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Common Core Edition

# Language Arts and Math

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## Understanding a Text

Read the story.

### An Ordinary Day

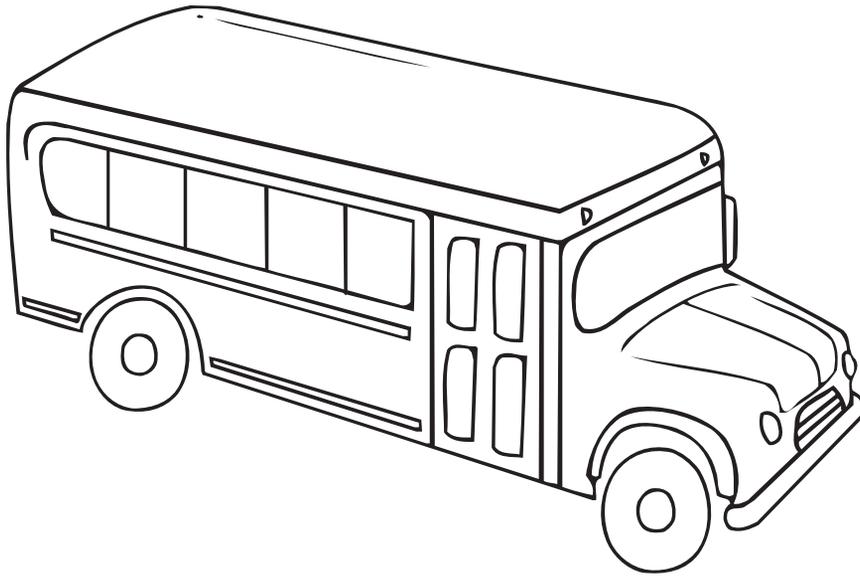
Rachel stepped off the school bus with a sad look on her face. Her mother waited for her by the mailbox.

“Hey, why the **long face**?” her mother asked.

“Today was boring,” Rachel replied. “There were no tests, nothing **special** for lunch, no extra recesses, no special programs. It was just an ordinary day.”

“But the ordinary days make the exciting days seem exciting,” Rachel’s mother explained. “If we had no ordinary days, we might never notice the exciting days.”

Rachel thought about what her mother had said. Maybe ordinary days were as special as exciting days.



## Understanding a Text

Answer the questions using the story on page 10.

1. Why was Rachel sad?
  - A. She got a bad grade on a test.
  - B. She had an argument with her friend.
  - C. She had an ordinary day.
2. What did Rachel learn?
  - A. Ordinary days make exciting days more exciting.
  - B. Occasionally, everyone has a bad day.
  - C. Her mother has bad days, too.
3. Number the events from least exciting (1) to most exciting (6).

\_\_\_\_\_ spelling test

\_\_\_\_\_ hamburger at lunch

\_\_\_\_\_ birthday party

\_\_\_\_\_ special school program

\_\_\_\_\_ library day

\_\_\_\_\_ extra recess

4. What is the opposite of *special*? \_\_\_\_\_

5. What does the phrase *long face* mean?
  - A. sad look
  - B. happy look
  - C. excited look



Discuss the story's lesson with your child. Then, have him or her describe a recent ordinary day and a recent special day. Compare the two days and ask your child if he or she agrees with the lesson in this story.

## Word Meaning and Point of View

Read the poem.

### The County Fair

I love to go to the county fair.  
I love the noises and the smells in the air.

The people, the animals, and the food  
All create a festive mood.

You can hear the animals in the shed  
Calling out loudly to be fed.

The barkers holler, "Come on and play,  
I bet you're feeling lucky today."

The Ferris wheel spins high in the sky.  
It makes me feel like I can fly.

The rides are fast and so exciting,  
Especially the one they call Blue Lightning.

Hot dogs, drinks, and cotton candy,  
The **vendors** sell and make so dandy.

I love to go to the county fair.  
I love the fun and excitement there.



## Word Meaning and Point of View

Answer the questions using the poem on page 12.

1. How does the author feel about the county fair?

- A. The author enjoys the county fair.
- B. The author thinks the county fair is boring.
- C. The author thinks the county fair is overwhelming.

2. Tell how you and the author feel the same and differently about a county fair.

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3. Use the poem to think about a county fair.

A. Write two things that you can see. \_\_\_\_\_

B. Write two things that you can hear. \_\_\_\_\_

C. Write two things that you can smell. \_\_\_\_\_

D. Write two things that you can touch. \_\_\_\_\_

E. Write two things that you can taste. \_\_\_\_\_

4. What does the word *vendor* mean?

- A. a person who sells things
- B. a person who runs the rides
- C. a person who manages the county fair

Write a word from the poem that rhymes with each word listed. Then, think of another word that rhymes with it.

5. fair \_\_\_\_\_

6. shed \_\_\_\_\_

7. sky \_\_\_\_\_

8. play \_\_\_\_\_



Ask your child what visiting a fair would be like for an animal. What kind of sights, sounds, and smells would the animal notice? Have your child write a short poem from an animal's point of view and compare it to the poem on page 12.

## Characters and Events

Read the story.

### Grandpa Remembers

My grandpa lived just down the lane and around the corner from my family. I loved to go to his house and spend time with him. He taught me how to fish and play checkers. In the wintertime, we would sit by the fire and play games. In the summertime, we would go for long walks. **Time** always **flew** when I was with my grandpa. My favorite times with Grandpa were the “remembering” times. Grandpa loved to tell stories about how things used to be. Grandpa always said he hoped he didn’t **talk my ear off**. But, I loved to listen to Grandpa’s stories.

“One cold winter’s day, when I wasn’t much older than you,” Grandpa began, “I begged to go with my dad to harvest a crop of ice blocks.”

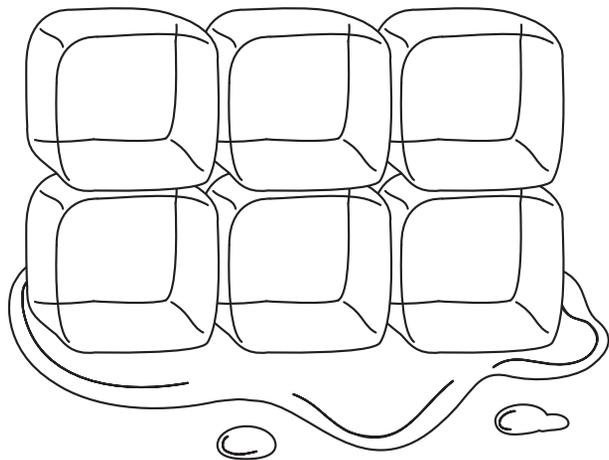
“A crop of ice blocks?” I interrupted. “You’re **pulling my leg**, Grandpa.”

“I am not pulling your leg,” stated Grandpa. “Where was I? Oh, yes. When I was young, people didn’t have refrigerators like they do now. Gathering ice blocks was the only way to keep foods cold through the spring and summer.”

“I helped my dad get the tractor and wagon hooked up,” Grandpa continued. “Then, we drove down to the river. When we got there, Dad tested the ice. ‘Looks like we found an excellent stretch of ice,’ he’d say. Then, he took the logging saw. A logging saw is a long saw with handles at each end. I watched as my dad put the saw in the water. Pushing and then pulling, he cut a long slab of ice. Then, I helped him move the slab up the bank to the wagon. He let me hold onto one end of the saw, and we worked together to cut the slab into square blocks. Then, my dad used large ice tongs to put the blocks of ice on the wagon. When the ice blocks were loaded, we

**hit the road** and headed to the ice shed. The ice shed had three or four inches of sawdust on the floor. We put the blocks on top of the sawdust. Then, we packed more sawdust around the blocks. We would store all of our food that needed to stay cold inside the ice shed.”

The “remembering” times were some of my favorite times with my grandpa. It was fun to **shoot the breeze** with him and learn about how things were when he was my age. I will always remember our “remembering” times. Someday, I would like to have “remembering times” with my grandchildren.



## Characters and Events

Answer the questions using the story on page 14.

1. What are “remembering” times?
  - A. telling stories of long ago
  - B. remembering what needs to be done
  - C. listening and trying to remember details of a story
2. Number the sentences as they happened in Grandpa’s story.  
\_\_\_\_ We put the blocks of ice in the ice shed.  
\_\_\_\_ We went down to the river.  
\_\_\_\_ He cut a slab of ice.  
\_\_\_\_ We loaded the blocks of ice onto the wagon.  
\_\_\_\_ We worked together to cut the slab into square blocks.
3. How do you think the author of the story feels about his grandpa?
  - A. loves him
  - B. feels sorry for him
  - C. thinks he’s a bit boring
4. Draw a line between each saying and its meaning.

pulling my leg	talk too much
hit the road	go or leave
talk my ear off	talk about nothing in particular
shoot the breeze	time passed quickly
time flew	teasing me

When a word ends with a vowel and a consonant, the consonant is usually doubled before adding *-ed* or *-ing*. Double the last consonant of the word in parentheses. Then, add *-ed* or *-ing* and write the word on the blank.

5. I \_\_\_\_\_ to go harvest a crop of ice. (beg)
6. A \_\_\_\_\_ saw has handles at each end. (log)



Ask your child to pretend to be one of his or her favorite fictional characters from a book, movie, or TV show. Interview your child and challenge him or her to answer your questions using the character’s traits, motivations, or feelings.

## Details in a Text

Read the poem.

### Heroes

Heroes are people like you and me,  
Who choose to act selflessly.

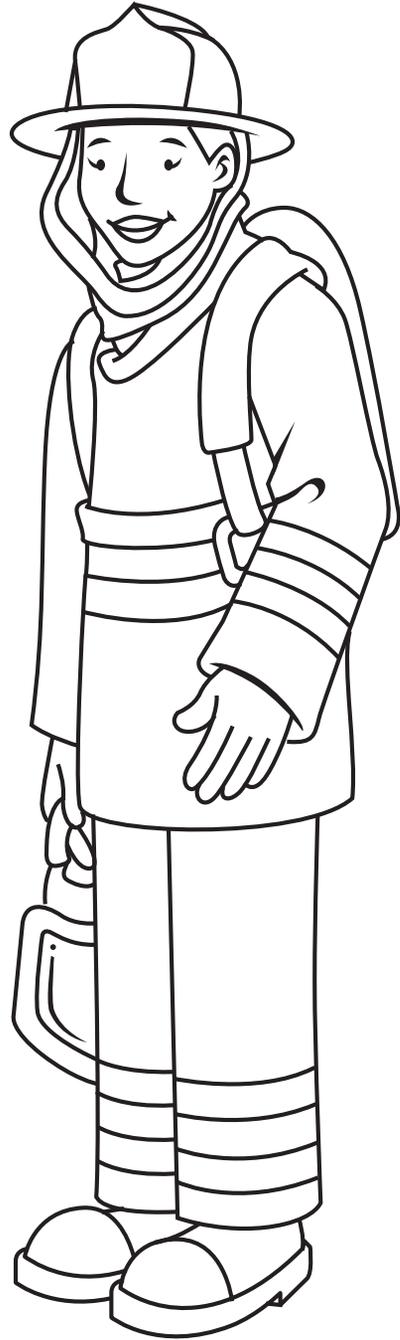
Heroes give all they have, then give some more.  
Heroes take action when action's called for.

**Heroes pick themselves up when they make mistakes.**  
Heroes keep trying. They've got what it takes.

Heroes are willing to give their all.  
They stop, look, and listen, then answer the call.

We look to heroes to show us the way,  
To go the extra mile, to seize the day.

So, be kind and helpful wherever you go.  
For someone may look to you as a hero.



## Details in a Text

Answer the questions using the poem on page 16.

1. Write an **X** if the sentence describes a hero.

\_\_\_\_\_ Heroes choose to act selflessly.

\_\_\_\_\_ Heroes give it their all.

\_\_\_\_\_ Heroes make a lot of money.

\_\_\_\_\_ Heroes keep trying.

\_\_\_\_\_ Heroes are very tall.

\_\_\_\_\_ Heroes go the extra mile.

2. Why should you be kind and helpful?

A. because someone may think you are a hero

B. because your mom wants you to be

C. because other people will be kind to you

3. Who is your hero? Write two things that make this person a hero.

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4. What does *Heroes pick themselves up when they make mistakes* mean?

A. They stand up when they fall down.

B. They try again when they make a mistake.

C. They always do things right.

5. "Give it their all," "Go the extra mile," and "Seize the day" are all sayings that mean the same thing. What do they mean?

A. be a good friend

B. never give up

C. believe in yourself



Use the newspaper or Web sites to research details about a local hero. It could be someone who participated in a rescue or started a charity event. Ask your child to write a thank you note to the person, explaining why he or she is a hero.

## Main Ideas

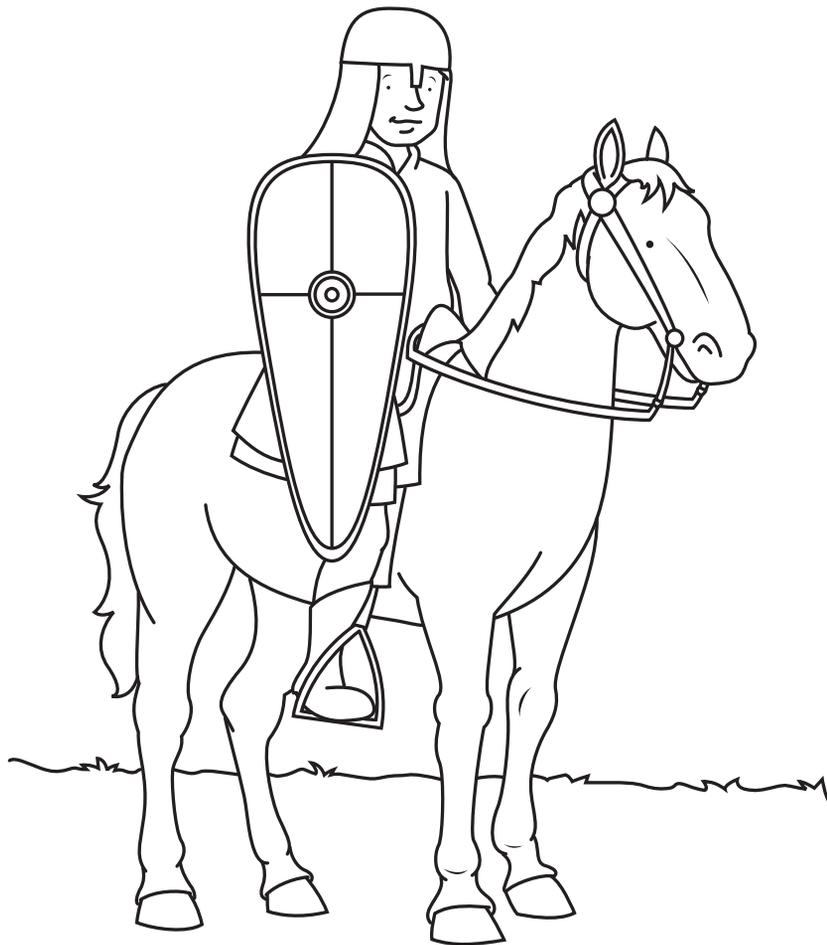
Read the passage.

### Heroes of Long Ago

Knights were heroes of long ago. They were soldiers in Europe from about 900 to 1500 A.D. Knights lived before the time of guns. They fought in hand-to-hand combat. Knights served their king. They had a set of rules, also called a **code of conduct**, to obey.

Knights wore heavy suits called *armor*. The armor weighed about 55 pounds (25 kg). The armor protected the knight during battle. For a knight, the armor was a symbol that stood for honor, valor, and chivalry. Because of this, knights wore their armor proudly.

Armor was not only worn for battle but also for tournaments. Tournaments were festivals where the knights competed for fun. The **joust** was the main contest of the tournaments. During the joust, a knight would use a long spear or lance to try to knock another knight off his horse. The knights who won the joust would receive money, land, or other prizes.



## Main Ideas

Answer the questions using the passage on page 18.

1. What is the main idea?

- A. Knights fought in battles.
- B. Knights were heroes a long time ago.
- C. Knights had a code of conduct.

2. Write *T* if the sentence is true. Write *F* if the sentence is false.

- \_\_\_\_\_ Knights used guns to fight battles.
- \_\_\_\_\_ Knights wore heavy suits called *armor* into battle.
- \_\_\_\_\_ A lance is a long spear.
- \_\_\_\_\_ The knight's armor weighed about 55 pounds (25 kg).

3. What is a *code of conduct*?

- A. a secret language knights used
- B. a set of rules knights had to follow
- C. a contest in a tournament

4. What is a *joust*?

- A. the knight's suit of armor, which was a symbol of honor, valor, and chivalry
- B. the prize for winning the battle
- C. a contest at a tournament where two knights battled with long spears

5. Circle the silent letter or letters in each word.

- |           |          |            |
|-----------|----------|------------|
| A. knight | B. code  | C. know    |
| D. rule   | E. knock | F. compete |

A *possessive pronoun* takes the place of a noun that shows belonging. Read each sentence. Write the correct possessive pronoun in the blank.

6. Knights were loyal servants of \_\_\_\_\_ king.

7. When jousting, a knight rode \_\_\_\_\_ horse.



Ask your child to name a time in history that he or she finds interesting. Go to the library with your child and pick out a book about this time period. Have your child share interesting things he or she is learning from the book each night at dinner.