http://www.uniteforliteracy.com)

[www.storynory.com](http://www.storynory.com)

[www.freekidsbooks.org](http://www.freekidsbooks.org)

[en.childrenslibrary.org](http://en.childrenslibrary.org)

# Lesson 7

## Retelling Stories

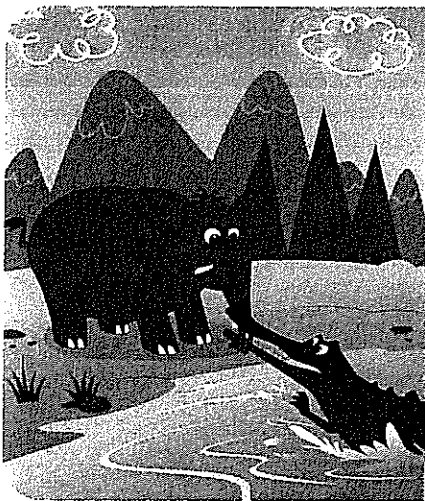
### Learning Target

Retelling stories will help you understand the order of events and how these events happen.

- **Read** Good storytellers take care to retell, or **recount**, the important **events** of the story in the **order** they happen. You can recount a story by telling the important events from the beginning, middle, and end.

**Read this story. Think about what happens at the beginning, in the middle, and at the end.**

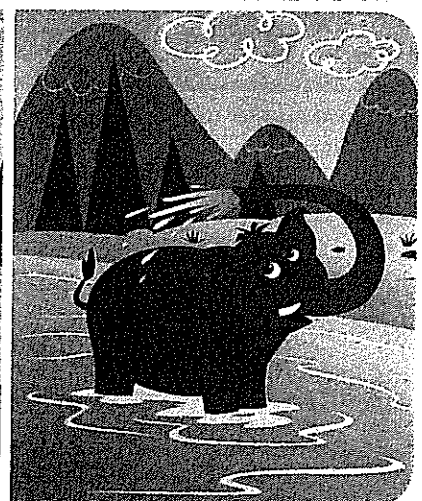
### How the Elephant Got Its Long Nose



A long time ago, elephants had short noses. But one day, a crocodile bit a young elephant on the nose.



The elephant tried to pull away. As he pulled and pulled, his nose got longer and longer.



When he pulled free, his nose was five feet long! He didn't like it at first. Then he found new things to do with his long nose. He reached into the trees to grab leaves to eat. Best of all, it was fun to take baths!

# The Lion and the Mouse

an Aesop fable



- 1 A long time ago, a mouse was looking for a good place to sleep. He climbed up onto what he thought was a small hill of warm, soft grass. He had really crawled up onto a sleeping lion!
- 2 The lion woke up and grabbed the mouse with a huge paw. Then he opened his mouth to eat him. The mouse said, “Forgive me! I didn’t mean to wake you. If you let me go, I’ll do something to help you someday.”
- 3 The lion laughed at the idea that the little mouse could ever help him. “What could a tiny thing like you ever do for me?” the lion said. But he let the mouse go.
- 4 The very next day, two hunters caught the lion. They tied the lion to a tree while they went to get a wagon.
- 5 The lion couldn’t move. Just then, the little mouse appeared. “Don’t worry, my friend,” he said. “I’ll help you!” The mouse gnawed at the ropes that held the lion. Soon, the lion broke free. He said to the mouse, “You were right, little one! Already you have helped me and have saved the King of the Beasts!”

## Close Reader Habits

**Underline** sentences that tell important events. As you reread, think how you would retell those events in your own words.



**Write** Use the space below to write your answer to the question on page 109.

## *The Lion and the Mouse*

- 3 Short Response** Why does the lion tell the mouse, "You were right, little one!"? Use the chart you filled out on page 109 to help you write your answer.

**HINT** What important event happens just before the lion says this?

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Don't forget to check your writing.

### 3 Provide guided practice with retelling.

- Select an informational text with rich visuals—photographs, diagrams, maps, and so on. Read the text together.
- Make one-sided copies of the pictures, so that the back of each copy is blank.
- On the back of each copy, work with students to write short descriptions of what each picture shows. Then put the copies of the pictures aside.
- Show the cover of the book, and reread the title. Ask, *What is this book about?* Work with students to brainstorm a list of the important facts or ideas that the author wants to tell readers about the topic. Then work together to reduce the list to three or four facts or ideas.
- Bring out the copies of the pictures again. Refer back to your list of the most important facts or ideas. Work with students to eliminate some of the pictures.
- When you have reduced the pictures to those that show the most important ideas, put them in order. Say, *Now we are going to retell the text, using these pictures.* Have volunteers stand in a line, displaying each picture. Have them read the information on the back.

**Connect to Writing** Have students write their retelling of the informational text, using the picture cards that they created.

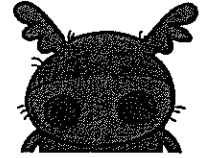
### 4 Provide independent practice with retelling.

- Provide repeated opportunities for students to practice retelling the important information in other informational texts.

## Check for Understanding

If you observe...	Then try...
confusion about which details to omit	writing the main idea of the text, and then having students list the details they think are most important. Review each detail, and ask <i>Is this detail directly related to [main idea]?</i> If it is not, list it under the heading "Interesting Information." Gradually decrease the amount of support to allow students to engage in this thought process independently.

## ► Think



The mountain lion is important to this story. I'm going to reread what happens when Pecos Bill first meets the mountain lion.

**1** Which sentence tells something that happens in the middle of the story?

- A** Bill grew up with a pack of coyotes.
- B** Bill was born in Texas a long time ago.
- C** Bill sends Flash home to keep him safe.
- D** Bill rides the giant mountain lion back home.

**2** Why does Bill grab the rattlesnake?

- A** to use it like a rope to catch the mountain lion
- B** to save it from being hurt by the mountain lion
- C** to stop it from scaring his horse, Flash
- D** to try to scare away the mountain lion with it

## ► Talk

**3** What does Bill do when the mountain lion jumps in front of him? Recount these events to your partner in your own words.

## ► Write

**4** **Short Response** Recount the end of the story. Tell the most important events in order, using your own words. Write your answer in the space on page 113.

**HINT** Reread paragraph 4 to find out what Pecos Bill does with the mountain lion.

5        At first, the girl was shocked. Then somehow it felt right that the turkeys—her only friends—should speak.

6        “We only ask that you come back before sunset,” said the turkey. “You are the one who keeps us safe.” The turkeys then danced around the girl. They turned her old, ragged clothes into a beautiful white dress.

7        The girl thanked the turkeys again and again. She promised them she would return before sunset. Then she turned and ran down the path toward town.

8        At the dance, no one knew the girl in her new dress. Everyone praised her beauty. And all the young men wanted to dance with her. She was having so much fun that she forgot all about her friends the turkeys.

9        Finally, the sun set. The turkeys wondered why the girl had not returned. “She has forgotten us,” one of them said. “For that reason, we will give her no more help! Come, let us move up into the hills. Our keeper is not as kind as we had once hoped.”

10       When at last the dance ended, the girl ran back to the fields. She looked for the turkeys everywhere. But they were gone. As she stood there, sad and alone, her dress turned back into rags. She was the poor turkey girl once more.



## Independent Practice

Read the sentence below. Then answer the questions.

Big and small nocturnal animals only come out at night.

- 1** What do nocturnal animals do?
  - A** stay asleep all the time
  - B** come out when it gets dark
  - C** stay inside all the time
  - D** come out only during the day
- 2** Which words help you know what nocturnal means?
  - A** animals only
  - B** Big and small
  - C** only come out at night
  - D** small nocturnal

Read the sentence below. Then answer the questions.

Wild cats hunt for prey, or food, after dark.

- 3** What does the word “prey” mean?
  - A** where wild cats live
  - B** when wild cats sleep
  - C** what wild cats look like
  - D** what wild cats eat
- 4** Which word helps you know what the word “prey” means?
  - A** cats
  - B** food
  - C** dark
  - D** Wild

4 The wolf trotted into the meadow wearing the fleece.  
He walked among the sheep. And this time, the shepherd  
didn't chase him away.

5 That very night, the wolf carried off a large sheep to have  
for his dinner.

6 The next day, the wolf wore the fleece again and strolled  
freely among the sheep. But this time, the shepherd did  
notice the wolf. He said to himself, "That looks like a fine  
sheep for my stew tonight."

7 Before the wolf could leap away, the shepherd grabbed him.  
And that night, the shepherd enjoyed a delicious stew.



- 3 Look at the chart. It tells the order of some of the events in the story.

1	2	3
<i>The wolf puts on a sheep's fluffy, white fleece.</i>		<i>The wolf carries off a sheep for his dinner.</i>

Which sentence belongs in the empty box?

- A The shepherd chases the wolf into the forest.
  - B The wolf walks into the herd of sheep.
  - C The shepherd notices the wolf.
  - D The shepherd cooks a delicious stew.
- 4 Which choice **best** shows what "strolled" means in the following sentence?

**The next day, the wolf wore the fleece again and strolled freely among the sheep.**

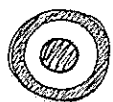
- A He ran through the herd of sheep.
- B He walked slowly among the sheep.
- C He stayed away from the sheep.
- D He chased the sheep in the meadow.

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## Learning Target

Now you know how to recount a story. Why is it important to tell the important events in order?

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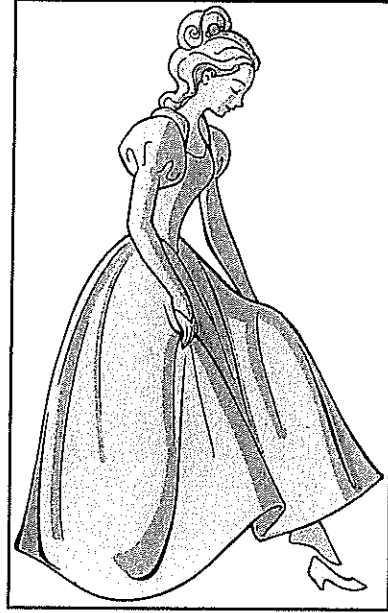
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7 Cinderella wanted to go. But her stepmother and stepsisters just laughed at her. “You do not even have a nice dress or shoes!” they said.

8 Cinderella went to the hazel tree and made a wish. The white bird gave her a gold dress with gold slippers. Cinderella put them on and ran to the party.

9 No one knew her in her beautiful new dress. But the prince liked her so much, he would dance with no one else! And she liked him. As soon as the party ended, though, Cinderella ran away. But one of her gold slippers stuck to some mud and came off.



10 The next day, the prince and his men searched for the owner of the gold slipper. But the slipper did not fit anyone, not even the stepsisters. The prince sadly asked, “Is there no one else?” And the family said, “Only Cinderella.”

11 Her foot fit easily into the slipper. At last, the prince had found the lovely woman who had danced with him. So Cinderella would become his bride. As they rode to the castle, the white bird landed on Cinderella’s shoulder. At last, all her wishes were coming true.

**25**

What do we learn about Turkey Girl at the beginning of the story?

- A** She is a good dancer who has a lot of friends.
- B** She is very poor but takes good care of the turkeys.
- C** She is tired of taking care of turkeys and wants to dance.
- D** She is sometimes late because she forgets what time it is.

**26**

Which sentence **best** tells what happens soon after Turkey Girl wishes she could go to the special dance?

- A** The girl hears some people in town talking about a dance.
- B** The turkeys turn the girl's old clothes into a beautiful dress.
- C** The girl runs back to the fields, but the turkeys are gone.
- D** The girl's beautiful white dress turns back into old rags.

**27**

Which sentence **best** tells the lesson to be learned from "The Turkey Girl"?

- A** Don't worry about others.
- B** Be happy with what you have.
- C** Enjoy your life.
- D** Keep your promises.

## Lesson 9

# Describing How Characters Act

### Learning Target

Describing how characters in a story respond to important events and challenges will help you understand how and why they act the way they do.

- **Read Characters** are the people or animals in a story that face a **challenge**. A challenge is a problem that needs to be solved. Describing how characters **respond** to challenges will help you get to know them better.

**Look at the picture. What is the challenge? How does each character respond? Think about why each boy acts that way.**

