

WEEKLY

Grade
3



PRACTICE

Pilar and I (is, are) going to the library.
We (is, are) doing research for our project.

- ☐ builded
- ☐ builted
- ☒ built

Sort the words.

**mice, canaries,
goose, wolf**

singular

wolf
goose

plural

mice
canaries

After Scamp walked through the house, Maya had
to _____ the floor.

reclean

recollect

recon

- Ready-to-use practice pages for each week of the school year
- At-home activities and flash cards
- A full 40 weeks of standards-aligned skill review
- Ideal for homework, morning work, warm-ups, or centers



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School to Home Communication

The research is clear that family involvement is strongly linked to student success. Support for student learning at home improves student achievement in school. Educators should not underestimate the significance of this connection.

The activities in this book create an opportunity to create or improve this school-to-home link. The activities span a week at a time and can be sent home as a week-long homework packet each Monday. Simply clip together the strip of fun activities from the front of the book with the pages for Days 1 to 4 for the correct week.

Most of the activities can be completed independently, but many encourage feedback or interaction with a family member. The activities are simple and fun, aiming to create a brief pocket of learning that is enjoyable to all.

In order to make the school-to-home program work for students and their families, we encourage you to reach out to them with an introductory letter. Explain the program and its intent and ask them to partner with you in their children's educational process. Describe the role you expect them to play. Encourage them to offer suggestions or feedback along the way.

A sample letter is included below. Use it as is or create your own letter to introduce this project and elicit their collaboration.

Dear Families,

I anticipate a productive and exciting year of learning and look forward to working with you and your child. We have a lot of work to do! I hope we—teacher, student, and family—can work together as a team to achieve the goal of academic progress we all hope for this year.

I will send home a packet of homework each week on _____. There will be two items to complete each day: a single task on a strip plus a full page of focused practice. Each page or strip is labeled Day 1 (for Monday), Day 2, Day 3, or Day 4. There is no homework on Friday.

Please make sure that your student brings back the completed work _____. It is important

that these are brought in on time as we may work on some of the lessons as a class.

If you have any questions about this program or would like to talk to me about it, please feel free to call or email me. Thank you for joining me in making this the best year ever for your student!

Sincerely,

Name

Phone

Email

Week 29	Day 1	Day 2	Day 3	Day 4
	On a sheet of paper, make a list of verbs. Challenge family members to see who can find the most verbs listed in a newspaper or magazine in five minutes.	Write prepositions on index cards. Give a family member something to hide. Choose a preposition. Hold the card up and use the word in a question. Keep guessing until you are correct.	Write step-by-step directions explaining how to get to your room after entering your house. Make sure the directions are specific and listed in the correct order.	Choose 10 objects. Write 10 comparison statements about the objects. An example might be <i>The basketball is bigger than the baseball, but smaller than the trash can.</i>

Week 30	Day 1	Day 2	Day 3	Day 4
	Divide your family into two groups. Give each team a list of text features: <i>title, subtitle, picture, caption, diagram, index, and glossary.</i> Look in books to see how many features each team can find.	Spread a cup of flour on a cookie sheet. Use a cotton swab to practice writing your spelling words in the flour. After writing each word, brush the surface smooth with your hand and spell the next word.	Choose a photograph. Make up a story about what happened right before the picture was taken or right after the picture was taken.	Look under your bed or under the sofa. Choose an object you find there. Describe what the room looks like from its point of view.

Week 31	Day 1	Day 2	Day 3	Day 4
	Write several words with multiple meaning on index cards. Have a family member choose a card and list synonyms for the word. Try to guess the word. Repeat with each remaining word.	Open the refrigerator door and then close it. What cause and effect took place? Describe it in a sentence. Then, turn the TV on and off. What cause and effect took place?	Onomatopoeia is a word that is named by its sound. Have each family member come up with examples of onomatopoeia. Award prizes for the best examples.	Imagine that the character on one of your boxes of cereal comes to life. Write a story about what he would do if he went to school with you for a day.

Week 32	Day 1	Day 2	Day 3	Day 4
	As you complete a chore, think about the verb that describes what you are doing. Use the verb in sentences in its present, past, and future tenses.	For 30 minutes, challenge your family to speak using figurative language in every sentence. If someone says a sentence without figurative language, call out "Figurative flop!"	On a sheet of paper, make a list of adjectives. Challenge family members to see who can find the most adjectives listed in a newspaper or magazine article in five minutes.	Play a game of hide-and-seek. Hide an object. Give clues using prepositions and adjectives about its location. Once it is found, have another family member hide the object and give the clues.

"Little Red Riding Hood"

Beginning



Middle



End

Lifeless means

Circle the adjectives.

**The small wooden boats
rocked in the salty
sea waves.**

Handwriting practice lines with cursive 'C' tracing guides.

☐ **babies**☐ **babys**☐ **babyes**

Complete the sentence with verbs.

The tired baby _____ and
_____ until he fell asleep.

Add the missing punctuation.

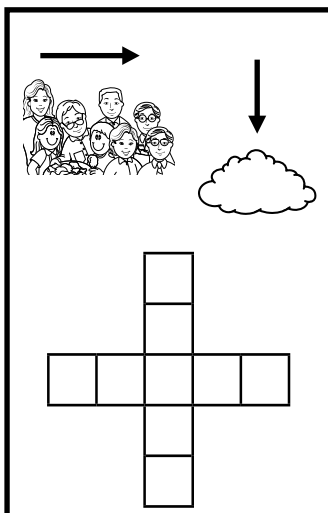
Carter Underwood
372 Trepani Ln.
Flagstaff AZ 86002

May 5 2016

Dear Becca

I hope you are having a good time on vacation in Redding CA!
I was wondering if, when you return, you would like to camp out in
Arizona? Let me know!

Your friend,
Carter



Meg and I will _____ to the store.

walk**walks****walkes**

to take in

to not trust

to not like

to not agree

to not match

not active

not proper

not possible

to test before

to plan before

made before

to not
understand

to make new
again

to make again

to discover
again

to look at
before



Answer Key

E. Magma is melted rock inside of a volcano. Lava is melted rock outside of a volcano. F. not perfect or having mistakes; G–I. Answers will vary.

Week 2, Day 3 (page 23)

A. or; B. My backpack was very heavy. C. Answers will vary. D. not fair, play again, not agree, unfriendly, reread, dislike; E. Charlotte's Web, Alexander and the Terrible, Horrible, No Good, Very Bad Day; F. Answers will vary. G. receive, piece; H. Point of view is how someone sees events happening. I. cause: It was raining. effect: I got wet.

Week 2, Day 4 (page 24)

A–B. Answers will vary. C. are, is; D. 1, 3, 2; E. Answers will vary but should relate to the story. F. Before, to, on; G. word diagram—an illustration with parts labeled, boldface—text shown in darker print, caption—a description near a photo or illustration, glossary—a list of words and their meanings, title—a short description to give the main idea of a selection. H. The best things in life are free.

Week 3, Day 1 (page 25)

A–B. Answers will vary. C. cheese, shoe, thumb, wheel; D. to not show interest in something, disagree; E. "That was a great shot!" yelled the coach. F. 2, 1; G. George Washington Carver was an inventor. The effect that Carver had on farmers was that he made their lives easier. H. Answers will vary but may include *next*, *after*, and *then*. I. eight

Week 3, Day 2 (page 26)

A. pr, l, cl; B. Answers will vary. C. up, sat, walk, shout, inside; D. fast/er, rain/bow, air/plane, pen/cil; E. Answers will vary. F. if, then; G. through, canoe, shoe; H. compare/contrast; I. clever, friendly, wise, fair, hopeful, happy, rude

Week 3, Day 3 (page 27)

A. Answers will vary. B. A protagonist is a main character. C. The Big Bad Wolf: didn't like the pigs, tried to ruin their houses and eat them, Both: mean, tricky, don't think of others, The Stepmother: didn't like Cinderella, tried to ruin her life; D. Answers will vary. E. subject, project, inject, reject; F. Answers will vary. G. yesterday, heated; H. A fable is a type of folktale that teaches a lesson or moral. I. neither/nor

Week 3, Day 4 (page 28)

A. An antagonist is a person who opposes someone else. B. Answers will vary. C. either/or; D. Chapters and stanzas both show when there is a change in thinking. A chapter is found in a book while a stanza is found in a poem. E. (circled) bigger, healthier, softer, larger, harder, (boxed) biggest, softest, largest, hardest, healthiest; F. A plant turns water and carbon dioxide

into food due to light. G. Answers will vary. H. a million pages, hyperbole

Week 4, Day 1 (page 29)

A. Answers will vary. B. without life; C. small, wooden, salty, sea; D. Check students' work. E. babies; F. Answers will vary but may include *fussed* and *cried*. G. Commas should be added after Flagstaff, May 5, Becca, and Redding. H. Across: crowd, Down: cloud; walk; I. walk

Week 4, Day 2 (page 30)

A. silly, funny, hysterical; B. Check students' work. C. when you score three goals in one game; D. Check students' work. E. children, deer, mice; F. yelled; G. fly, sail, swim, wind, wave; H. Answers will vary. I. to look at before

Week 4, Day 3 (page 31)

A. swam, took; B. pretest; C. September, April, June, November, February; D. two syllables: cement, railroad, mixer, three syllables: bicycle, usual, clementine; E. Check students' work. F. unbelievable; G. drove; H. All in a Day's Work; I. in a jar of jelly, stuck

Week 4, Day 4 (page 32)

A. boy, Sentences will vary. B. How many days are in the month of July? C. farther; D. perfect, furry, firm, paper, urgent; E. Check students' work. F. flew; G. prepare, predict, prevent, pretest; H. (underlined) Harry overslept, (circled) he missed the bus

Week 5, Day 1 (page 33)

A. Answers will vary. B. one who takes pictures; C. carefully, bravely, coolly, cleanly, greedily; D. Answers will vary. E. children's; F. (underlined) Tornadoes, blueberries, buildings, cars, Meg, Molly, outside, (circled) damage, play, eat; G. Answers will vary. H. why an author writes something; I. Answers will vary.

Week 5, Day 2 (page 34)

A. saw, see, will see, played, play, will play; B. On vacation, Robert traveled to Washington, DC, Arizona, and Texas. C. Answers will vary. D. expensive; E. the front side of a mountain; F. to speak or perform without planning; G–H. Answers will vary. I. Illustrations help readers better understand what they are reading.

Week 5, Day 3 (page 35)

A. and, or, but, also, another; B. His shoelaces were tangled in knots. C. Both are about sharks. One is fiction and the other is nonfiction. D. against freezing, against the hero, antibiotic, probiotic; E. Anansi the Spider, How to Play Video Games Like a Pro; F. Answers will vary. G. people; H–I. Answers will vary.