

Grade 3 Learning Workbook — Ontario

Volume 1

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for Nova and Linden

Grade 3 Learning Workbook — Ontario

A Full Year of Reading, Writing, and Math — Ontario
Curriculum

Based on the Ontario Grade 3 Curriculum

Volume 1 • Weeks 1-13

Yahya Nazer

Preface

Welcome! This workbook helps a child learn the third-grade year at home, one week at a time. It follows the Ontario Grade 3 curriculum, and it is written in simple words a young reader can enjoy.

Each week is a short, friendly set of pages. Every week includes two things to read out loud with questions, a Word Power vocabulary page, two writing pages, math lessons with practice and story problems, a hands-on Explore activity in science or social studies, two fun puzzle pages, a checklist, and a small answer key for grown-ups.

How to use this book. Aim for about twenty to thirty minutes a day, five days a week. Let the child read out loud. Talk about answers before writing them. For math, coins, buttons, or beans make great counters. Praise effort, not just right answers — short and happy beats long and tired.

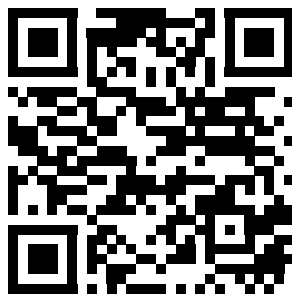
This is Volume 1, covering Weeks 1 through 13. The four volumes together cover a full year of learning.

I hope it brings many happy hours of learning together.

— Yahya Nazer

Your Free Companion Website

This book comes with a free companion website. Open any week on a phone, tablet, or computer — and print a fresh copy of any page whenever you need one.



chatbizdb.com/school-books

On the website you can:

- Track your progress — it remembers which weeks you finish.
- Reprint any Workbook or Parent Guide page, free.
- Explore the other grades and the Farsi editions as they are added.

The website is free to use. If these workbooks help your family, you can support the project right from the site.

The Ontario Grade 3 Curriculum

Ontario sets learning goals for every grade. This book is built from the Grade 3 goals used in schools across Ontario, including Toronto. Here is a short look at what Grade 3 students work on across all subjects:

Language (Reading & Writing). Build reading with sounds, letter patterns, and word parts (prefixes, suffixes, root words); read stories and true-fact texts and answer questions; grow vocabulary; and write clear sentences and paragraphs with correct capitals, punctuation, and Canadian spelling.

Mathematics. Six strands: **Number** (place value, add & subtract to 1,000, multiplication & division facts, fractions); **Algebra** — including **coding** (patterns, steps, and loops); **Data**; **Spatial Sense** (area, perimeter, length, mass, and volume in **metric** units); and **Financial Literacy** — the value and use of **Canadian money**.

Science & Technology. Explore growth and changes in plants and animals, strong and stable structures, forces causing movement, and soils in the environment; ask questions, build models, and solve simple problems.

Social Studies. Learn about communities in Canada from 1780 to 1850, and about living and working in Ontario — its people, land, and municipalities.

Health & Physical Education. Make healthy choices about food and activity, understand feelings, build movement skills, and learn ways to stay safe.

The Arts. Explore music, visual art, dance, and drama; make creative work and talk about it.

This workbook focuses most on reading, writing, and math each week, and weaves in science, social studies, health, and the arts through the year's themes.

Contents

Each week starts on its own page.

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WEEK 1

Welcome to Grade 3!

Getting Started

This Week You Will...

This little book is yours for the week. Do one part each day. Take your time. Do your best. Have fun!

Part	What you do
Read	Read out loud and answer questions.
Write	Put your own ideas on paper.
Math	Place value (tens & ones), adding 2-digit numbers, and story problems.
Science	watch and record the weather all week
Fun	A puzzle and a game.

Star of the week — colour a star each day you work:

Reading 1: A New Class

Read this story out loud. Then read it one more time.

Sam woke up early. Today was the first day of third grade. He put on his green shirt. He ate two pancakes. His dog, Max, wagged his tail.

“I feel funny in my tummy,” Sam told his mom.

“That is okay,” she said. “New things can feel big. You will be brave.”

At school, Sam found his new room. A girl named Ana sat next to him. She had a red backpack and a big smile.

“Hi, I am Ana,” she said. “Do you like to draw?”

“I love to draw!” said Sam. Soon they were drawing a rocket ship together.

The teacher, Mr. Lee, told a joke. The whole class laughed. Sam did not feel funny in his tummy anymore. He felt happy.

On the way home, Sam told his mom every part of the day. “Third grade is the best,” he said. And Max wagged his tail again.

Think About It

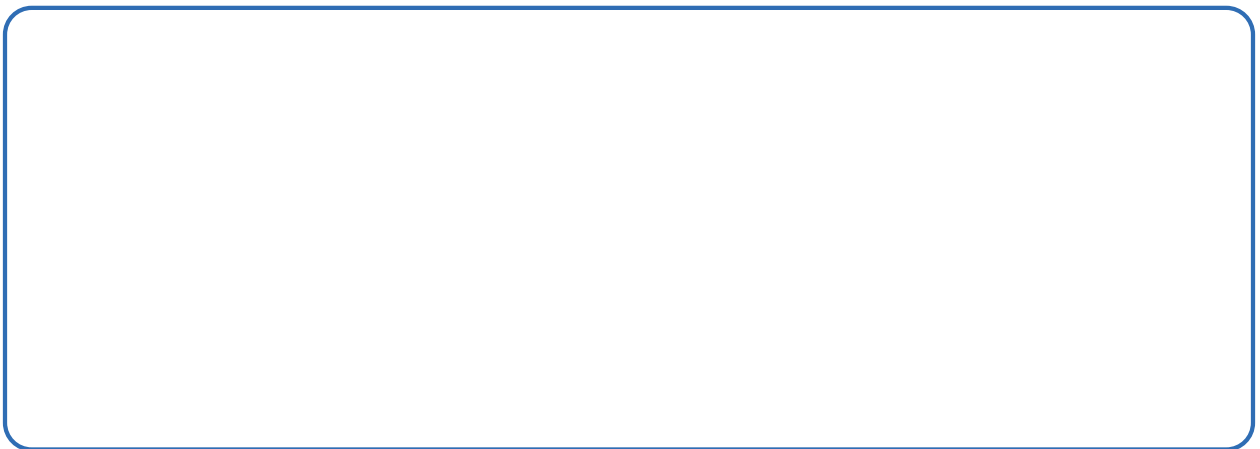
1. What grade is Sam starting?

2. How did Sam feel in the morning? Why?

3. Who did Sam sit next to? What did they draw?

4. How did Sam feel at the end of the day?

Draw your favourite part of the story:



Word Power

Draw a line to match each word to what it means.

Word	What it means
brave	not afraid to do a hard thing
wagged	moved back and forth, like a tail
early	very soon in the morning

Now use one of the words in your own sentence:

Reading 2: What Is Weather?

This is about the real world. Read it out loud.

Weather is what the sky and air are doing right now.

Weather can change many times in one day.

Some days are **sunny** and warm. Some days are **rainy** and wet. Some days are **windy**, and the trees dance. In winter it can be **snowy** and cold.

People look at the weather to make good plans. If it will rain, you bring an umbrella. If it will snow, you wear a warm coat and boots.

You can be a weather watcher too! Look out the window. Is the sky blue or grey? Do you see clouds? Is the wind moving the leaves? Every day is a new kind of weather.

Think About Weather

1. What is weather? Use your own words.

2. Name two kinds of weather from the story.

3. Why do people look at the weather?

4. What do you wear when it snows?

Write: All About Me

Fill in the blanks with words about you.

My name is

My favourite colour is

My favourite food is

The thing I do best is

Write: My Best Day

Think of a really good day. Write about it. Where were you? Who was with you? What made it so good? Try to write at least three sentences. Start each sentence with a capital letter and end with a period.

Math: Place Value

Numbers are made of **tens** and **ones**. The number **34** means **3 tens** and **4 ones**. $30 + 4 = 34$.

Fill in the boxes. The first one is done for you.

Number	Tens	Ones
65	6	5
96		
23		
61		
56		

Math: Add 2-Digit Numbers

Each number sits in its own box. Line up the ones, then the tens (and hundreds). Work from the ones column first, then add. Write your answer in the bottom row of boxes.

	1	4
+	2	3

	1	6
+	4	6

	3	5
+	2	1

	3	7
+	3	4

	4	7
+	3	6

	4	7
+	2	3

Math: Story Problems

Read each problem. Draw a picture if it helps. Write the number sentence and the answer.

1. A store had 22 red apples and 35 green apples. How many apples in all?

Work space:

Answer: _____

2. There were 83 birds in a tree. 15 flew away. How many birds are left?

Work space:

Answer: _____

3. A library has 259 books. It got 95 new books. How many books now?

Work space:

Answer: _____

Science: Weather Watch

Be a weather watcher! Each day, look outside. Draw the sky and circle the word that fits.

Day	Draw the sky	Sunny • Cloudy • Rainy • Windy • Snowy
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		

Which kind of weather did you see the most this week?

What was your favourite weather day? Why?

Fun: Word Search

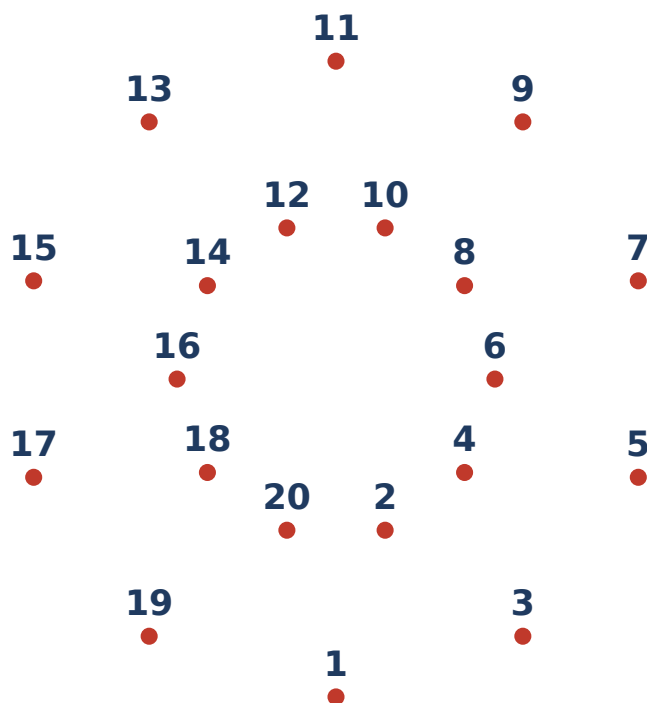
Find these words. Look across → and down ↓.

SUN		RAIN		WIND		SNOW		CLOUD	
F	E	N	C	B	C	X	C	K	D
X	F	S	Z	X	L	O	L	W	R
J	T	N	I	P	O	N	O	H	E
E	P	O	G	E	H	G	U	K	S
R	G	W	E	K	I	E	D	S	Y
U	L	R	O	R	S	U	N	M	G
U	N	H	U	Q	L	M	Y	R	V
M	V	W	I	N	D	W	E	A	F
S	B	X	L	R	Q	C	W	I	D
Y	R	W	W	P	P	Q	X	N	H

Look across and down for each weather word. Circle each one!

Fun: Count and Connect

Start at 1. Draw a line to 2, then 3, and keep going in order to the end. What shape did you make?



I made a _____.

I Did It! My Week 1 Checklist

Colour the box each time you finish a part.

- ☐ I read both readings out loud.

- ☐ I answered the reading questions.

- ☐ I did the Word Power page.

- ☐ I finished: All About Me.

- ☐ I finished: My Best Day.

- ☐ I did the math lesson pages.

- ☐ I solved the math story problems.

- ☐ I did the Science activity.

- ☐ I did the Fun pages.

- ☐ I coloured a star for each day.

Great Job!

★ **You finished Week 1!** ★

You are a Grade 3 star.

Grown-up signature:

Answer Key (for grown-ups)

Reading 1 (A New Class): 1) Third grade. 2) Funny/nervous in his tummy because it was the first day. 3) Ana; they drew a rocket ship. 4) Happy.

Reading 2 (What Is Weather?): 1) What the sky and air are doing right now. 2) Any two: sunny, rainy, windy, snowy. 3) To make good plans. 4) A warm coat and boots.

Word Power: brave = not afraid to do a hard thing; wagged = moved back and forth like a tail; early = very soon in the morning.

Place Value: 96 = 9 tens, 6 ones; 23 = 2 tens, 3 ones; 61 = 6 tens, 1 ones; 56 = 5 tens, 6 ones.

Add (Add 2-Digit Numbers): 37, 62, 56, 71, 83, 70.

Story Problems: 1) $22 + 35 = 57$ apples 2) $83 - 15 = 68$ birds 3) $259 + 95 = 354$ books

Science: Answers depend on the real weather your child sees each day.

WEEK 2

How Plants Grow

Living Things

This Week You Will...

This little book is yours for the week. Do one part each day. Take your time. Do your best. Have fun!

Part	What you do
Read	Read out loud and answer questions.
Write	Put your own ideas on paper.
Math	Place value (tens & ones), adding 2-digit numbers, and story problems.
Science	grow a real bean and watch it change
Fun	A puzzle and a game.

Star of the week — colour a star each day you work:

Reading 1: The Little Seed

Read this story out loud. Then read it one more time.

Mia found a tiny seed in her hand. It was smaller than a bug. “Can something so small really grow?” she asked.

Her grandma smiled. “Let us plant it and see,” she said. They pushed the seed into soft dirt. Mia gave it a little water.

Every day, Mia checked the pot. For a long time, she saw only dirt. She felt sad. “Nothing is happening,” she said.

“Be patient,” said Grandma. “Good things take time.”

One morning, Mia ran to the pot. A tiny green sprout was poking up! It was small and soft, but it was alive.

Mia gave it water and sunlight. The sprout grew taller and taller. Soon it had green leaves. Then one day, a bright yellow flower opened.

“You were right, Grandma,” said Mia. “Small things can grow big.”

Think About It

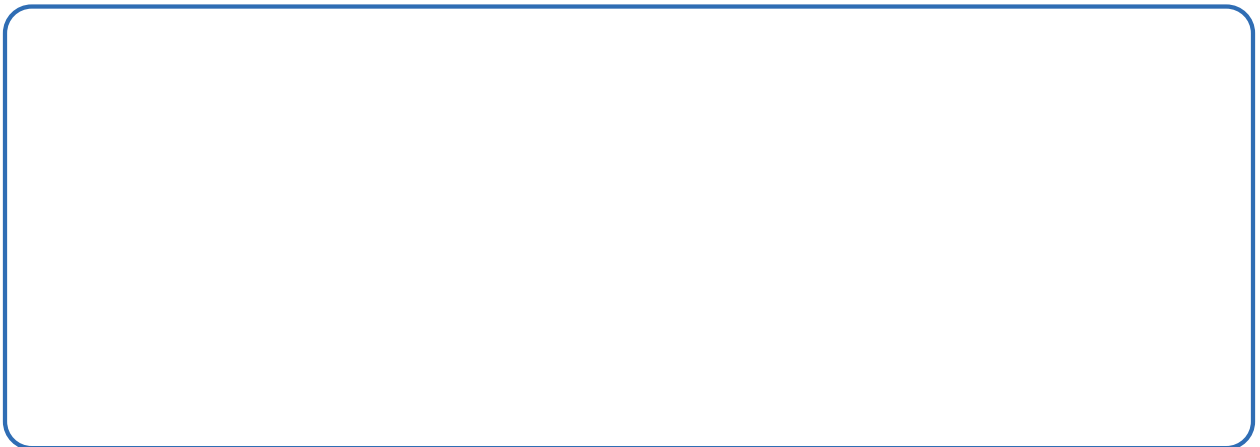
1. What did Mia find in her hand?

2. What did the seed need to grow?

3. Why did Mia feel sad at first?

4. What did the seed grow into at the end?

Draw the seed growing into a flower. Show three steps.



Word Power

Draw a line to match each plant word to what it means.

Word	What it means
seed	the part that grows down and drinks water
roots	the tiny thing a plant starts from
stem	the green part that grows up toward the sun

Now use one of the words in your own sentence:

Reading 2: The Life of a Plant

This is about the real world. Read it out loud.

Plants are living things. They grow, just like you. Every plant starts as a **seed**.

A seed needs three things to grow: **water**, **sunlight**, and **soil** (dirt). With these, the seed begins to sprout.

First, tiny **roots** grow down into the soil. Roots hold the plant in place and drink up water. Next, a green **stem** grows up toward the sun. Then **leaves** open on the stem.

Leaves are like little kitchens. They use sunlight to make food for the plant. When the plant is big and strong, it may grow a **flower**. The flower makes new seeds. Then it starts all over again!

Think About Plants

1. What three things does a seed need to grow?

2. What do the roots do for the plant?

3. What do leaves use to make food?

4. What does a flower make?

Write: How To Grow a Plant

Pretend you are teaching a friend how to grow a plant. Write the steps in order. Use the words **first**, **next**, and **last** to help. Try to write at least three sentences.

Write: My Favourite Plant

Think of a plant, flower, tree, or food you like. Fill in the blanks.

My favourite plant is

It is the colour

It grows in

I like it because

Math: Place Value

Numbers are made of **tens** and **ones**. The number **34** means **3 tens** and **4 ones**. $30 + 4 = 34$.

Fill in the boxes. The first one is done for you.

Number	Tens	Ones
68	6	8
17		
71		
43		
34		

Math: Add 2-Digit Numbers

Each number sits in its own box. Line up the ones, then the tens (and hundreds). Work from the ones column first, then add. Write your answer in the bottom row of boxes.

	4	8
+	1	2

	3	4
+	1	4

	1	6
+	4	9

	4	8
+	1	3

	4	7
+	2	1

	1	4
+	2	7

Math: Story Problems

Read each problem. Draw a picture if it helps. Write the number sentence and the answer.

1. A store had 32 red apples and 34 green apples. How many apples in all?

Work space:

Answer: _____

2. There were 72 birds in a tree. 12 flew away. How many birds are left?

Work space:

Answer: _____

3. A library has 314 books. It got 139 new books. How many books now?

Work space:

Answer: _____

Science: Watch It Grow

Let's be plant scientists! Ask a grown-up for a dried bean and a clear cup. Put a wet paper towel in the cup and tuck the bean against the side so you can see it. Keep the towel wet. Watch for a week!

Draw what your bean looks like on Day 1, Day 3, and Day 7.

Day 1	Day 3	Day 7

What part of the bean grew first? _____

What did the bean need to grow? _____

Fun: Word Search

Find these words. Look across → and down ↓.

SEED

ROOT

STEM

LEAF

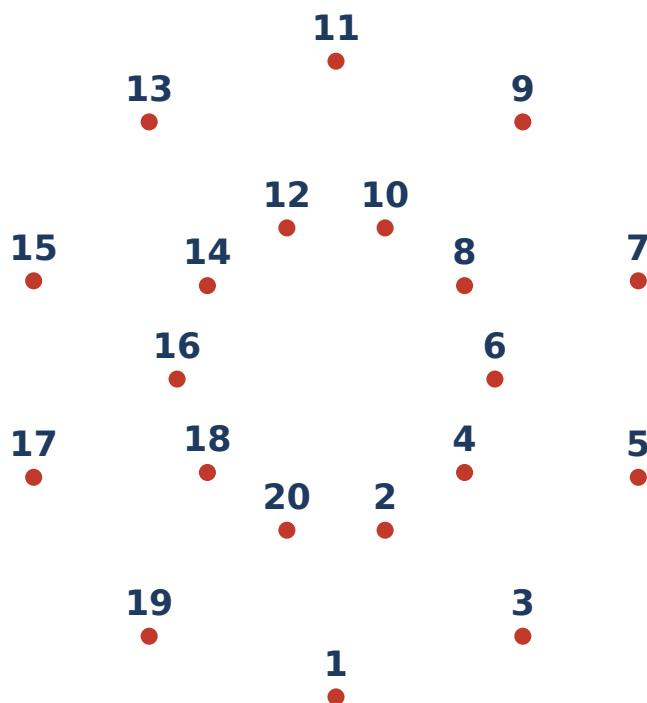
SUN

S	E	E	D	Q	X	P	M
T	R	O	O	T	K	L	T
E	A	S	T	E	M	N	W
M	Z	L	E	A	F	B	E
S	U	N	H	J	G	F	A
P	L	R	O	O	T	V	X
D	Z	T	L	E	A	F	W
S	E	E	D	N	M	L	E

SEED is at the top-left. ROOT, STEM, LEAF, and SUN are hiding too!

Fun: Count and Connect

Start at 1. Draw a line to 2, then 3, and keep going in order to the end. What shape did you make?



I made a _____.

I Did It! My Week 2 Checklist

Colour the box each time you finish a part.

- ☐ I read both readings out loud.

- ☐ I answered the reading questions.

- ☐ I did the Word Power page.

- ☐ I finished: How To Grow a Plant.

- ☐ I finished: My Favourite Plant.

- ☐ I did the math lesson pages.

- ☐ I solved the math story problems.

- ☐ I did the Science activity.

- ☐ I did the Fun pages.

- ☐ I coloured a star for each day.

Great Job!

★ **You finished Week 2!** ★

You are a Grade 3 star.

Grown-up signature:

Answer Key (for grown-ups)

Reading 1 (The Little Seed): 1) A tiny seed. 2) Dirt/soil, water, and sunlight. 3) For a long time nothing seemed to happen. 4) A plant with a bright yellow flower.

Reading 2 (The Life of a Plant): 1) Water, sunlight, and soil. 2) Hold the plant in place and drink up water. 3) Sunlight. 4) New seeds.

Word Power: seed = the tiny thing a plant starts from; roots = the part that grows down and drinks water; stem = the green part that grows up.

Place Value: 17 = 1 tens, 7 ones; 71 = 7 tens, 1 ones; 43 = 4 tens, 3 ones; 34 = 3 tens, 4 ones.

Add (Add 2-Digit Numbers): 60, 48, 65, 61, 68, 41.

Story Problems: 1) $32 + 34 = 66$ apples 2) $72 - 12 = 60$ birds 3) $314 + 139 = 453$ books

Science: The roots grow first. The bean needed water, air, and warmth (and later, sunlight).

WEEK 3

Animal Families

Living Things

This Week You Will...

This little book is yours for the week. Do one part each day. Take your time. Do your best. Have fun!

Part	What you do
Read	Read out loud and answer questions.
Write	Put your own ideas on paper.
Math	Place value to hundreds, adding bigger numbers, and story problems.
Science	match grown animals to their babies
Fun	A puzzle and a game.

Star of the week — colour a star each day you work:

Reading 1: The Frog Who Was in a Hurry

Read this story out loud. Then read it one more time.

In a warm green pond lived a little tadpole named Pip. Pip had a long tail and no legs at all. He swam like a tiny fish.

“I want to hop like the big frogs!” said Pip. “I want to hop *today*.”

An old turtle smiled. “Growing up takes time, little one,” she said. “You must wait for your body to change.”

Pip did not want to wait. He tried to jump, but he only made a splash. He tried to sit on a leaf, but he slipped right off.

So Pip kept eating and swimming. Slowly, two back legs grew. Then two front legs grew. His long tail got shorter and shorter.

One sunny morning, Pip felt strong. He pushed off with his new legs and — **hop!** — he landed on a green lily pad.

“You did it!” said the turtle. “You waited, and you grew.” Pip grinned. Being a frog was worth the wait.

Think About It

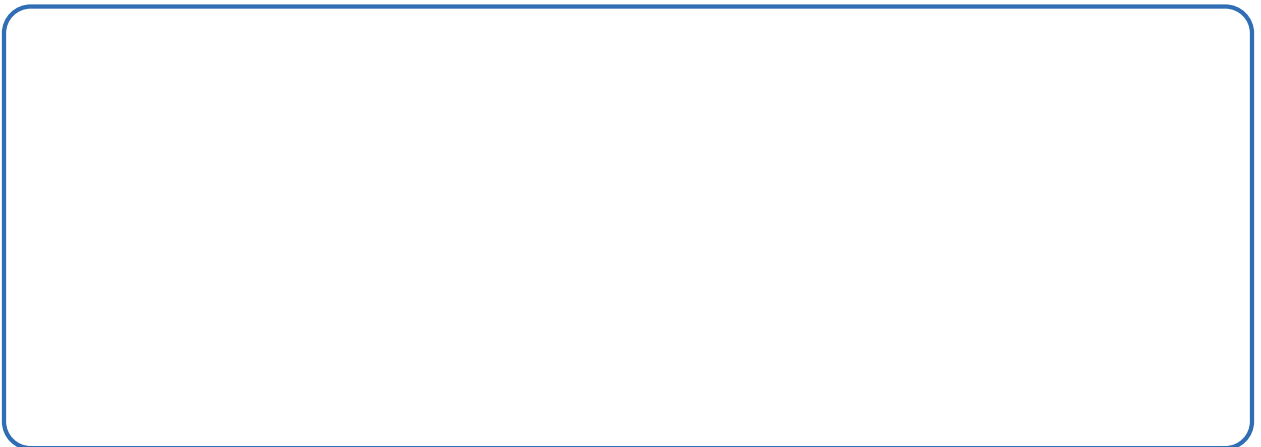
1. What was Pip when the story began?

2. What did Pip want to do?

3. What happened to Pip's tail as he grew?

4. What did the turtle say growing up takes?

**Draw the frog's life: egg, tadpole, and grown-up frog.
Show three steps.**



Word Power

Draw a line to match each animal word to what it means.

Word	What it means
tadpole	a baby frog that swims and has a tail
pond	a small area of still water
hop	to jump using strong back legs

Now use one of the words in your own sentence:

Reading 2: How Baby Animals Grow

This is about the real world. Read it out loud.

Every animal has a **life cycle**. That means it is born, it grows up, and one day it may have babies too.

Some animals change a lot as they grow. A frog starts as an egg. Then it becomes a **tadpole** that swims. At last it turns into a frog that hops. This big change is called **metamorphosis**.

Other animals look like small copies of their parents. A baby dog is a **puppy**. A baby cat is a **kitten**. They grow bigger, but they keep the same shape.

Many baby animals need lots of care. A mother bird brings food to her chicks. A mother bear keeps her cubs warm and safe. As the babies grow, they learn to find food on their own.

Think About Animal Families

1. What are the three parts of a life cycle?

2. What does a tadpole turn into?

3. What do we call a baby cat?

4. Name one way a parent animal cares for its babies.

Write: My Favourite Baby Animal

Pick a baby animal you love. What is it called? Where does it live? How does it grow? Write at least three sentences about it.

Write: When I Was Little

You have a life cycle too! You are growing up. Fill in the blanks.

When I was a baby, I could not

Now that I am bigger, I can

One thing I want to learn is

When I grow up, I want to be

Math: Place Value

Big numbers are made of **hundreds**, **tens**, and **ones**. The number **253** means **2 hundreds**, **5 tens**, and **3 ones**. That is $200 + 50 + 3 = 253$.

Fill in the boxes. The first one is done for you.

Number	Hundreds	Tens	Ones
754	7	5	4
229			
419			
185			
387			

Math: Add to Hundreds

Each number sits in its own box. Line up the ones, then the tens (and hundreds). Work from the ones column first, then add. Write your answer in the bottom row of boxes.

	2	4	9
+	4	5	7

	3	2	7
+	1	7	4

	2	8	0
+	2	2	4

	2	4	4
+	2	8	3

	4	4	6
+	2	7	0

	3	4	3
+	2	4	5

Math: Story Problems

Read each problem. Draw a picture if it helps. Write the number sentence and the answer.

1. A store had 42 red apples and 22 green apples. How many apples in all?

Work space:

Answer: _____

2. There were 62 birds in a tree. 25 flew away. How many birds are left?

Work space:

Answer: _____

3. A library has 322 books. It got 102 new books. How many books now?

Work space:

Answer: _____

Science: Match the Babies

Baby animals often have their own special names. Some look just like their parents. Others change a lot as they grow. Let's be animal scientists and fill in the chart!

Write the baby name for each animal. Use the word box: chick, calf, kitten, puppy.

Grown-Up	Baby
Cat	
Dog	
Cow	
Hen	

Which baby animal changes the most as it grows?

Which baby name is your favourite?

Fun: Word Search

Find these words. Look across → and down ↓.

FROG

EGG

GROW

PUPPY

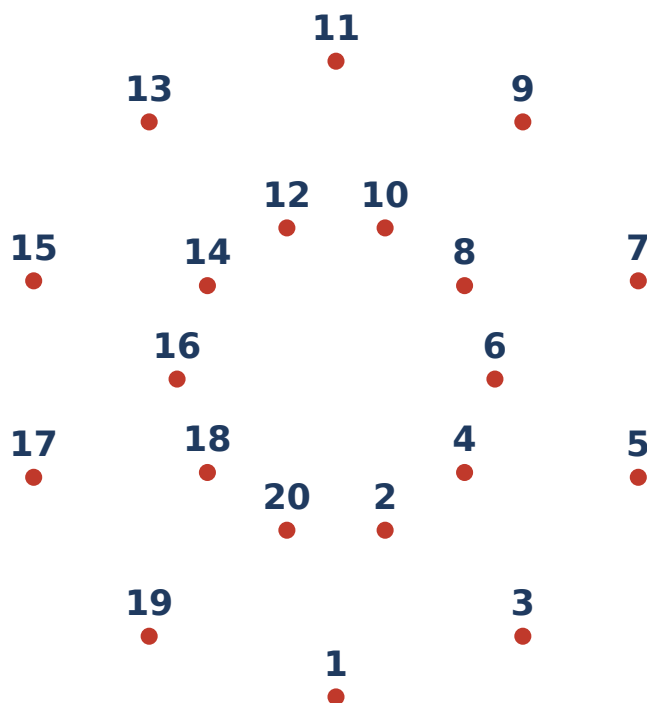
CHICK

I	V	C	J	M	E	F	C	M	O
S	L	T	G	J	S	Y	H	T	O
K	D	F	I	T	K	Q	I	M	V
O	Z	V	D	L	S	G	C	J	F
E	F	R	O	G	I	M	K	C	Z
G	X	V	C	A	X	J	O	Z	B
G	M	L	G	P	U	P	P	Y	L
H	G	F	R	Z	K	Y	F	I	O
D	A	H	O	T	G	B	C	F	O
Q	F	A	W	A	L	O	M	B	M

Look for FROG, EGG, GROW, PUPPY, and CHICK going across and down!

Fun: Count and Connect

Start at 1. Draw a line to 2, then 3, and keep going in order to the end. What shape did you make?



I made a _____.

I Did It! My Week 3 Checklist

Colour the box each time you finish a part.

- ☐ I read both readings out loud.

- ☐ I answered the reading questions.

- ☐ I did the Word Power page.

- ☐ I finished: My Favourite Baby Animal.

- ☐ I finished: When I Was Little.

- ☐ I did the math lesson pages.

- ☐ I solved the math story problems.

- ☐ I did the Science activity.

- ☐ I did the Fun pages.

- ☐ I coloured a star for each day.

Great Job!

★ **You finished Week 3!** ★

You are a Grade 3 star.

Grown-up signature:

Answer Key (for grown-ups)

Reading 1 (The Frog Who Was in a Hurry): 1) A tadpole. 2) Hop like a big frog. 3) It got shorter and shorter. 4) Time.

Reading 2 (How Baby Animals Grow): 1) Born, grow up, and have babies. 2) A frog. 3) A kitten. 4) Brings food, keeps them warm/safe (any one).

Word Power: tadpole = a baby frog that swims and has a tail; pond = a small area of still water; hop = to jump using strong back legs.

Place Value: 229 = 2 hundreds, 2 tens, 9 ones; 419 = 4 hundreds, 1 tens, 9 ones; 185 = 1 hundreds, 8 tens, 5 ones; 387 = 3 hundreds, 8 tens, 7 ones.

Add (Add to Hundreds): 706, 501, 504, 527, 716, 588.

Story Problems: 1) $42 + 22 = 64$ apples 2) $62 - 25 = 37$ birds 3) $322 + 102 = 424$ books

Science: Cat = kitten, Dog = puppy, Cow = calf, Hen = chick. A frog or butterfly changes the most (any thoughtful answer is fine).

WEEK 4

Helpers in My Town

My Community

This Week You Will...

This little book is yours for the week. Do one part each day. Take your time. Do your best. Have fun!

Part	What you do
Read	Read out loud and answer questions.
Write	Put your own ideas on paper.
Math	Adding numbers up to 1,000 and story problems, plus a coding challenge.
Social Studies	match town helpers to the jobs they do
Fun	A puzzle and a game.

Star of the week — colour a star each day you work:

Reading 1: The Day the Lights Went Out

Read this story out loud. Then read it one more time.

One windy night, all the lights on Maple Street went dark. Ana looked out her window. The whole town was black as ink.

“Do not worry,” said Dad. “Helpers are already fixing it.”

Ana peeked outside. A big truck rolled up with a bright yellow light. Two workers climbed up to a broken power line and got to work.

Down the road, a firefighter helped an old man cross the dark street. A police officer stood at the corner to keep cars slow and safe.

At the town hall, the mayor called more workers to help. “Everyone stay calm,” she said on the radio. “We will have the lights back soon.”

In one hour, the street glowed again. Lamps buzzed on. Ana clapped her hands and cheered.

“So many people helped tonight,” said Ana. “Yes,” said Dad. “That is what a good town does. We take care of

each other.”

Think About It

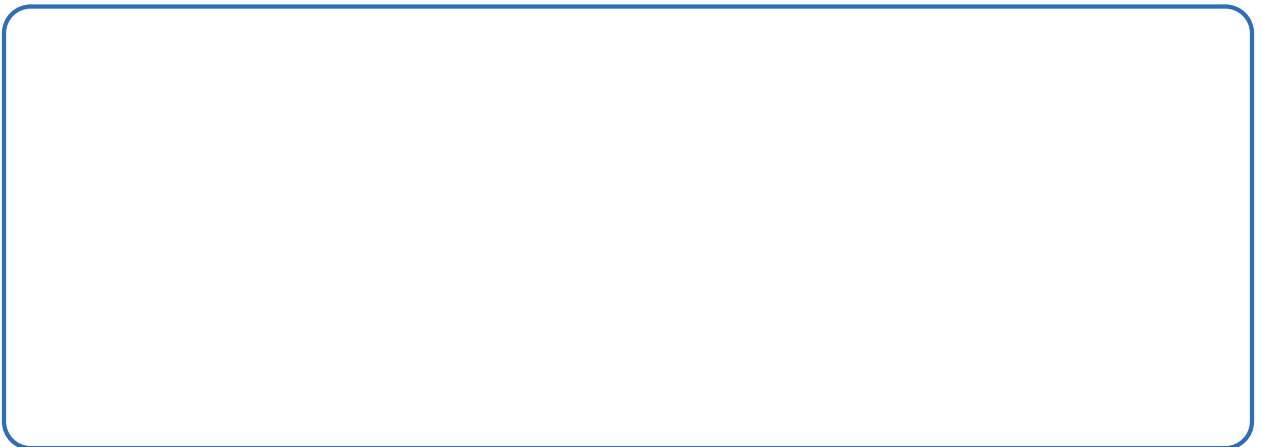
1. What happened on Maple Street?

2. Name two helpers who came to help.

3. Who called more workers from the town hall?

4. What did Dad say a good town does?

Draw a community helper doing their job. Add their tools or truck.



Word Power

Draw a line to match each town word to what it means.

Word	What it means
mayor	the leader of a town
community	a place where people live and help each other
law	a rule that keeps people safe and fair

Now use one of the words in your own sentence:

Reading 2: Who Runs Our Town?

This is about the real world. Read it out loud.

A **community** is a place where people live, work, and help each other. Your town is a community.

Towns have many **helpers**. A **firefighter** puts out fires and keeps us safe. A **doctor** helps us stay well. A **teacher** helps us learn. A trash worker keeps the streets clean.

A town also needs leaders. The leader of many towns is called a **mayor**. The mayor and a group of helpers make the **rules** we call laws. Laws help keep everyone safe and fair.

Grown-ups get to pick their leaders. They **vote**. To vote means to choose. The leader with the most votes wins the job. That way, the people help decide who leads their town.

Think About Your Town

1. What is a community?

2. Name two helpers who work in a town.

3. What do we call the leader of many towns?

4. What does it mean to vote?

Write: A Thank-You to a Helper

Think of a helper in your town, like a teacher, doctor, or firefighter. Write them a short thank-you note. Tell them what they do and why it matters. Write at least three sentences.

Write: If I Were Mayor

Pretend you are the mayor of your town! Fill in the blanks.

If I were the mayor, I would

One rule I would make is

I would build a new

I would help people by

Math: Add Within 1,000

Each number sits in its own box. Line up the ones, then the tens (and hundreds). Work from the ones column first, then add. Write your answer in the bottom row of boxes.

	5	4	5
+	2	6	0

	5	5	6
+	3	1	8

	6	2	2
+	6	3	1

	6	0	1
+	7	1	2

	3	6	9
+	4	5	6

	6	3	6
+	5	7	7

Math: More Adding

Each number sits in its own box. Line up the ones, then the tens (and hundreds). Work from the ones column first, then add. Write your answer in the bottom row of boxes.

	4	1	2
+	5	4	0

	2	7	0
+	4	1	8

	2	9	9
+	4	5	1

	5	9	4
+	4	5	5

	5	5	7
+	6	3	9

	5	8	0
+	6	1	4

Math: Story Problems

Read each problem. Draw a picture if it helps. Write the number sentence and the answer.

1. A store had 31 red apples and 18 green apples. How many apples in all?

Work space:

Answer: _____

2. There were 38 birds in a tree. 15 flew away. How many birds are left?

Work space:

Answer: _____

3. A library has 299 books. It got 64 new books. How many books now?

Work space:

Answer: _____

Coding: Follow the Steps

Code is a list of steps done **in order**, from top to bottom. A robot follows each step exactly. Read the code, then answer.

Step	What the robot does
1	Move RIGHT 2 squares
2	Move RIGHT 3 squares
3	Move UP 1 square

1. In the code above, how many squares does the robot move RIGHT in all? _____

2. Code runs top to bottom. If Step 1 is “put on socks” and Step 2 is “put on shoes,” why must socks come first? _____

3. Write 3 steps of code to tell a robot how to draw a square:

Step 1: _____

Step 2: _____

Step 3: _____

Social Studies: Helpers and Their Jobs

Every helper in your town has an important job. Some keep us safe. Some help us learn or stay healthy. Let's match each helper to the job they do best!

Write the tool or place that goes with each helper. Use the word box: hose, school, mail bag, doctor's office.

Helper	Tool or Place
Firefighter	
Teacher	
Mail Carrier	
Doctor	

Which helper would you call if there was a fire?

Which helper's job would you like to try?

Fun: Word Search

Find these words. Look across → and down ↓.

MAYOR

TOWN

VOTE

HELP

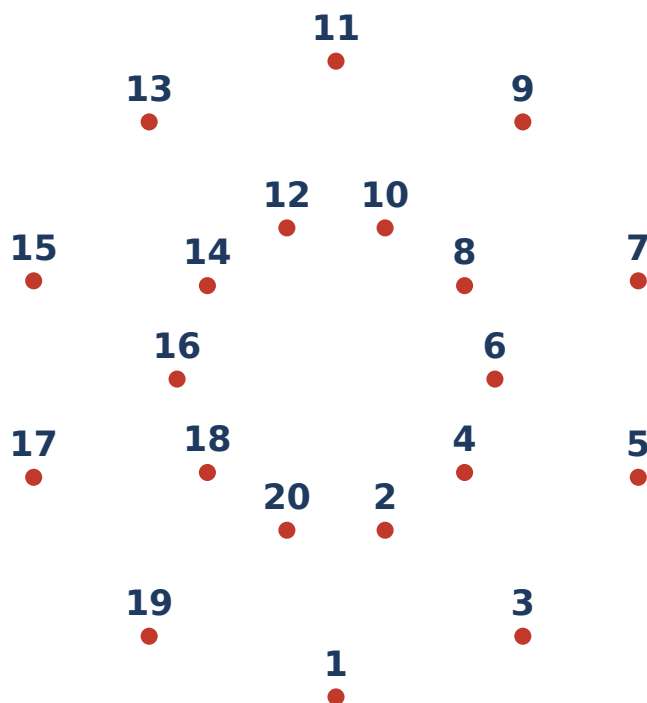
LAW

E	W	D	U	I	E	E	E	O	F
G	Y	T	S	Y	Z	Z	V	X	N
O	A	P	Y	Q	N	X	O	H	A
S	V	F	Z	W	X	L	T	J	B
L	R	L	T	S	V	Q	E	V	D
M	A	Y	O	R	K	L	A	W	Q
U	N	A	R	T	X	R	W	H	N
P	F	Y	O	O	S	C	X	E	E
D	C	F	M	W	C	W	W	L	H
C	X	J	X	N	K	Q	U	P	W

Find MAYOR, TOWN, VOTE, HELP, and LAW going across and down!

Fun: Count and Connect

Start at 1. Draw a line to 2, then 3, and keep going in order to the end. What shape did you make?



I made a _____.

I Did It! My Week 4 Checklist

Colour the box each time you finish a part.

- ☐ I read both readings out loud.
- ☐ I answered the reading questions.
- ☐ I did the Word Power page.
- ☐ I finished: A Thank-You to a Helper.
- ☐ I finished: If I Were Mayor.
- ☐ I did the math lesson pages.
- ☐ I solved the math story problems.
- ☐ I did the Social Studies activity.
- ☐ I did the Fun pages.
- ☐ I coloured a star for each day.

Great Job!

★ **You finished Week 4!** ★

You are a Grade 3 star.

Grown-up signature:

Answer Key (for grown-ups)

Reading 1 (The Day the Lights Went Out): 1) The lights (power) went out. 2) Power workers, a firefighter, a police officer, the mayor (any two). 3) The mayor. 4) Takes care of each other.

Reading 2 (Who Runs Our Town?): 1) A place where people live, work, and help each other. 2) Firefighter, doctor, teacher, trash worker (any two). 3) The mayor. 4) To choose (pick a leader).

Word Power: mayor = the leader of a town; community = a place where people live and help each other; law = a rule that keeps people safe and fair.

Add (Add Within 1,000): 805, 874, 1253, 1313, 825, 1213.

Add (More Adding): 952, 688, 750, 1049, 1196, 1194.

Story Problems: 1) $31 + 18 = 49$ apples 2) $38 - 15 = 23$ birds 3) $299 + 64 = 363$ books

Coding — Steps: 1) 5 squares right ($2 + 3$). 2) You must put socks on before shoes, so the order matters. 3) Answers vary — e.g., draw a line right, then down, then left, then up.

Social Studies: Firefighter = hose, Teacher = school, Mail Carrier = mail bag, Doctor = doctor's office. You would call a firefighter for a fire.

WEEK 5

Amazing Animal Bodies

Living Things

This Week You Will...

This little book is yours for the week. Do one part each day. Take your time. Do your best. Have fun!

Part	What you do
Read	Read out loud and answer questions.
Write	Put your own ideas on paper.
Math	Subtracting numbers up to 1,000 and story problems.
Science	match animal body parts to their jobs
Fun	A puzzle and a game.

Star of the week — colour a star each day you work:

Reading 1: The Animal Show-and-Tell

Read this story out loud. Then read it one more time.

It was Show-and-Tell day, but Mr. Bean's class was not sharing toys. Today the animals came to share *themselves!*

First, a giraffe leaned in the window. “My long neck helps me reach leaves way up high,” she said. The kids looked up and up.

Next, a duck waddled in. “My webbed feet help me push through water,” he quacked. “They work just like little paddles.”

Then an elephant peeked through the door. “My long trunk helps me grab food and give myself a bath,” she said with a happy squirt.

A rabbit hopped up last. “My big ears help me hear a fox from far away,” he whispered. “Then I can hop to safety fast!”

The class clapped and clapped. “Wow,” said Mr. Bean. “Every animal has a special body part that helps it live.”

The kids grinned. Now they could not wait to find more amazing animal bodies outside.

Think About It

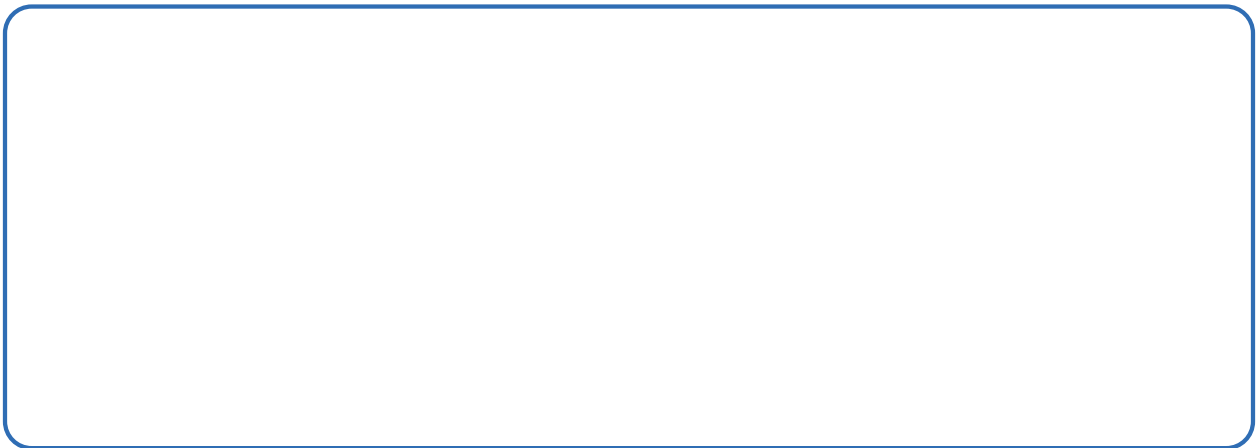
1. What does a giraffe's long neck help it do?

2. How do a duck's webbed feet help it?

3. What can an elephant do with its trunk?

4. Why are a rabbit's big ears helpful?

**Draw an animal and label one body part that helps it.
Add an arrow.**



Word Power

Draw a line to match each animal-body word to what it means.

Word	What it means
trunk	the long nose an elephant uses to grab things
webbed	having skin between the toes, like a duck's feet
quills	sharp spines that help keep an animal safe

Now use one of the words in your own sentence:

Reading 2: Body Parts That Help

This is about the real world. Read it out loud.

Animals have amazing bodies. Each part helps the animal **survive**. To survive means to stay alive.

Some parts help animals **eat**. A bird's **beak** can crack seeds or catch bugs. A frog's long, sticky **tongue** snaps up flies in a flash.

Some parts help animals stay **safe**. A turtle hides inside its hard **shell**. A porcupine has sharp **quills**. A deer has strong legs to run fast from danger.

Some parts help animals move and feel. A fish uses **fins** to swim. A cat uses **whiskers** to feel its way in the dark. Every body part has a job. Together they help each animal live in its home.

Think About Animal Bodies

1. What does the word survive mean?

2. What can a bird's beak do?

3. How does a turtle stay safe?

4. What does a fish use to swim?

Write: My Made-Up Animal

Invent a brand-new animal! What body parts does it have? What do those parts help it do? Give it a name. Write at least three sentences.

Write: If I Had an Animal Part

Imagine you had one amazing animal body part! Fill in the blanks.

I would want the wings of a

With them I could

The best part would be

One tricky thing might be

Math: Subtract Within 1,000

Each number sits in its own box. Line up the ones, then the tens (and hundreds). Work from the ones column first, then subtract. Write your answer in the bottom row of boxes.

	1	5	8
—		4	6

	2	2	8
—	2	0	4

	3	7	5
—	2	1	2

	7	1	1
—	4	0	0

	1	4	1
—			1

	4	4	1
—	1	4	1

Math: More Subtracting

Each number sits in its own box. Line up the ones, then the tens (and hundreds). Work from the ones column first, then subtract. Write your answer in the bottom row of boxes.

	8	5	3
—	4	6	1

	2	3	8
—	2	0	4

	8	1	5
—	5	8	8

	6	6	0
—	4	7	5

	7	7	7
—	3	0	8

	5	1	6
—	3	9	3

Math: Story Problems

Read each problem. Draw a picture if it helps. Write the number sentence and the answer.

1. A store had 28 red apples and 21 green apples. How many apples in all?

Work space:

Answer: _____

2. There were 67 birds in a tree. 21 flew away. How many birds are left?

Work space:

Answer: _____

3. A library has 296 books. It got 81 new books. How many books now?

Work space:

Answer: _____

Science: What Is the Body Part For?

Animal bodies are like tool kits. Each part does a special job that helps the animal find food, move, or stay safe. Let's be scientists and match each body part to its job!

Write what each body part helps the animal do. Use the word box: swim, catch bugs, stay warm, dig.

Body Part	What It Helps Do
Fish fins	
Sticky tongue	
Thick fur	
Sharp claws	

Which body part would help an animal in cold snow?

Which body part do you think is the most amazing?

Fun: Word Search

Find these words. Look across → and down ↓.

BEAK

FINS

SHELL

CLAWS

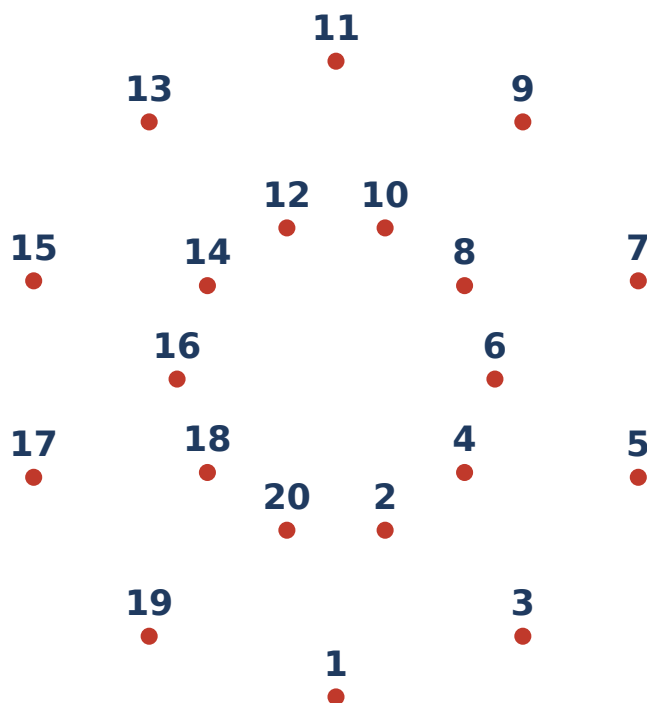
TAIL

K	Y	W	R	H	W	H	S	C	U
B	C	C	T	W	F	G	Q	B	S
B	O	D	C	L	A	W	S	H	E
Q	H	A	Y	F	B	Z	E	R	Z
I	R	S	D	I	M	F	Z	T	P
R	T	S	D	G	A	I	G	J	L
B	A	H	D	F	U	N	B	M	Z
E	I	E	L	G	T	S	N	P	C
A	L	L	D	J	H	C	G	D	K
K	Z	L	A	L	S	C	H	V	R

Find BEAK, FINS, SHELL, CLAWS, and TAIL going across and down!

Fun: Count and Connect

Start at 1. Draw a line to 2, then 3, and keep going in order to the end. What shape did you make?



I made a _____.

I Did It! My Week 5 Checklist

Colour the box each time you finish a part.

- ☐ I read both readings out loud.

- ☐ I answered the reading questions.

- ☐ I did the Word Power page.

- ☐ I finished: My Made-Up Animal.

- ☐ I finished: If I Had an Animal Part.

- ☐ I did the math lesson pages.

- ☐ I solved the math story problems.

- ☐ I did the Science activity.

- ☐ I did the Fun pages.

- ☐ I coloured a star for each day.

Great Job!

★ **You finished Week 5!** ★

You are a Grade 3 star.

Grown-up signature:

Answer Key (for grown-ups)

Reading 1 (The Animal Show-and-Tell): 1) Reach leaves up high. 2) Push/paddle through water. 3) Grab food and give itself a bath. 4) Hear danger (a fox) from far away.

Reading 2 (Body Parts That Help): 1) To stay alive. 2) Crack seeds or catch bugs. 3) It hides inside its hard shell. 4) Fins.

Word Power: trunk = the long nose an elephant uses to grab things; webbed = having skin between the toes; quills = sharp spines that keep an animal safe.

Subtract (Subtract Within 1,000): 112, 24, 163, 311, 140, 300.

Subtract (More Subtracting): 392, 34, 227, 185, 469, 123.

Story Problems: 1) $28 + 21 = 49$ apples 2) $67 - 21 = 46$ birds 3) $296 + 81 = 377$ books

Science: Fish fins = swim, Sticky tongue = catch bugs, Thick fur = stay warm, Sharp claws = dig. Thick fur helps in cold snow.

WEEK 6

The Four Seasons

Our World

This Week You Will...

This little book is yours for the week. Do one part each day. Take your time. Do your best. Have fun!

Part	What you do
Read	Read out loud and answer questions.
Write	Put your own ideas on paper.
Math	Adding and subtracting to 1,000, and story problems, plus canadian money.
Science	track the weather for a few days
Fun	A puzzle and a game.

Star of the week — colour a star each day you work:

Reading 1: The Tree in Every Season

Read this story out loud. Then read it one more time.

In the middle of a green field stood one tall oak tree. It watched the whole year go by, season after season.

In **spring**, soft rain fell. Tiny green buds popped open on the tree's branches. Baby birds chirped in a new nest. Everything felt fresh and new.

In **summer**, the sun shone warm and bright. The tree grew full of thick green leaves. Kids sat in its cool shade and ate cold treats.

In **fall**, the air turned cool. The leaves changed to red, orange, and gold. One by one they let go and drifted down like little kites.

In **winter**, the days grew short and cold. Snow fell soft and white. The tree's branches were bare, but it was not sad. It was only resting.

Then spring came again. New buds opened, and the whole year started over. The oak tree loved every season, each in its own way.

Think About It

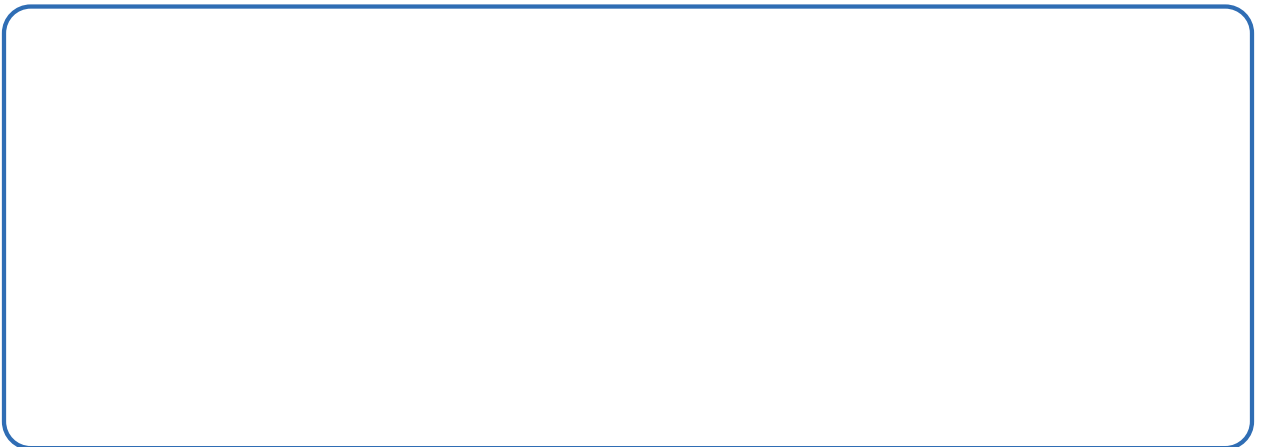
1. What popped open on the tree in spring?

2. Why did kids like the tree in summer?

3. What colour did the leaves turn in fall?

4. What was the tree doing in winter?

Draw the same tree four times: in spring, summer, fall, and winter.



Word Power

Draw a line to match each season word to what it means.

Word	What it means
season	one of the four parts of the year
buds	the tiny parts that open into leaves or flowers
bare	having no leaves left on the branches

Now use one of the words in your own sentence:

Reading 2: Why We Have Seasons

This is about the real world. Read it out loud.

A year has four **seasons**: spring, summer, fall, and winter. They come in the same order, over and over.

In **spring**, the weather warms up. Rain helps plants grow. Baby animals are born. In **summer**, days are long and hot. The sun stays up late, so we have more time to play outside.

In **fall**, the air gets cool. Many leaves change colour and drop. Farmers pick apples and pumpkins. In **winter**, days are short and cold. In some places, snow falls and ponds freeze.

Why do seasons change? The Earth is a little bit tilted as it travels around the sun. That tilt changes how much sunlight each place gets. More sunlight makes summer. Less sunlight makes winter.

Think About the Seasons

1. What are the four seasons?

2. What are summer days like?

3. What do many leaves do in fall?

4. What makes the seasons change?

Write: My Favourite Season

Which season do you like best? Tell what the weather is like, what you wear, and what fun things you do. Write at least three sentences.

Write: Season Sentences

Think about each season of the year. Fill in the blanks.

In spring, I like to

In summer, the weather is

In fall, I see

In winter, I stay warm by

Math: Add and Check

Each number sits in its own box. Line up the ones, then the tens (and hundreds). Work from the ones column first, then add. Write your answer in the bottom row of boxes.

	2	6	9
+	4	7	9

	3	8	1
+	4	6	9

	1	8	8
+	1	0	4

	4	3	1
+	4	3	9

	3	7	0
+	4	4	2

	3	3	0
+	4	2	6

Math: Subtract and Check

Each number sits in its own box. Line up the ones, then the tens (and hundreds). Work from the ones column first, then subtract. Write your answer in the bottom row of boxes.

	1	6	3
—		5	2

	4	8	1
—	2	5	0

	3	2	8
—	1	0	7

	2	0	5
—	2	0	3

	2	9	1
—			0

	4	0	0
—	3	0	0

Math: Story Problems

Read each problem. Draw a picture if it helps. Write the number sentence and the answer.

1. A store had 43 red apples and 19 green apples. How many apples in all?

Work space:

Answer: _____

2. There were 67 birds in a tree. 20 flew away. How many birds are left?

Work space:

Answer: _____

3. A library has 311 books. It got 152 new books. How many books now?

Work space:

Answer: _____

Money: Canadian Coins & Bills

In Canada we pay with coins and bills. Canada stopped making the penny in 2013, so when we pay with cash the total rounds to the nearest 5 cents.

Money	It is worth
Nickel	5¢
Dime	10¢
Quarter	25¢
Loonie	\$1
Toonie	\$2
Bills	\$5, \$10, \$20

Count the money. Write each answer.

1. A loonie and a toonie together = \$_____

2. Two quarters and a dime = _____ ¢

3. You have 3 toonies. How much money is that?
\$_____

4. Which is worth more: 4 quarters, or a loonie?

Science: My Weather Tracker

Weather changes with the seasons, but it also changes day to day! Be a weather scientist. Look outside each day and mark what you see. Draw a sun, cloud, rain, or snow.

Be a weather watcher! Each day, look outside. Draw the sky and circle the word that fits.

Day	Draw the sky	Sunny • Cloudy • Rainy • Windy • Snowy
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		

Which season do you think it is right now?

Was every day the same, or did the weather change?

Fun: Word Search

Find these words. Look across → and down ↓.

SPRING

SUMMER

FALL

WINTER

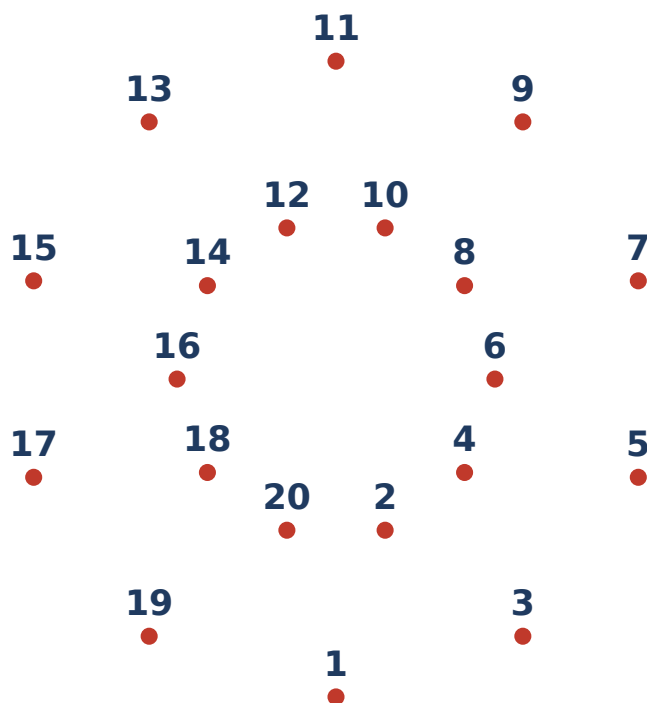
SNOW

Q	L	V	V	W	G	H	W	P	K
R	I	M	V	W	U	H	I	H	Y
O	U	B	X	M	H	S	N	A	B
V	S	C	M	L	F	Q	T	G	Z
T	U	I	P	Q	A	C	E	C	W
H	M	D	I	U	L	T	R	K	S
O	M	G	T	A	L	B	U	L	N
Z	E	H	K	B	X	N	C	T	O
B	R	K	C	V	X	I	U	T	W
B	G	K	J	S	P	R	I	N	G

Find SPRING, SUMMER, FALL, WINTER, and SNOW going across and down!

Fun: Count and Connect

Start at 1. Draw a line to 2, then 3, and keep going in order to the end. What shape did you make?



I made a _____.

I Did It! My Week 6 Checklist

Colour the box each time you finish a part.

- ☐ I read both readings out loud.

- ☐ I answered the reading questions.

- ☐ I did the Word Power page.

- ☐ I finished: My Favourite Season.

- ☐ I finished: Season Sentences.

- ☐ I did the math lesson pages.

- ☐ I solved the math story problems.

- ☐ I did the Science activity.

- ☐ I did the Fun pages.

- ☐ I coloured a star for each day.

Great Job!

★ **You finished Week 6!** ★

You are a Grade 3 star.

Grown-up signature:

Answer Key (for grown-ups)

Reading 1 (The Tree in Every Season): 1) Tiny green buds. 2) They sat in its cool shade. 3) Red, orange, and gold. 4) Resting (its branches were bare).

Reading 2 (Why We Have Seasons): 1) Spring, summer, fall, and winter. 2) Long and hot. 3) Change colour and drop. 4) The Earth's tilt changes how much sunlight a place gets.

Word Power: season = one of the four parts of the year; buds = the tiny parts that open into leaves or flowers; bare = having no leaves left.

Add (Add and Check): 748, 850, 292, 870, 812, 756.

Subtract (Subtract and Check): 111, 231, 221, 2, 291, 100.

Story Problems: 1) $43 + 19 = 62$ apples 2) $67 - 20 = 47$ birds 3) $311 + 152 = 463$ books

Canadian Money: 1) \$3. 2) 60¢. 3) \$6. 4) They are equal — 4 quarters = \$1 = one loonie.

Science: Answers depend on your week. Notice that weather can change from day to day, even in the same season!

WEEK 7

Welcome to New England

Where I Live

This Week You Will...

This little book is yours for the week. Do one part each day. Take your time. Do your best. Have fun!

Part	What you do
Read	Read out loud and answer questions.
Write	Put your own ideas on paper.
Math	Multiply by 2 and 5 and story problems.
Social Studies	learn the six New England states
Fun	A puzzle and a game.

Star of the week — colour a star each day you work:

Reading 1: A Road Trip Through New England

Read this story out loud. Then read it one more time.

Sam and his family packed the car for a big trip. “We are going to see all six New England states!” said Mom. Sam grabbed his map.

They started in **Massachusetts**, their home. They rode past the big city of Boston, with its tall ships in the harbour.

Next they drove north to **New Hampshire** and saw high, rocky mountains. Then came **Vermont**, full of green hills, cows, and sweet maple syrup.

They turned east into **Maine**, the biggest New England state. Sam smelled the salty sea and ate a yummy lobster roll.

On the way home they stopped in **Rhode Island**, the smallest state, and dipped their toes in the ocean. Last was **Connecticut**, with its quiet towns and rivers.

Back home at last, Sam looked at his map. “Six states in one trip!” he said. “New England is a great place to live.”

Think About It

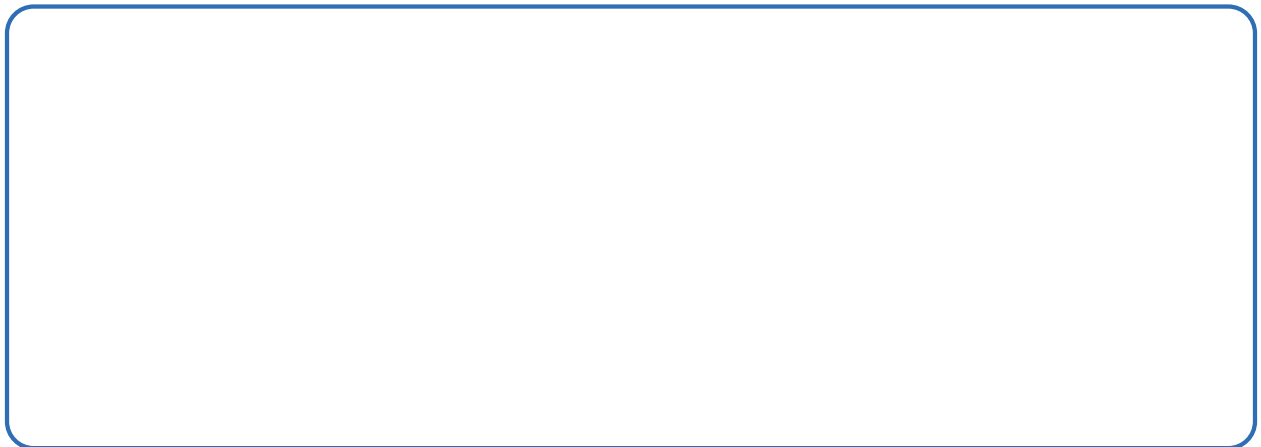
1. How many New England states did Sam visit?

2. Which state is Sam's home?

3. Which state is the biggest? Which is the smallest?

4. What did Sam eat in Maine?

Draw your family car on a trip. Show a place you would like to visit.



Word Power

Draw a line to match each map word to what it means.

Word	What it means
state	one part of a country, like Maine or Vermont
harbour	a safe place by the shore where boats stay
coast	the land right next to the ocean

Now use one of the words in your own sentence:

Reading 2: The Six New England States

This is about the real world. Read it out loud.

New England is a part of the United States. It sits in the top-right corner of the country, called the Northeast.

New England has **six** states: **Maine, New Hampshire, Vermont, Massachusetts, Rhode Island**, and **Connecticut**. You live in Massachusetts!

Maine is the **biggest** of the six. Rhode Island is the **smallest**. Vermont is the only one that does not touch the ocean. The others all have a coast where land meets the sea.

New England has four real seasons. Winters can be snowy and cold. Fall brings bright leaves. People here love apples, maple syrup, and the sea. It is a beautiful place to call home.

Think About New England

1. In which corner of the country is New England?

2. How many states are in New England?

3. Which state does not touch the ocean?

4. Name two things people in New England love.

Write: My Home State

You live in Massachusetts! What do you like about where you live? Think of the weather, food, and places to go. Write at least three sentences.

Write: A Trip I Would Take

Plan a trip to a New England state! Fill in the blanks.

I would like to visit the state of

I would travel there by

The first thing I would do is

I would bring back a

Math: Multiply by 2 and 5

Multiplying means adding equal groups. 3×3 means 3 groups of 3. You can draw dots in rows to see it: 3 rows with 3 dots in each row.

Today practice your $\times 2$, $\times 5$ facts.

$$9 \times 2 =$$

$$6 \times 5 =$$

$$2 \times 7 =$$

$$5 \times 3 =$$

$$5 \times 4 =$$

$$5 \times 7 =$$

$$9 \times 2 =$$

$$2 \times 2 =$$

$$3 \times 2 =$$

Math: More Multiply by 2 and 5

Multiplying means adding equal groups. 3×3 means 3 groups of 3. You can draw dots in rows to see it: 3 rows with 3 dots in each row.

Today practice your $\times 2$, $\times 5$ facts.

$$5 \times 4 =$$

$$2 \times 5 =$$

$$3 \times 5 =$$

$$5 \times 4 =$$

$$9 \times 5 =$$

$$3 \times 5 =$$

$$5 \times 7 =$$

$$2 \times 3 =$$

$$3 \times 5 =$$

Math: Story Problems

Read each problem. Draw a picture if it helps. Write the number sentence and the answer.

1. There are 5 bags. Each bag has 5 oranges. How many oranges in all?

Work space:

Answer: _____

2. 20 kids share into 4 equal teams. How many kids on each team?

Work space:

Answer: _____

3. A box holds 5 rows of 3 crayons. How many crayons in the box?

Work space:

Answer: _____

Social Studies: Name the States

New England has six states, and one of them is your home! Let's learn them. Fill in the chart below with a fun fact for each state. You can use the readings to help you.

State	One Thing I Know
Maine	
New Hampshire	
Vermont	
Massachusetts	
Rhode Island	
Connecticut	

Which state do you live in? _____

Which state would you most like to visit?

Fun: Word Search

Find these words. Look across → and down ↓.

MAINE

VERMONT

STATE

MAP

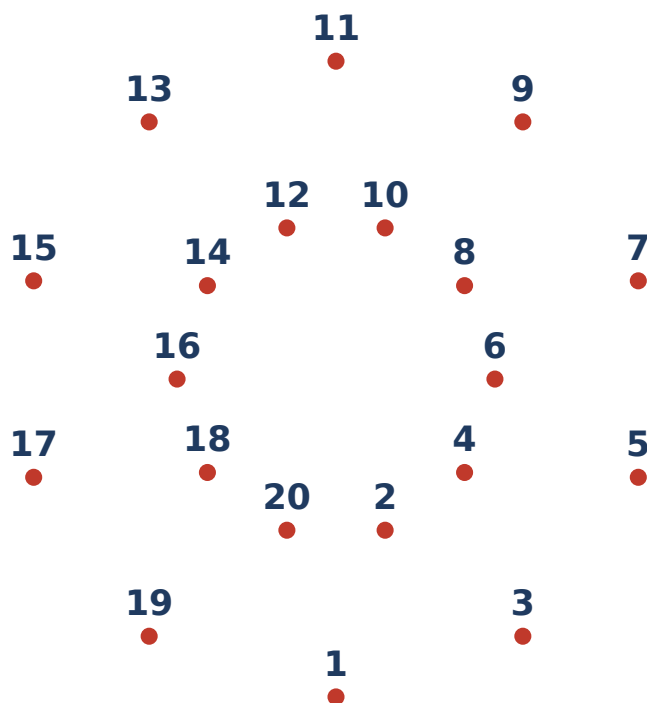
OCEAN

K	X	K	W	M	H	C	Q	C	B
L	R	M	X	V	S	B	N	B	P
U	T	C	F	Q	N	D	M	B	V
Z	N	N	V	E	R	M	O	N	T
S	O	W	G	J	S	L	L	M	M
T	C	S	B	U	J	U	P	A	A
A	E	P	F	E	S	T	U	I	P
T	A	M	F	R	E	N	N	N	A
E	N	O	M	A	R	B	N	E	U
I	W	G	S	G	R	U	E	V	U

Find MAINE, VERMONT, STATE, MAP, and OCEAN going across and down!

Fun: Count and Connect

Start at 1. Draw a line to 2, then 3, and keep going in order to the end. What shape did you make?



I made a _____.

I Did It! My Week 7 Checklist

Colour the box each time you finish a part.

- ☐ I read both readings out loud.

- ☐ I answered the reading questions.

- ☐ I did the Word Power page.

- ☐ I finished: My Home State.

- ☐ I finished: A Trip I Would Take.

- ☐ I did the math lesson pages.

- ☐ I solved the math story problems.

- ☐ I did the Social Studies activity.

- ☐ I did the Fun pages.

- ☐ I coloured a star for each day.

Great Job!

★ **You finished Week 7!** ★

You are a Grade 3 star.

Grown-up signature:

Answer Key (for grown-ups)

Reading 1 (A Road Trip Through New England): 1) Six. 2)

Massachusetts. 3) Maine is biggest; Rhode Island is smallest. 4) A lobster roll.

Reading 2 (The Six New England States): 1) The top-right corner (the Northeast). 2) Six. 3) Vermont. 4) Apples, maple syrup, the sea (any two).

Word Power: state = one part of a country; harbour = a safe place by the shore where boats stay; coast = the land right next to the ocean.

Multiply by 2 and 5: 18, 30, 14, 15, 20, 35, 18, 4, 6.

More Multiply by 2 and 5: 20, 10, 15, 20, 45, 15, 35, 6, 15.

Story Problems: 1) $5 \times 5 = 25$ oranges 2) $20 \div 4 = 5$ kids 3) $5 \times 3 = 15$ crayons

Social Studies: You live in Massachusetts. Any state is a fine pick to visit! Maine is biggest and Rhode Island is smallest.

WEEK 8

Long, Long Ago

Our Earth

This Week You Will...

This little book is yours for the week. Do one part each day. Take your time. Do your best. Have fun!

Part	What you do
Read	Read out loud and answer questions.
Write	Put your own ideas on paper.
Math	Multiply by 3 and 4 and story problems.
Science	press a leaf or shell to make a print
Fun	A puzzle and a game.

Star of the week — colour a star each day you work:

Reading 1: The Rock With a Secret

Read this story out loud. Then read it one more time.

Nina loved to dig. One warm day she was digging by a creek when her shovel went *clink* on a flat grey rock.

She washed off the mud. There, pressed into the stone, was the shape of a curly shell. It looked like a tiny snail made of rock.

“Grandpa, look!” she called. Grandpa put on his glasses. “Well now,” he said with a smile. “You found a **fossil**.”

“A fossil?” asked Nina. “Yes,” said Grandpa. “Long, long ago, a real sea animal lived here. It died and got buried in mud. Over many, many years, the mud turned hard as rock.”

Nina's eyes went wide. “So this animal is *super* old?”

“Older than you can count,” said Grandpa. “This spot was under the sea once.”

Nina held the rock close. It was like a little window to long ago. “I am going to be a fossil hunter,” she said. And she was.

Think About It

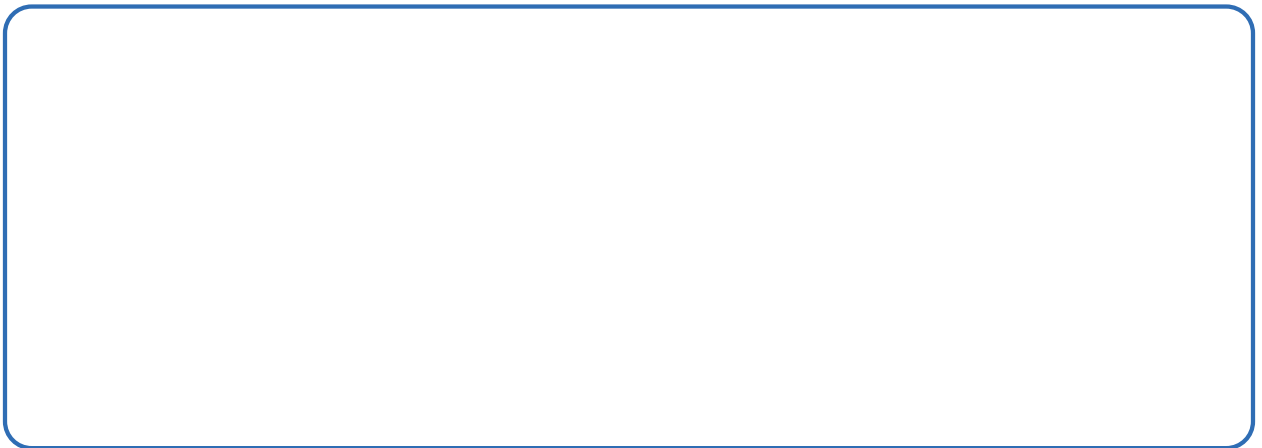
1. What did Nina hit with her shovel?

2. What shape did she see in the rock?

3. What did Grandpa call her find?

4. What used to cover the spot where Nina dug?

Draw a fossil you would love to find. Show what animal made it.



Word Power

Draw a line to match each long-ago word to what it means.

Word	What it means
fossil	the shape of a living thing left in rock
buried	covered up under mud, sand, or dirt
creek	a small stream of moving water

Now use one of the words in your own sentence:

Reading 2: What Fossils Tell Us

This is about the real world. Read it out loud.

A **fossil** is the shape or part of an animal or plant that lived long, long ago. Fossils are found in rock.

How does a fossil form? An animal dies and gets buried in mud or sand. Slowly, over a very long time, the soft parts go away and the mud turns to **rock**. The shape of the animal stays behind.

The most famous fossils come from **dinosaurs**. Dinosaurs were animals that lived on Earth long before people. Some were as big as a house. Others were as small as a chicken.

Scientists who study fossils are called **paleontologists**. Fossils are like clues. They help us learn what animals and plants were like on Earth long, long ago.

Think About Long Ago

1. What is a fossil?

2. Where are fossils found?

3. What famous animals lived long before people?

4. What do we call scientists who study fossils?

Write: My Dinosaur Day

Imagine you found a real dinosaur fossil in your backyard!
What did it look like? Who did you tell? What happened next?
Write at least three sentences.

Write: Fossil Facts

Show what you learned about long ago. Fill in the blanks.

A fossil is

Fossils are found in

One animal from long ago is

If I were a fossil hunter, I would

Math: Multiply by 3 and 4

Multiplying means adding equal groups. 3×3 means 3 groups of 3. You can draw dots in rows to see it: 3 rows with 3 dots in each row.

Today practice your $\times 3$, $\times 4$ facts.

$$9 \times 3 =$$

$$6 \times 3 =$$

$$3 \times 2 =$$

$$3 \times 4 =$$

$$4 \times 3 =$$

$$6 \times 4 =$$

$$7 \times 4 =$$

$$2 \times 3 =$$

$$3 \times 3 =$$

Math: More Multiply by 3 and 4

Multiplying means adding equal groups. 5×5 means 5 groups of 5. You can draw dots in rows to see it: 5 rows with 5 dots in each row.

Today practice your $\times 3$, $\times 4$ facts.

$$3 \times 4 =$$

$$5 \times 3 =$$

$$5 \times 3 =$$

$$4 \times 5 =$$

$$7 \times 4 =$$

$$2 \times 3 =$$

$$3 \times 6 =$$

$$4 \times 6 =$$

$$4 \times 3 =$$

Math: Story Problems

Read each problem. Draw a picture if it helps. Write the number sentence and the answer.

1. There are 4 bags. Each bag has 4 oranges. How many oranges in all?

Work space:

Answer: _____

2. 12 kids share into 2 equal teams. How many kids on each team?

Work space:

Answer: _____

3. A box holds 5 rows of 5 crayons. How many crayons in the box?

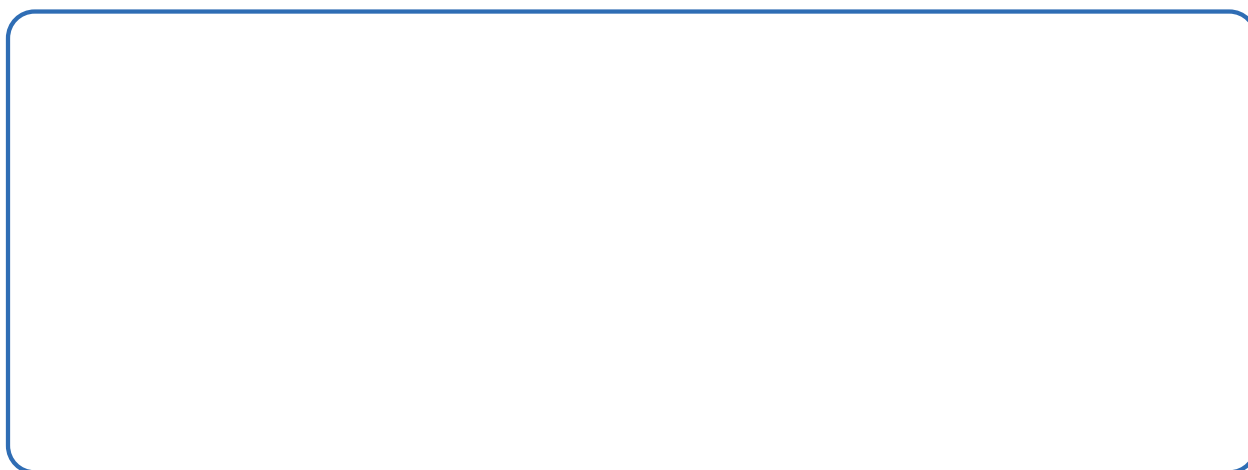
Work space:

Answer: _____

Science: Make a Fossil Print

You can make your own pretend fossil! Ask a grown-up to help you flatten some play dough. Press a leaf, a shell, or a toy animal into it. Lift it off. The shape that stays is like a fossil print. Draw your print in the box below.

Draw the fossil print you made.



What did you press into the dough?

How is your print like a real fossil? _____

Fun: Word Search

Find these words. Look across → and down ↓.

FOSSIL

ROCK

DINO

BONE

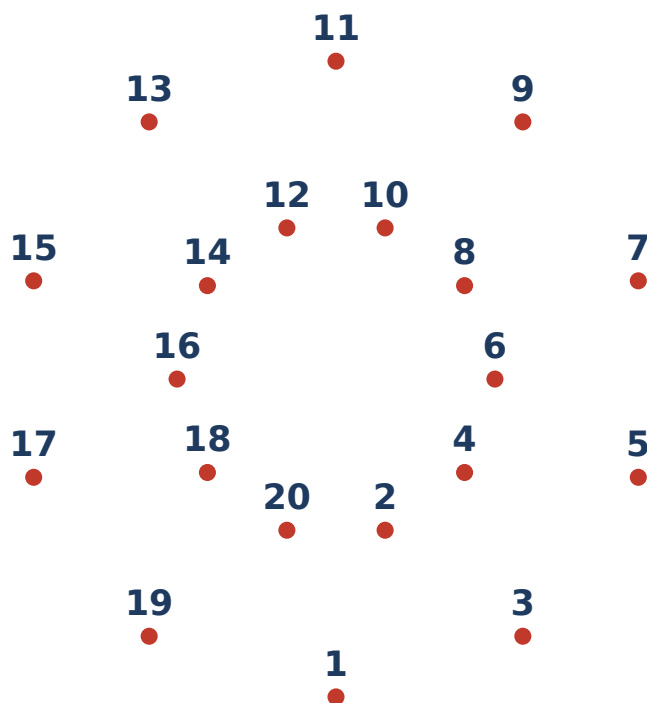
DIG

D	I	N	O	V	T	N	Z	R	A
A	Y	S	M	W	B	D	X	F	X
L	L	K	R	O	C	K	N	A	G
V	U	Y	L	I	Z	F	A	M	A
G	R	W	P	S	Z	O	O	S	N
F	B	O	N	E	L	S	O	Y	B
S	T	T	X	C	I	S	A	T	K
W	X	M	X	W	Y	I	H	J	O
E	C	N	E	A	U	L	S	F	T
T	D	I	G	L	P	O	T	V	J

Find FOSSIL, ROCK, DINO, BONE, and DIG going across and down!

Fun: Count and Connect

Start at 1. Draw a line to 2, then 3, and keep going in order to the end. What shape did you make?



I made a _____.

I Did It! My Week 8 Checklist

Colour the box each time you finish a part.

- ☐ I read both readings out loud.

- ☐ I answered the reading questions.

- ☐ I did the Word Power page.

- ☐ I finished: My Dinosaur Day.

- ☐ I finished: Fossil Facts.

- ☐ I did the math lesson pages.

- ☐ I solved the math story problems.

- ☐ I did the Science activity.

- ☐ I did the Fun pages.

- ☐ I coloured a star for each day.

Great Job!

★ **You finished Week 8!** ★

You are a Grade 3 star.

Grown-up signature:

Answer Key (for grown-ups)

Reading 1 (The Rock With a Secret): 1) A flat grey rock. 2) A curly shell shape. 3) A fossil. 4) The sea (it was under water long ago).

Reading 2 (What Fossils Tell Us): 1) The shape or part of a plant or animal from long ago. 2) In rock. 3) Dinosaurs. 4) Paleontologists.

Word Power: fossil = the shape of a living thing left in rock; buried = covered up under mud, sand, or dirt; creek = a small stream of moving water.

Multiply by 3 and 4: 27, 18, 6, 12, 12, 24, 28, 6, 9.

More Multiply by 3 and 4: 12, 15, 15, 20, 28, 6, 18, 24, 12.

Story Problems: 1) $4 \times 4 = 16$ oranges 2) $12 \div 2 = 6$ kids 3) $5 \times 5 = 25$ crayons

Science: You pressed an object to leave its shape behind. A real fossil forms the same way, when a living thing leaves its shape in rock.

WEEK 9

Push and Pull

How Things Move

This Week You Will...

This little book is yours for the week. Do one part each day. Take your time. Do your best. Have fun!

Part	What you do
Read	Read out loud and answer questions.
Write	Put your own ideas on paper.
Math	Multiply by 10, 1, and 0 and story problems, plus a coding challenge.
Science	test pushes and pulls with a toy
Fun	A puzzle and a game.

Star of the week — colour a star each day you work:

Reading 1: The Big Red Wagon

Read this story out loud. Then read it one more time.

Sam had a big red wagon. He wanted to bring his toys to the park. But the wagon would not move by itself.

Sam grabbed the handle and gave a **pull**. The wagon rolled behind him. “It moves when I pull it!” he said.

At the park, Sam met his friend Ana. She sat in the wagon. Now it was heavy. Sam had to pull much harder to make it go.

Then they came to a small hill. Sam gave the wagon a **push** from the back. It rolled down the hill, faster and faster.

At the bottom, the grass was long and bumpy. The wagon slowed down and stopped. “The bumpy grass makes it stop,” said Ana.

Sam and Ana laughed. They pushed and pulled the wagon all day. A push moves things away. A pull brings things close. Both make things move!

Think About It

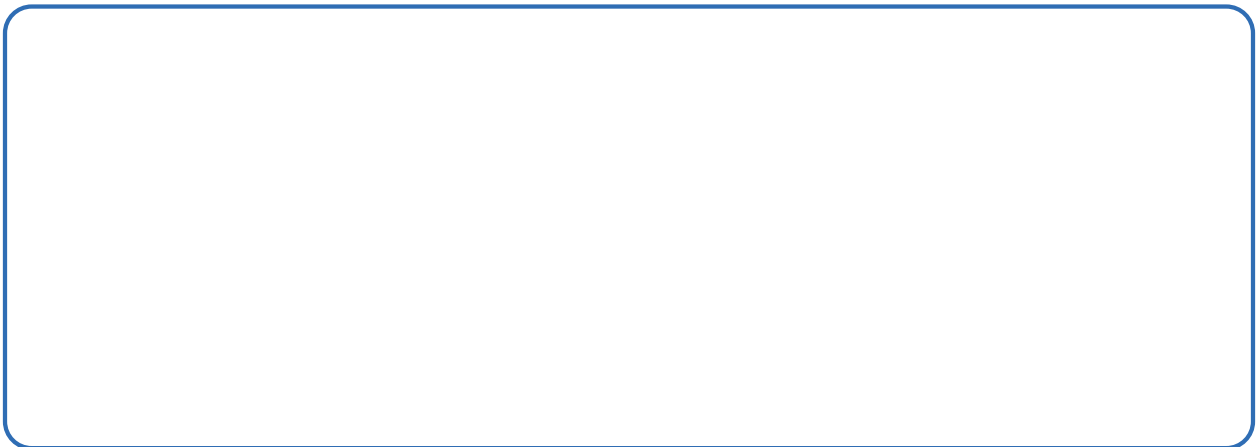
1. What did Sam want to bring to the park?

2. What made the wagon harder to pull?

3. How did the wagon go down the hill so fast?

4. What made the wagon slow down and stop?

Draw Sam pulling the wagon. Add an arrow to show which way it moves.



Word Power

Draw a line to match each moving word to what it means.

Word	What it means
push	to move something away from you
pull	to bring something closer to you
force	a push or a pull that makes things move

Now use one of the words in your own sentence:

Reading 2: Forces All Around

This is about the real world. Read it out loud.

A **force** is a push or a pull. Forces make things move, stop, or change the way they go. You use forces all day long!

When you open a door, you **push** or **pull** it. When you kick a ball, your foot pushes it away. When you catch a ball, your hands pull it in.

A **big** force moves things fast or far. A **small** force moves things a little. It takes a bigger push to move something heavy.

One force is always near us. It is called **gravity**. Gravity pulls things down toward the ground. That is why a ball falls when you drop it, and why you come back down when you jump!

Think About Forces

1. What is a force?

2. What do you do to a ball when you kick it?

3. What kind of force do you need to move something heavy?

4. What does gravity do?

Write: Push or Pull?

Think of three things you moved today. Did you **push** them or **pull** them? Write a sentence about each one. For example: "I pushed the door open."

Write: Things That Move

Think about things that move. Fill in the blanks.

One thing I like to push is

One thing I like to pull is

A big push can move

Gravity pulls things

Math: Multiply by 10, 1, and 0

Multiplying means adding equal groups. 3×4 means 3 groups of 4. You can draw dots in rows to see it: 3 rows with 4 dots in each row.

Today practice your $\times 10$ facts.

$10 \times 2 =$

$5 \times 10 =$

$10 \times 9 =$

$10 \times 8 =$

$2 \times 10 =$

$10 \times 8 =$

$5 \times 10 =$

$10 \times 6 =$

$10 \times 7 =$

Math: More Multiply by 10, 1, and 0

Multiplying means adding equal groups. 3×4 means 3 groups of 4. You can draw dots in rows to see it: 3 rows with 4 dots in each row.

Today practice your $\times 10$ facts.

$2 \times 10 =$ $7 \times 10 =$ $4 \times 10 =$

$10 \times 2 =$ $10 \times 4 =$ $9 \times 10 =$

$10 \times 2 =$ $8 \times 10 =$ $10 \times 8 =$

Math: Story Problems

Read each problem. Draw a picture if it helps. Write the number sentence and the answer.

1. There are 6 bags. Each bag has 6 oranges. How many oranges in all?

Work space:

Answer: _____

2. 15 kids share into 3 equal teams. How many kids on each team?

Work space:

Answer: _____

3. A box holds 4 rows of 4 crayons. How many crayons in the box?

Work space:

Answer: _____

Coding: Loops (Repeat)

A **loop** repeats steps so we do not have to write them again and again. “Repeat 4 times: [clap]” means clap, clap, clap, clap.

Loop code	What it does
Repeat 3 times: Hop	Hop, Hop, Hop
Repeat 5 times: Move up 1	Moves up 5 squares

1. Repeat 6 times: Jump. How many jumps in all?

2. Repeat 2 times: [Move right 3]. How many squares right in all? _____

3. A loop can save writing. Write one loop that would draw 8 stars: _____

Science: Push It, Pull It

Let's be force scientists! Find a small toy car or a ball. Give it a soft push, then a hard push. Watch how far it goes each time. Then try pulling it toward you with a string.

Draw your toy. Draw a short arrow for a soft push and a long arrow for a hard push.



Which push moved your toy farther, soft or hard?

Name one thing you had to pull today.

Fun: Word Search

Find these words. Look across → and down ↓.

PUSH

PULL

FORCE

MOVE

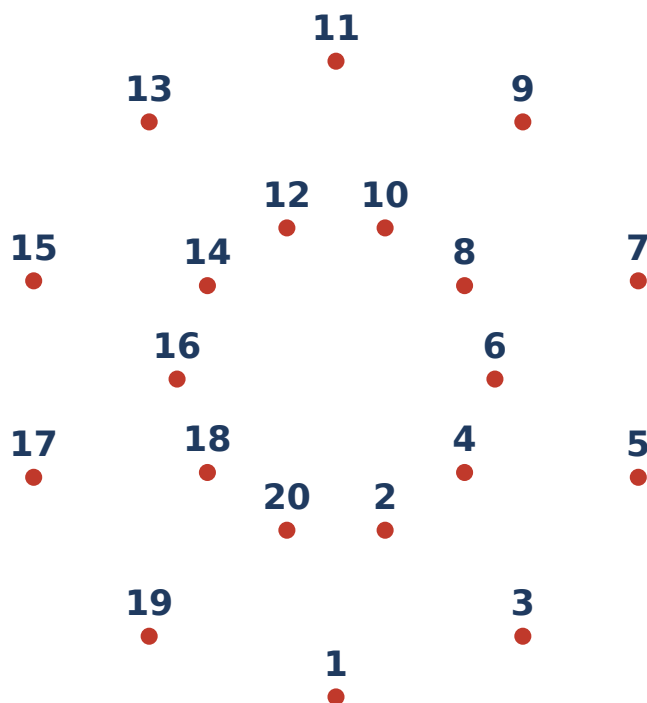
FAST

G	X	Y	H	L	K	P	Y	A	D
K	E	F	O	R	C	E	P	N	F
Z	M	I	Y	N	X	Z	U	P	Q
H	O	A	N	C	J	O	S	W	A
H	V	E	Q	K	X	X	H	I	A
R	E	J	Y	R	I	Y	J	S	R
F	A	S	T	D	L	N	D	K	M
H	H	G	K	X	H	D	N	F	M
T	S	Y	P	U	L	L	U	G	Y
G	G	J	K	J	T	U	H	J	O

Look for PUSH and PULL. FORCE, MOVE, and FAST are hiding too!

Fun: Count and Connect

Start at 1. Draw a line to 2, then 3, and keep going in order to the end. What shape did you make?



I made a _____.

I Did It! My Week 9 Checklist

Colour the box each time you finish a part.

- ☐ I read both readings out loud.
- ☐ I answered the reading questions.
- ☐ I did the Word Power page.
- ☐ I finished: Push or Pull?.
- ☐ I finished: Things That Move.
- ☐ I did the math lesson pages.
- ☐ I solved the math story problems.
- ☐ I did the Science activity.
- ☐ I did the Fun pages.
- ☐ I coloured a star for each day.

Great Job!

★ **You finished Week 9!** ★

You are a Grade 3 star.

Grown-up signature:

Answer Key (for grown-ups)

Reading 1 (The Big Red Wagon): 1) His toys (in the red wagon). 2) Ana sat in it, so it was heavy. 3) Sam gave it a push and it rolled downhill. 4) The long, bumpy grass.

Reading 2 (Forces All Around): 1) A push or a pull. 2) You push it away. 3) A big force (a bigger push). 4) It pulls things down toward the ground.

Word Power: push = to move something away from you; pull = to bring something closer to you; force = a push or a pull that makes things move.

Multiply by 10, 1, and 0: 20, 50, 90, 80, 20, 80, 50, 60, 70.

More Multiply by 10, 1, and 0: 20, 70, 40, 20, 40, 90, 20, 80, 80.

Story Problems: 1) $6 \times 6 = 36$ oranges 2) $15 \div 3 = 5$ kids 3) $4 \times 4 = 16$ crayons

Coding — Loops: 1) 6 jumps. 2) 6 squares (2×3). 3) e.g., “Repeat 8 times: draw a star.”

Science: The hard push moved it farther. Pull answers will vary (a door, a drawer, a zipper, a wagon).

WEEK 10

The Power of Magnets

How Things Move

This Week You Will...

This little book is yours for the week. Do one part each day. Take your time. Do your best. Have fun!

Part	What you do
Read	Read out loud and answer questions.
Write	Put your own ideas on paper.
Math	Multiply by 6 and 7 and story problems.
Science	test objects with a magnet and sort them
Fun	A puzzle and a game.

Star of the week — colour a star each day you work:

Reading 1: The Magic Clip

Read this story out loud. Then read it one more time.

Leo found a small grey magnet in a drawer. It did not look like much. But when he waved it near a paper clip, the clip jumped right to it!

“Whoa! It's like magic,” said Leo. He tried it on a pencil. Nothing happened. He tried it on a spoon. The spoon stuck fast.

Leo made a game. He put the magnet under a paper plate. On top of the plate, he set a paper clip. When he moved the magnet, the clip moved too — without him touching it!

His sister Mila came to watch. “How does it move by itself?” she asked.

“The magnet pulls it,” said Leo. “But it can pull *through* the plate!” They drove the clip all around the plate like a tiny car.

Then Leo tried two magnets. When he turned one around, they pushed away from each other. “Magnets can push

and pull,” said Leo. “No hands needed!”

Think About It

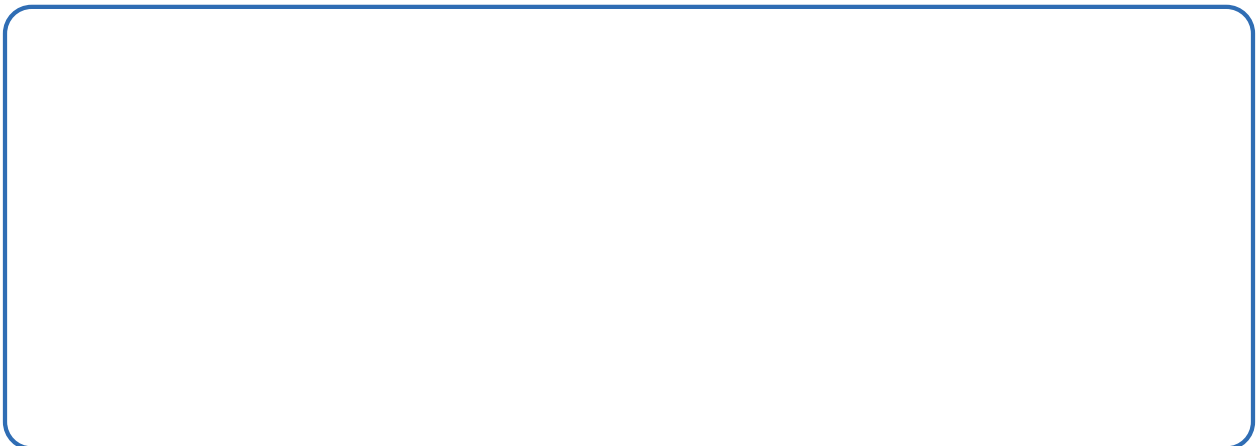
1. What jumped to the magnet first?

2. What happened when Leo held the magnet near a pencil?

3. How did the clip move on top of the plate?

4. What did the two magnets do when Leo turned one around?

Draw a magnet and three things it can pick up. Draw one thing it cannot.



Word Power

Draw a line to match each magnet word to what it means.

Word	What it means
magnet	a thing that can pull iron and steel
poles	the two ends of a magnet
iron	a metal that magnets can pull

Now use one of the words in your own sentence:

Reading 2: How Magnets Work

This is about the real world. Read it out loud.

A **magnet** can pull some things toward it. This pull is called **magnetism**. The best part? A magnet can push and pull without even touching!

Magnets pull things made of **iron** and **steel**, like paper clips, nails, and some cans. They do not pull wood, plastic, paper, or glass.

Every magnet has two ends called **poles**. One is the **north** pole and one is the **south** pole. Poles that are different pull together. Poles that are the same push apart.

Magnets are helpful, too. They hold notes on your fridge. They are inside many toys, motors, and even the door of your fridge. Magnets are a quiet, invisible kind of force!

Think About Magnets

1. What is the pull of a magnet called?

2. Name one thing a magnet can pull.

3. What are the two ends of a magnet called?

4. What do two of the same poles do?

Write: My Magnet Hunt

Pretend you walk around your house with a magnet. Write about three things you test. Which ones stick? Which ones do not? Use the words **stick** and **magnet** in your sentences.

Write: All About Magnets

Fill in the blanks about magnets.

A magnet can pull things made of

A magnet cannot pull

The two ends of a magnet are called

One place I have seen a magnet is

Math: Multiply by 6 and 7

Multiplying means adding equal groups. 2×6 means 2 groups of 6. You can draw dots in rows to see it: 2 rows with 6 dots in each row.

Today practice your $\times 6$, $\times 7$ facts.

$$2 \times 6 =$$

$$8 \times 7 =$$

$$9 \times 7 =$$

$$6 \times 2 =$$

$$6 \times 6 =$$

$$6 \times 6 =$$

$$7 \times 7 =$$

$$4 \times 6 =$$

$$6 \times 3 =$$

Math: More Multiply by 6 and 7

Multiplying means adding equal groups. 4×5 means 4 groups of 5. You can draw dots in rows to see it: 4 rows with 5 dots in each row.

Today practice your $\times 6$, $\times 7$ facts.

$$7 \times 4 =$$

$$6 \times 9 =$$

$$6 \times 9 =$$

$$7 \times 8 =$$

$$6 \times 6 =$$

$$3 \times 6 =$$

$$9 \times 6 =$$

$$6 \times 9 =$$

$$3 \times 6 =$$

Math: Story Problems

Read each problem. Draw a picture if it helps. Write the number sentence and the answer.

1. There are 4 bags. Each bag has 6 oranges. How many oranges in all?

Work space:

Answer: _____

2. 15 kids share into 3 equal teams. How many kids on each team?

Work space:

Answer: _____

3. A box holds 4 rows of 5 crayons. How many crayons in the box?

Work space:

Answer: _____

Science: Sort It — Magnetic or Not?

Let's be magnet scientists! Ask a grown-up for a magnet. Test some things around you, like a spoon, a crayon, a coin, and a sock. Does the magnet pull it? Write each thing in the right box.

Magnet pulls it	Magnet does NOT pull it

What are the pulled things mostly made of?

Can a magnet pull through paper? Try it!

Fun: Word Search

Find these words. Look across → and down ↓.

MAGNET

PULL

PUSH

POLE

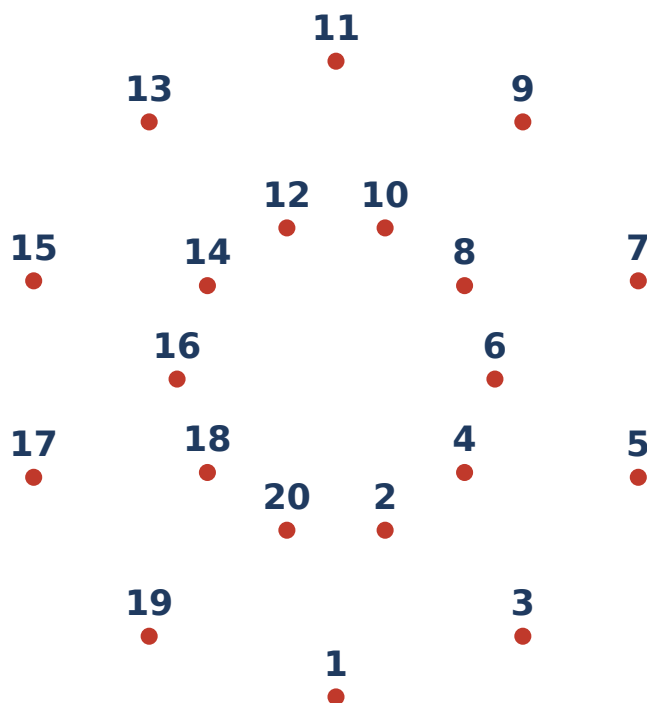
IRON

A	G	M	K	Q	A	X	S	Y	A
P	U	S	H	X	K	D	U	Y	N
B	W	Z	C	Y	Z	G	O	G	R
O	D	H	V	J	H	F	L	P	E
I	F	M	A	G	N	E	T	O	N
D	P	U	L	L	H	F	Z	L	B
V	L	R	B	H	K	H	P	E	G
J	D	D	I	R	O	N	N	X	U
F	O	L	C	P	L	U	A	Z	T
U	V	W	Z	A	J	M	Q	Y	N

Find MAGNET first. PULL, PUSH, POLE, and IRON are hiding too!

Fun: Count and Connect

Start at 1. Draw a line to 2, then 3, and keep going in order to the end. What shape did you make?



I made a _____.

I Did It! My Week 10 Checklist

Colour the box each time you finish a part.

- ☐ I read both readings out loud.
- ☐ I answered the reading questions.
- ☐ I did the Word Power page.
- ☐ I finished: My Magnet Hunt.
- ☐ I finished: All About Magnets.
- ☐ I did the math lesson pages.
- ☐ I solved the math story problems.
- ☐ I did the Science activity.
- ☐ I did the Fun pages.
- ☐ I coloured a star for each day.

Great Job!

★ **You finished Week 10!** ★

You are a Grade 3 star.

Grown-up signature:

Answer Key (for grown-ups)

Reading 1 (The Magic Clip): 1) A paper clip. 2) Nothing — the pencil is not magnetic. 3) The magnet under the plate pulled it (through the plate). 4) They pushed away from each other.

Reading 2 (How Magnets Work): 1) Magnetism. 2) Paper clips, nails, or steel cans (any iron/steel thing). 3) Poles (north and south). 4) They push apart.

Word Power: magnet = a thing that can pull iron and steel; poles = the two ends of a magnet; iron = a metal that magnets can pull.

Multiply by 6 and 7: 12, 56, 63, 12, 36, 36, 49, 24, 18.

More Multiply by 6 and 7: 28, 54, 54, 56, 36, 18, 54, 54, 18.

Story Problems: 1) $4 \times 6 = 24$ oranges 2) $15 \div 3 = 5$ kids 3) $4 \times 5 = 20$ crayons

Science: The pulled things are mostly metal (iron or steel). Yes — a magnet can pull a clip through thin paper.

WEEK 11

The First People Here

Where I Live

This Week You Will...

This little book is yours for the week. Do one part each day. Take your time. Do your best. Have fun!

Part	What you do
Read	Read out loud and answer questions.
Write	Put your own ideas on paper.
Math	Multiply by 8 and 9 and story problems.
Social Studies	learn how the Three Sisters help each other
Fun	A puzzle and a game.

Star of the week — colour a star each day you work:

Reading 1: A Day With the Wampanoag

Read this story out loud. Then read it one more time.

Long, long ago, before there were towns or roads, the **Wampanoag** people lived on the land we now call Massachusetts. Let's imagine a day with a Wampanoag girl named Weeta.

Weeta wakes up in a round home called a **wetu**. It is made of bent trees covered with bark and mats. It keeps her family warm and dry.

In the morning, Weeta helps in the garden. Her family grows **corn**, **beans**, and **squash** together. People call these three plants the “Three Sisters” because they help each other grow.

Near the water, Weeta's uncle catches fish. Her family also gathers berries and nuts from the woods. They take only what they need, and they say thank you to the land.

In the evening, everyone sits together. An elder tells a story that has been told for many, many years. Weeta listens closely, so one day she can tell it too.

The Wampanoag people still live in Massachusetts today. They remember the old ways and are proud of who they are.

Think About It

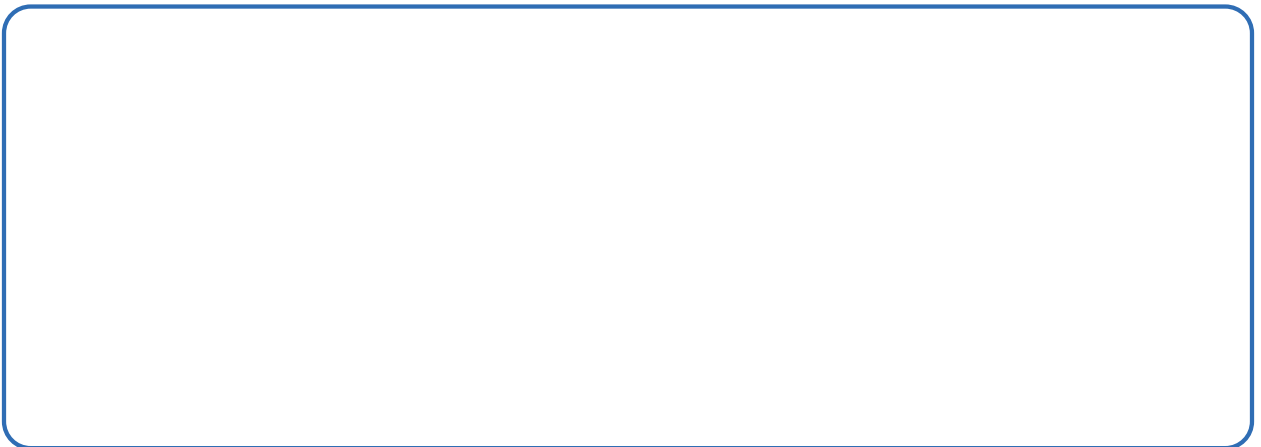
1. What is the name of the people in the story?

2. What is a wetu?

3. What are the “Three Sisters”?

4. What did the elder do in the evening?

Draw a wetu (a round Wampanoag home) with a garden of corn nearby.



Word Power

Draw a line to match each word to what it means.

Word	What it means
Wampanoag	Native People of Massachusetts
wetu	a round home made of bark and mats
squash	one of the “Three Sisters” plants

Now use one of the words in your own sentence:

Reading 2: The First People of Our Land

This is about the real world. Read it out loud.

Native Peoples lived here for thousands of years before anyone else came. In Massachusetts, the **Wampanoag** and other nations knew the land very well.

They did not go to a store for food. They grew gardens, fished in rivers and the sea, and gathered plants from the woods. They knew which berries were good to eat.

They made useful things by hand. They wove baskets, shaped clay pots, and used birch bark to build light, fast **canoes** for the water.

Native Peoples cared for the land and shared with one another. Many place names we use today, like *Massachusetts* itself, come from their words. Native Peoples are still here today, keeping their language, stories, and traditions alive.

Think About the First People

1. Who lived here for thousands of years first?

2. Where did the people get their food?

3. What did they use birch bark to make?

4. Where does the name “Massachusetts” come from?

Write: A Day Long Ago

Imagine you lived here long, long ago. Write about one thing you would do in the morning, one at midday, and one at night. Use the words **first**, **then**, and **last**.

Write: Thank You, Land

The Wampanoag say thank you to the land. Fill in the blanks.

One food that grows from the land is

**The Three Sisters are corn, beans,
and**

A Wampanoag home is called a

One thing I am thankful for is

Math: Multiply by 8 and 9

Multiplying means adding equal groups. 4×4 means 4 groups of 4. You can draw dots in rows to see it: 4 rows with 4 dots in each row.

Today practice your $\times 8$, $\times 9$ facts.

$$8 \times 7 =$$

$$5 \times 8 =$$

$$2 \times 8 =$$

$$6 \times 9 =$$

$$8 \times 8 =$$

$$8 \times 9 =$$

$$7 \times 9 =$$

$$5 \times 8 =$$

$$9 \times 9 =$$

Math: More Multiply by 8 and 9

Multiplying means adding equal groups. 2×4 means 2 groups of 4. You can draw dots in rows to see it: 2 rows with 4 dots in each row.

Today practice your $\times 8$, $\times 9$ facts.

$$8 \times 7 =$$

$$6 \times 8 =$$

$$8 \times 4 =$$

$$9 \times 3 =$$

$$5 \times 8 =$$

$$3 \times 8 =$$

$$2 \times 9 =$$

$$8 \times 7 =$$

$$8 \times 9 =$$

Math: Story Problems

Read each problem. Draw a picture if it helps. Write the number sentence and the answer.

1. There are 6 bags. Each bag has 3 oranges. How many oranges in all?

Work space:

Answer: _____

2. 8 kids share into 2 equal teams. How many kids on each team?

Work space:

Answer: _____

3. A box holds 2 rows of 6 crayons. How many crayons in the box?

Work space:

Answer: _____

Social Studies: The Three Sisters Garden

The Wampanoag grew corn, beans, and squash together and called them the “Three Sisters.” The tall corn is a pole for the beans to climb. The beans feed the soil. The big squash leaves keep the ground cool and shady. Draw the three plants growing together.

My Three Sisters garden

Which plant is a pole for the beans to climb?

How do the big squash leaves help?

Fun: Word Search

Find these words. Look across → and down ↓.

CORN

BEANS

SQUASH

WETU

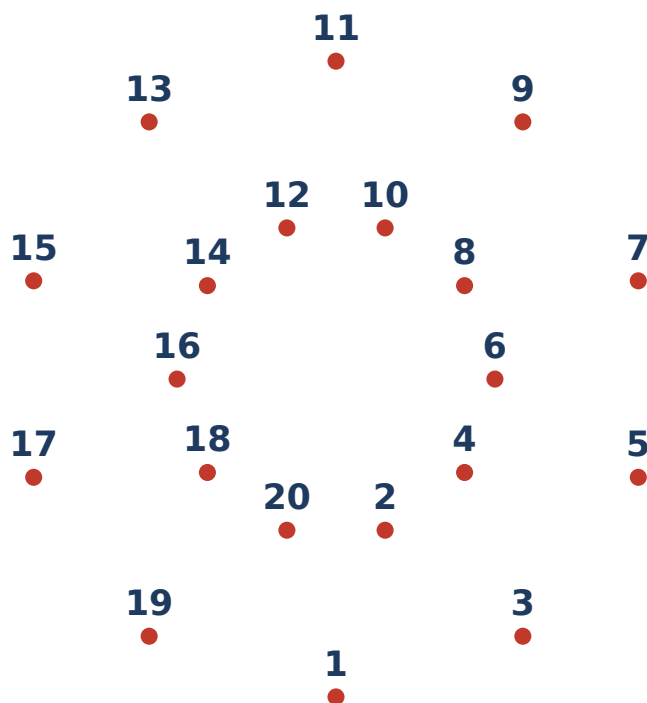
CANOE

G	D	I	D	T	U	A	B	I	R
U	J	B	E	A	N	S	K	D	X
W	P	S	H	P	Y	Z	O	G	J
F	S	X	W	E	T	U	L	V	Y
P	Q	E	P	C	O	M	D	V	T
A	U	S	I	R	B	R	A	J	A
H	A	H	H	C	A	N	O	E	K
W	S	L	W	R	M	X	E	Y	F
G	H	M	C	S	C	O	R	N	L
A	H	M	M	Q	F	P	P	Y	G

Find CORN first. BEANS, SQUASH, WETU, and CANOE are hiding too!

Fun: Count and Connect

Start at 1. Draw a line to 2, then 3, and keep going in order to the end. What shape did you make?



I made a _____.

I Did It! My Week 11 Checklist

Colour the box each time you finish a part.

- ☐ I read both readings out loud.

- ☐ I answered the reading questions.

- ☐ I did the Word Power page.

- ☐ I finished: A Day Long Ago.

- ☐ I finished: Thank You, Land.

- ☐ I did the math lesson pages.

- ☐ I solved the math story problems.

- ☐ I did the Social Studies activity.

- ☐ I did the Fun pages.

- ☐ I coloured a star for each day.

Great Job!

★ **You finished Week 11!** ★

You are a Grade 3 star.

Grown-up signature:

Answer Key (for grown-ups)

Reading 1 (A Day With the Wampanoag): 1) The Wampanoag. 2) A round home made of bent trees, bark, and mats. 3) Corn, beans, and squash (grown together). 4) Told a story that had been shared for many years.

Reading 2 (The First People of Our Land): 1) Native Peoples, like the Wampanoag. 2) From gardens, rivers and the sea, and the woods. 3) Canoes. 4) From a Native word.

Word Power: Wampanoag = Native People of Massachusetts; wetu = a round home made of bark and mats; squash = one of the “Three Sisters” plants.

Multiply by 8 and 9: 56, 40, 16, 54, 64, 72, 63, 40, 81.

More Multiply by 8 and 9: 56, 48, 32, 27, 40, 24, 18, 56, 72.

Story Problems: 1) $6 \times 3 = 18$ oranges 2) $8 \div 2 = 4$ kids 3) $2 \times 6 = 12$ crayons

Social Studies: The tall corn is the pole for the beans. The squash leaves shade the ground and keep it cool and moist.

WEEK 12

Round and Round: Water

Our Earth

This Week You Will...

This little book is yours for the week. Do one part each day. Take your time. Do your best. Have fun!

Part	What you do
Read	Read out loud and answer questions.
Write	Put your own ideas on paper.
Math	Divide by 2 and 5 and story problems.
Science	watch water go round with a simple test
Fun	A puzzle and a game.

Star of the week — colour a star each day you work:

Reading 1: The Little Raindrop

Read this story out loud. Then read it one more time.

Hello! I am a little raindrop named Dot. Let me tell you about my big trip. It goes round and round, and it never ends!

One day I was a drop in a puddle on the sidewalk. The warm sun shined on me. Slowly, I turned into tiny mist and floated up, up into the sky. This is called **evaporation**.

High in the sky, it was cold. I joined lots of other tiny drops. Together we made a big, fluffy **cloud**. It was cozy up there!

The cloud grew heavy with more and more drops. Soon we were too heavy to float. So down we came, falling as **rain**. Wheee!

I landed back on the ground with a splash. I rolled into a puddle again. Then the warm sun came out...

And guess what? My trip starts all over again! Up to the sky, into a cloud, down as rain. Round and round I go. This

is the **water cycle**!

Think About It

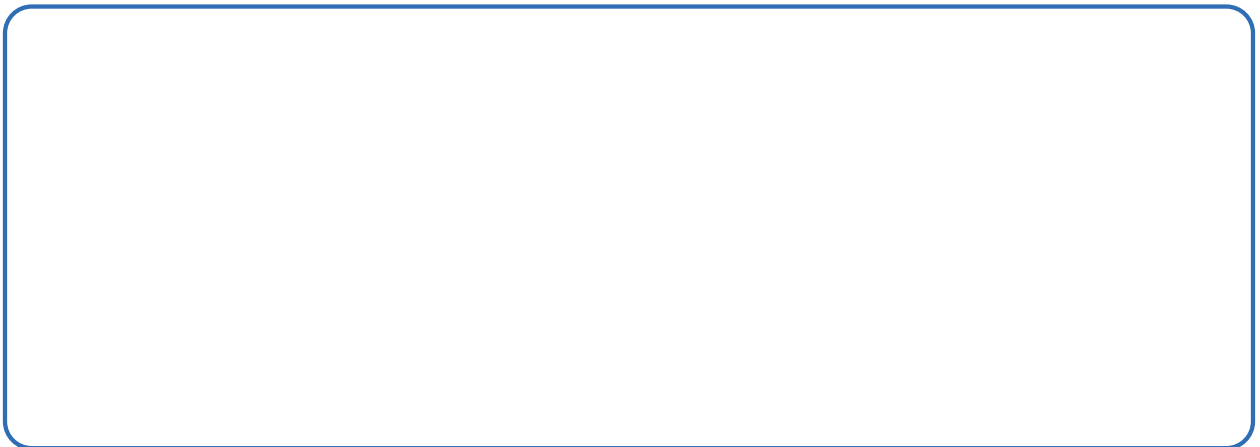
1. What is the raindrop's name?

2. What made Dot float up into the sky?

3. What did all the tiny drops make together?

4. Why did the rain fall from the cloud?

Draw the sun, a cloud, rain, and a puddle. Add arrows to show water going round.



Word Power

Draw a line to match each water word to what it means.

Word	What it means
evaporation	when water turns to mist and rises up
cloud	tiny water drops grouped in the sky
rain	water that falls from a heavy cloud

Now use one of the words in your own sentence:

Reading 2: The Water Cycle

This is about the real world. Read it out loud.

Water is always on the move! It goes from the ground, up to the sky, and back down again. This path is called the **water cycle**.

First, the **sun** heats water in puddles, lakes, and the sea. The water turns into an invisible mist and rises into the air. This step is **evaporation**.

Next, high up where it is cold, the mist turns back into tiny drops. The drops group together to make **clouds**. This step is **condensation**.

When a cloud holds too much water, the drops fall down as **rain** or snow. Then the water fills puddles and rivers, and the whole cycle begins again. The same water has been going round for a very, very long time!

Think About Water

1. What is the path of water called?

2. What does the sun do to water in a puddle?

3. What do tiny drops in the sky make?

4. What falls when a cloud holds too much water?

Write: A Raindrop's Trip

Tell the story of a raindrop's trip in your own words. Where does it start? Where does it go? Use the words **sun**, **cloud**, and **rain**. Write at least three sentences.

Write: Water Everywhere

Think about water in your life. Fill in the blanks.

I use water when I

Rain comes from a

The sun turns water into

My favourite thing to do in the rain is

Math: Divide by 2 and 5

Dividing means sharing into equal groups. **$12 \div 3$** asks: if you share 12 into 3 equal groups, how many are in each group? (The answer is 4.)

Practice your $\div 2$, $\div 5$ facts.

$$20 \div 5 =$$

$$40 \div 5 =$$

$$18 \div 2 =$$

$$40 \div 5 =$$

$$14 \div 2 =$$

$$6 \div 2 =$$

$$16 \div 2 =$$

$$25 \div 5 =$$

$$14 \div 2 =$$

Math: Fact Practice

$5 \times 5 =$

$5 \times 7 =$

$5 \times 5 =$

$7 \times 4 =$

$3 \times 5 =$

$4 \times 2 =$

$3 \times 2 =$

$4 \times 2 =$

$3 \times 6 =$

Math: Story Problems

Read each problem. Draw a picture if it helps. Write the number sentence and the answer.

1. There are 3 bags. Each bag has 3 oranges. How many oranges in all?

Work space:

Answer: _____

2. 18 kids share into 3 equal teams. How many kids on each team?

Work space:

Answer: _____

3. A box holds 5 rows of 3 crayons. How many crayons in the box?

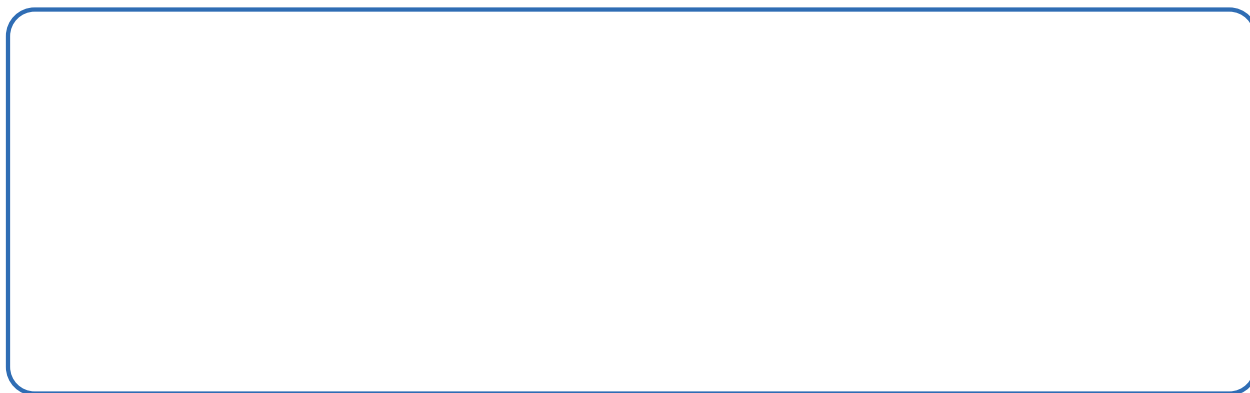
Work space:

Answer: _____

Science: Make a Cloud in a Jar

Let's be water scientists! With a grown-up, pour a little warm water into a clear jar. Put a plate with ice cubes on top. Wait and watch. Tiny drops will form where the warm air meets the cold plate — just like a real cloud!

Draw your jar. Show where the water drops form.



Where did the little water drops form?

What in the sky makes real rain drops?

Fun: Word Search

Find these words. Look across → and down ↓.

RAIN

CLOUD

SUN

WATER

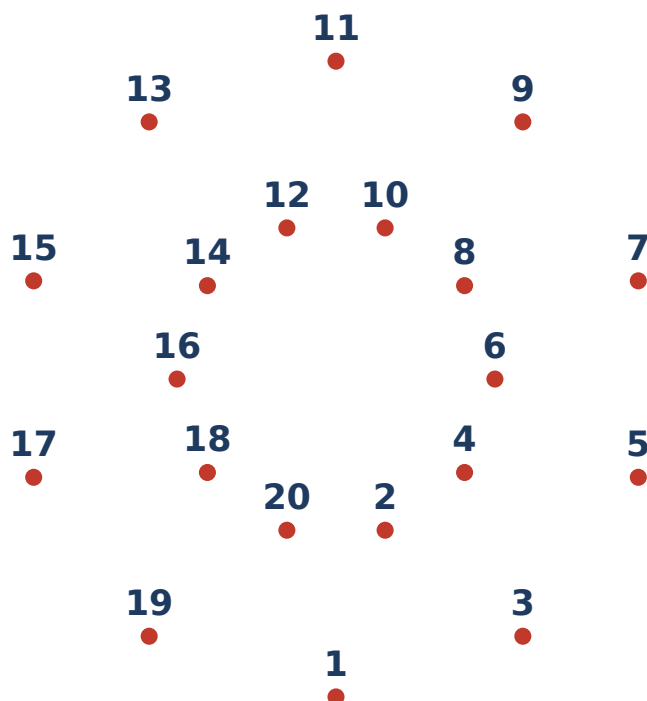
CYCLE

Y	Q	E	V	P	M	C	Q	K	X
O	K	P	V	G	R	X	M	I	C
D	Q	N	V	O	C	Y	C	L	E
X	A	Q	D	D	X	O	S	E	Z
Q	C	L	O	U	D	S	V	P	A
V	K	V	B	I	U	V	W	R	B
S	U	N	B	H	N	R	A	A	P
J	I	M	Y	F	F	Z	T	I	Y
W	B	R	N	X	S	E	E	N	E
W	J	Q	Q	T	L	R	R	W	K

Find RAIN first. CLOUD, SUN, WATER, and CYCLE are hiding too!

Fun: Count and Connect

Start at 1. Draw a line to 2, then 3, and keep going in order to the end. What shape did you make?



I made a _____.

I Did It! My Week 12 Checklist

Colour the box each time you finish a part.

- ☐ I read both readings out loud.

- ☐ I answered the reading questions.

- ☐ I did the Word Power page.

- ☐ I finished: A Raindrop's Trip.

- ☐ I finished: Water Everywhere.

- ☐ I did the math lesson pages.

- ☐ I solved the math story problems.

- ☐ I did the Science activity.

- ☐ I did the Fun pages.

- ☐ I coloured a star for each day.

Great Job!

★ **You finished Week 12!** ★

You are a Grade 3 star.

Grown-up signature:

Answer Key (for grown-ups)

Reading 1 (The Little Raindrop): 1) Dot. 2) The warm sun (it turned her into mist — evaporation). 3) A cloud. 4) The cloud got too heavy to float.

Reading 2 (The Water Cycle): 1) The water cycle. 2) Heats it so it turns to mist and rises (evaporation). 3) Clouds. 4) Rain (or snow).

Word Power: evaporation = when water turns to mist and rises up; cloud = tiny water drops grouped in the sky; rain = water that falls from a heavy cloud.

Divide by 2 and 5: 4, 8, 9, 8, 7, 3, 8, 5, 7.

Fact Practice: 25, 35, 25, 28, 15, 8, 6, 8, 18.

Story Problems: 1) $3 \times 3 = 9$ oranges 2) $18 \div 3 = 6$ kids 3) $5 \times 3 = 15$ crayons

Science: The drops formed on the cold plate/lid (condensation). Real clouds make rain drops in the sky.

WEEK 13

Reading a Map

Where I Live

This Week You Will...

This little book is yours for the week. Do one part each day. Take your time. Do your best. Have fun!

Part	What you do
Read	Read out loud and answer questions.
Write	Put your own ideas on paper.
Math	Divide by 3 and 4 and story problems, plus canadian money.
Social Studies	draw a map of a room with a key
Fun	A puzzle and a game.

Star of the week — colour a star each day you work:

Reading 1: The Treasure Map

Read this story out loud. Then read it one more time.

Grandpa gave Nora a folded piece of paper. “It is a map of our backyard,” he said with a wink. “Follow it to find a surprise!”

Nora looked at the map. In the corner was a small star with letters: **N**, **S**, **E**, and **W**. “That is a **compass rose**,” said Grandpa. “N is north, S is south, E is east, W is west.”

The map showed a little tree, a bench, and a big red X. “The X is where the surprise is hidden,” Grandpa said.

Nora started at the back door. “Go **north** to the tree,” she read. She walked straight up toward the tree.

“Now go **east**, past the bench.” Nora turned and walked to the bench. Right beside it, she saw a small box sitting on the X.

Inside was a snack and a note that said, “Great map reading!” Nora grinned. A map is like a little picture that shows you the way.

Think About It

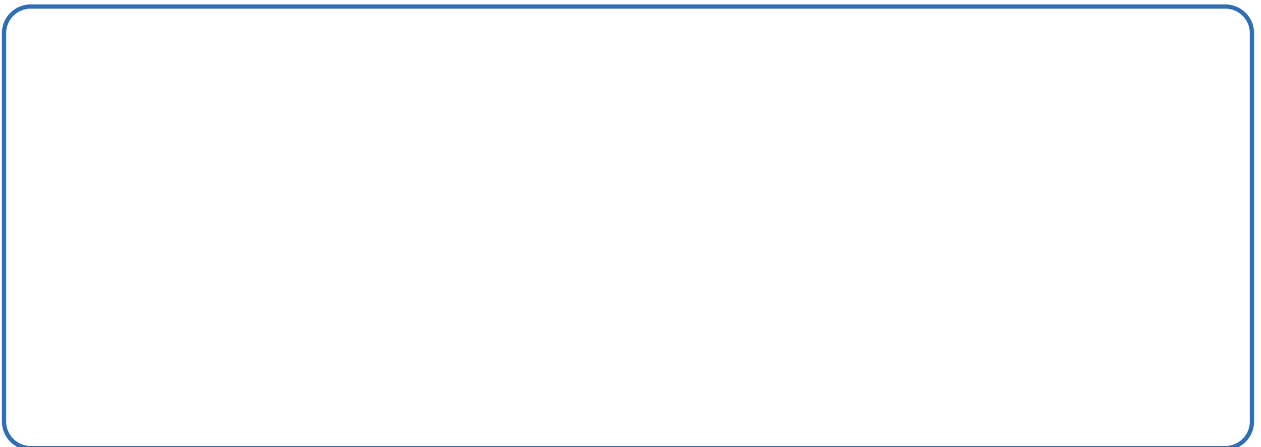
1. What did the map show?

2. What do the letters N, S, E, and W stand for?

3. What does the big red X mean on a map?

4. Which way did Nora go first, to reach the tree?

Draw a simple treasure map. Add a big X and a compass with N, S, E, W.



Word Power

Draw a line to match each map word to what it means.

Word	What it means
map	a flat picture of a place seen from above
compass rose	the star that shows N, S, E, and W
key	the part that tells what symbols mean

Now use one of the words in your own sentence:

Reading 2: All About Maps

This is about the real world. Read it out loud.

A **map** is a flat picture that shows a place from above, like a bird flying high in the sky. Maps help us find our way.

Most maps have a **compass rose**. It shows the four main directions: **north**, **south**, **east**, and **west**. On most maps, north points up.

Maps also have a **key** (also called a legend). The key tells you what the little pictures, or **symbols**, mean. A blue line may mean a river. A green shape may mean a park.

We live in **Massachusetts**. It sits in a part of our country called the **Northeast**. On a map of the United States, you can find the Northeast in the top-right corner. Maps help us see where we are and where we want to go!

Think About Maps

1. What is a map?

2. What are the four main directions?

3. What does a map key tell you?

4. What part of the country is Massachusetts in?

Write: Directions to My Room

Write simple directions from your front door to your bedroom. Use words like **turn**, **straight**, **left**, and **right**. Pretend a friend has never been to your house.

Write: My Map Words

Fill in the blanks about maps and directions.

On most maps, north points

The star that shows directions is a

The four main directions are

I live in the state of

Math: Divide by 3 and 4

Dividing means sharing into equal groups. $12 \div 3$ asks: if you share 12 into 3 equal groups, how many are in each group? (The answer is 4.)

Practice your $\div 3$, $\div 4$ facts.

$$36 \div 4 =$$

$$21 \div 3 =$$

$$36 \div 4 =$$

$$12 \div 4 =$$

$$12 \div 3 =$$

$$32 \div 4 =$$

$$6 \div 3 =$$

$$9 \div 3 =$$

$$8 \div 4 =$$

Math: Fact Practice

$4 \times 4 =$

$2 \times 7 =$

$2 \times 5 =$

$3 \times 5 =$

$2 \times 5 =$

$2 \times 8 =$

$7 \times 4 =$

$2 \times 2 =$

$3 \times 8 =$

Math: Story Problems

Read each problem. Draw a picture if it helps. Write the number sentence and the answer.

1. There are 5 bags. Each bag has 3 oranges. How many oranges in all?

Work space:

Answer: _____

2. 24 kids share into 4 equal teams. How many kids on each team?

Work space:

Answer: _____

3. A box holds 2 rows of 3 crayons. How many crayons in the box?

Work space:

Answer: _____

Money: Making Amounts & Change

You can make the same amount with different coins. When you pay with more than something costs, the money you get back is called **change**.

**1. A pencil costs \$1.25. You pay with a toonie (\$2).
How much change do you get?**

Work space:

Answer: _____

2. A juice costs \$2. Show two different ways to pay for it using loonies and toonies.

Work space:

Answer: _____

3. You have a toonie and 3 quarters. A small book costs \$3. Do you have enough? How much more do you need, or how much would be left over?

Work space:

Answer: _____

Social Studies: Map My Room

Be a map maker! Pick a room in your home. Draw a map of it from above, like a bird looking down. Show the door, a window, and the biggest things, like a bed or a table. Add a compass rose with N, S, E, and W in a corner.

My room map (with a compass rose!)

Which direction is up on your map? _____

What is the biggest thing on your map?

Fun: Word Search

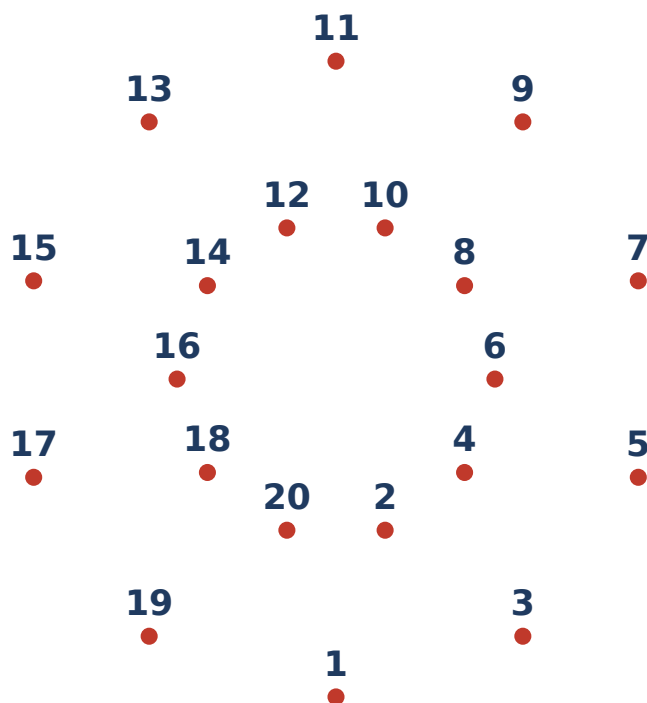
Find these words. Look across → and down ↓.

MAP		NORTH		SOUTH		EAST		WEST	
O	A	P	V	A	G	P	B	J	F
P	O	Z	M	W	N	Z	Z	A	X
C	Y	S	L	F	C	J	C	J	W
E	A	S	T	B	P	O	F	S	V
M	J	C	O	P	N	C	J	A	R
F	Q	V	L	X	O	A	D	J	A
D	M	A	P	S	R	H	W	V	B
M	Z	Y	G	A	T	L	T	X	Y
F	S	O	U	T	H	H	Y	I	D
S	L	W	E	S	T	Y	Z	V	I

Find MAP first. NORTH, SOUTH, EAST, and WEST are hiding too!

Fun: Count and Connect

Start at 1. Draw a line to 2, then 3, and keep going in order to the end. What shape did you make?



I made a _____.

I Did It! My Week 13 Checklist

Colour the box each time you finish a part.

- ☐ I read both readings out loud.

- ☐ I answered the reading questions.

- ☐ I did the Word Power page.

- ☐ I finished: Directions to My Room.

- ☐ I finished: My Map Words.

- ☐ I did the math lesson pages.

- ☐ I solved the math story problems.

- ☐ I did the Social Studies activity.

- ☐ I did the Fun pages.

- ☐ I coloured a star for each day.

Great Job!

★ **You finished Week 13!** ★

You are a Grade 3 star.

Grown-up signature:

Answer Key (for grown-ups)

Reading 1 (The Treasure Map): 1) A map of the backyard. 2) North, south, east, and west. 3) The spot where the surprise is hidden. 4) North.

Reading 2 (All About Maps): 1) A flat picture that shows a place from above. 2) North, south, east, and west. 3) What the symbols/pictures mean. 4) The Northeast.

Word Power: map = a flat picture of a place seen from above; compass rose = the star that shows N, S, E, and W; key = the part that tells what symbols mean.

Divide by 3 and 4: 9, 7, 9, 3, 4, 8, 2, 3, 2.

Fact Practice: 16, 14, 10, 15, 10, 16, 28, 4, 24.

Story Problems: 1) $5 \times 3 = 15$ oranges 2) $24 \div 4 = 6$ kids 3) $2 \times 3 = 6$ crayons

Canadian Money: 1) \$0.75 change. 2) e.g., one toonie, OR two loonies. 3) You have \$2.75 — not enough; you need 25¢ more.

Social Studies: Up on the map is usually north. The biggest thing will vary (a bed, a couch, a table).