

Hello 3rd grade Parents, Grandparents, or caregivers!

What a crazy time for us all! I hope you and your families are doing well and staying safe and healthy.

We are starting At-home learning this week and I have tried to create a packet that is self-explanatory and easy to use. The main packet has 5 worksheets per day and each is labeled at the bottom to indicate Week # and Day #. I have included week 1 days 1-4. Then there is a separate Religion packet. When I originally created the work I wasn't sure which day we would be starting, so there is work Monday-Friday. Just have your child do what they can. There is a 3 week calendar which I would encourage you to check off daily as work is being completed. We cannot accept any work physically being mailed back so at this point I am relying on parental/caregiver support in making sure the work is completed. In the future I will have online options for submitting work or work samples.

In the bags I set out for them to take home I have included some supplies I thought they might need. I also included all the Science Studies and Democracy Studies for the rest of the year. Please just keep these available, we are NOT starting them this week. I have also included a composition book to use at a later time.

I am here for any questions, concerns or suggestions you might have. Please feel free to call, text, or email. In the coming weeks I will try to include more online options for students. This is a dynamic process, so please hang in there and together we will make sure your child is getting sufficient work and academics during this time.

One last note, students are used to praying in the classroom daily. I hope you can continue this with your families at home. I will be praying for all my students and all of you as well. May God bless you!

Thank you so much for your cooperation through this!

Jennifer Heslip  
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[jheslip@stantschool.org](mailto:jheslip@stantschool.org)

Dear Third-Grade Families,

## **Welcome to the Third-Grade Home Learning Packet!**

This packet includes ~~3~~<sup>one</sup> weeks of work from home assignments. Each daily assignment consists of 5 pages of math and literacy.

This packet is designed to serve as a review and extra practice. However, please monitor your child as they complete the assignments and feel free to help your child review any pages they find challenging.

In addition, please also continue to ensure that your child reads independently each day.

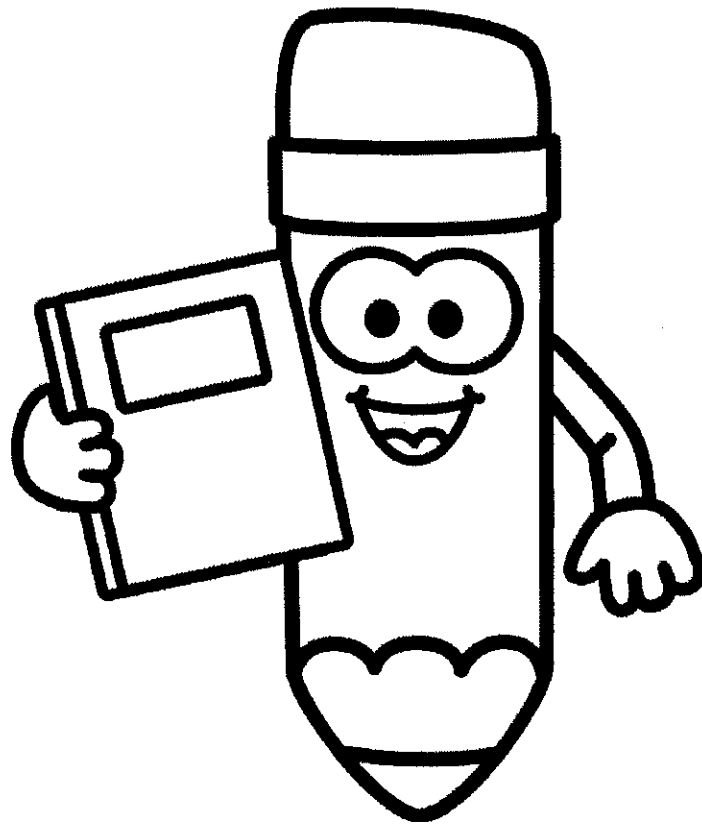
### **Other ideas to extend learning throughout the day:**

- Ask your child questions about the books they are reading. Have them compare the characters, setting, etc. to other books they have read.
- Encourage your child to identify a problem they see around them and work to address it whether that means creating a solution, writing a letter, or asking others to help.
- Ask everyday math problems like, "If we eat 3 yogurts a day how long will 6 boxes of yogurt last us?"
- Encourage your child to make predictions and then evaluate what happened. Ask, "What do you think will happen if we \_\_\_\_\_?" then ask, "What actually happened? Was it the same or different than your prediction?"

# 3 WEEKS OF INSTRUCTION

<b>Week 1 Day 1</b> <input type="checkbox"/> Identifying Place Value <input type="checkbox"/> Addition <input type="checkbox"/> Making Words <input type="checkbox"/> Parts of Speech <input type="checkbox"/> Reading Comprehension	<b>Week 2 Day 1</b> <input type="checkbox"/> Division Models <input type="checkbox"/> Multiplication/Division <input type="checkbox"/> ABC Order <input type="checkbox"/> Aesop's Fables <input type="checkbox"/> Reading Comprehension	<b>Week 3 Day 1</b> <input type="checkbox"/> Time to the Minute <input type="checkbox"/> Pictographs <input type="checkbox"/> ABC Order <input type="checkbox"/> Earth Day Writing <input type="checkbox"/> Reading Comprehension
<b>Week 1 Day 2</b> <input type="checkbox"/> Multiplication <input type="checkbox"/> Division <input type="checkbox"/> Synonyms <input type="checkbox"/> Homonyms <input type="checkbox"/> Reading Comprehension	<b>Week 2 Day 2</b> <input type="checkbox"/> Fractions <input type="checkbox"/> Telling Time <input type="checkbox"/> Making Words <input type="checkbox"/> Journal Prompts <input type="checkbox"/> Reading Comprehension	<b>Week 3 Day 2</b> <input type="checkbox"/> Fractions <input type="checkbox"/> Measurement <input type="checkbox"/> Aesop's Fables <input type="checkbox"/> Journal Prompts <input type="checkbox"/> Reading Comprehension
<b>Week 1 Day 3</b> <input type="checkbox"/> Sorting Fractions <input type="checkbox"/> Finding the Time <input type="checkbox"/> Antonyms <input type="checkbox"/> Paragraphs: Topics <input type="checkbox"/> Reading Comprehension	<b>Week 2 Day 3</b> <input type="checkbox"/> Perimeter <input type="checkbox"/> Pictographs <input type="checkbox"/> Analogies <input type="checkbox"/> Descriptive Sentences <input type="checkbox"/> Reading Comprehension	<b>Week 3 Day 3</b> <input type="checkbox"/> Addition (Regrouping) <input type="checkbox"/> Multiplication/Division <input type="checkbox"/> Sentence Detectives <input type="checkbox"/> Journal Prompts <input type="checkbox"/> Reading Comprehension
<b>Week 1 Day 4</b> <input type="checkbox"/> Perimeter <input type="checkbox"/> Frequency Tables <input type="checkbox"/> Idioms <input type="checkbox"/> State Crossword Puzzle <input type="checkbox"/> Reading Comprehension	<b>Week 2 Day 4</b> <input type="checkbox"/> Place Value <input type="checkbox"/> Arrays <input type="checkbox"/> Plural Nouns <input type="checkbox"/> Journal Prompts <input type="checkbox"/> Reading Comprehension	<b>Week 3 Day 4</b> <input type="checkbox"/> Ordering Numbers <input type="checkbox"/> Division Strategies <input type="checkbox"/> Addresses <input type="checkbox"/> Journal Prompts <input type="checkbox"/> Reading Comprehension
<b>Week 1 Day 5</b> <input type="checkbox"/> Place Value <input type="checkbox"/> Addition <input type="checkbox"/> Adverbs <input type="checkbox"/> Journal Prompts <input type="checkbox"/> Reading Comprehension	<b>Week 2 Day 5</b> <input type="checkbox"/> Subtraction <input type="checkbox"/> Multiplication <input type="checkbox"/> Author's Purpose <input type="checkbox"/> Life Cycle Writing <input type="checkbox"/> Reading Comprehension	<b>Week 3 Day 5</b> <input type="checkbox"/> Word Problems <input type="checkbox"/> Roll and Write Times <input type="checkbox"/> Context Clues <input type="checkbox"/> Journal Prompts <input type="checkbox"/> Reading Comprehension

# My Home Learning Packet



Name:

Name: \_\_\_\_\_

# Identifying Place Value Set I

Write the **place** of the underlined digit.

5,3 <u>4</u> 6 _____	7,2 <u>1</u> 5 _____	<u>3</u> ,239 _____	1,82 <u>7</u> _____
9,4 <u>7</u> 2 _____	<u>6</u> ,721 _____	4,9 <u>4</u> 8 _____	2, <u>6</u> 54 _____
<u>8</u> ,163 _____	5, <u>5</u> 89 _____	7,2 <u>7</u> 2 _____	3,7 <u>9</u> 1 _____

Write the **value** of the underlined digit.

2,6 <u>4</u> 2 _____	<u>7</u> ,921 _____	4, <u>3</u> 54 _____	<u>1</u> ,216 _____
5,5 <u>8</u> 3 _____	3, <u>8</u> 98 _____	9,7 <u>6</u> 7 _____	<u>8</u> ,139 _____
6, <u>4</u> 75 _____	4, <u>6</u> 37 _____	<u>2</u> ,653 _____	5, <u>6</u> 24 _____

Name: \_\_\_\_\_

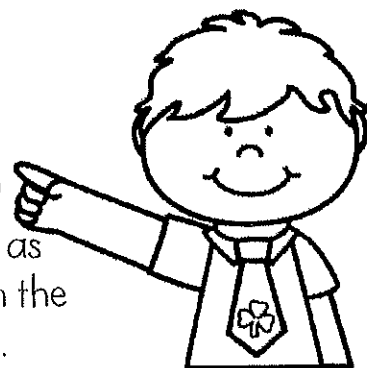
## Adding 1, 10, and 100

Directions: Fill in the missing numbers in each row.

Number	+1	+10	+100
549	550	559	649
415			515
326		336	
871			971
638			
167			
742			
299			
565			
432			
398			
824			
657			
138			

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Making NEW Words



Directions: Cut out the letter tiles at the bottom of the page. Make as many new words as you can with the letter tiles. Write the words on the line and check off the part of speech for each word you make.

<b>Word:</b> _____ <input type="checkbox"/> noun <input type="checkbox"/> verb <input type="checkbox"/> adjective <input type="checkbox"/> other	<b>Word:</b> _____ <input type="checkbox"/> noun <input type="checkbox"/> verb <input type="checkbox"/> adjective <input type="checkbox"/> other
<b>Word:</b> _____ <input type="checkbox"/> noun <input type="checkbox"/> verb <input type="checkbox"/> adjective <input type="checkbox"/> other	<b>Word:</b> _____ <input type="checkbox"/> noun <input type="checkbox"/> verb <input type="checkbox"/> adjective <input type="checkbox"/> other
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<b>Word:</b> _____ <input type="checkbox"/> noun <input type="checkbox"/> verb <input type="checkbox"/> adjective <input type="checkbox"/> other	<b>Word:</b> _____ <input type="checkbox"/> noun <input type="checkbox"/> verb <input type="checkbox"/> adjective <input type="checkbox"/> other

L E P R E C H A U N

Name: \_\_\_\_\_

# Parts of Speech Graphing

Directions: Read the parts of speech. Graph them in the correct column.



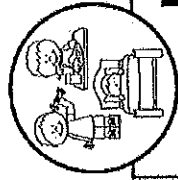
gold OH! green Wow!  
hide and teacher  
small so rainbow Ouch! coin  
SWIM Hooray! see or wait  
yellow because or  
clover as quick Yes! colorful  
think

Nouns	Adjectives	Verbs	Interjections	Conjunctions



Name: \_\_\_\_\_

Date: \_\_\_\_\_



# **Reading Comprehension Check #1**

Directions: Read the passage. Answer the questions.

## **Defense Against Stress**

Nobody likes feeling stressed out. This feeling of worry can cause headaches, stomachaches, and poor sleep. To stay healthy when it comes to stress, follow these tips.

- 1. Get enough sleep.** Your body needs 10-11 hours of sleep each night to be at its best. Lack of sleep can make you grumpy, causing little things to bother you more than they normally would.
- 2. Eat healthy.** This is another way to keep your body at its best. Too much junk food makes you feel sluggish and lazy, making it harder to deal with life's little problems.
- 3. Balance your schedule.** Doing too much is a common cause of stress. Make sure you're not booked up every minute. Choose just the activities that are most important to you, making sure to leave enough time for homework and other responsibilities.
- 4. Exercise.** A good workout is like medicine for your brain. Physical activity creates feel-good chemicals that help you fight stress. It also helps tire you out so you'll sleep well at night.
- 5. Relax.** When you're feeling too stressed, stop and breathe. Slowly inhaling and exhaling will calm your body and mind.
- 6. Talk about your feelings.** Sometimes worries seem bigger in your head than when you say them out loud. Talk to a friend or trusted adult about how you're feeling. Even if they can't solve your problem, talking itself will help you de-stress.
- 7. Have some fun.** Be sure to leave some room on your calendar for fun! Playing with friends, enjoying hobbies, and doing what makes you happy will keep stress away.

1. Under point #1, which word means the opposite of **lack**?

- enough
- needs
- causing
- normally

2. How are some of the points on the list directly related to other points on the list?

3. The items listed are numbered 1-7. Does that mean they should be done in that order?

4. Which of these points would make the biggest difference in your life?

Name: \_\_\_\_\_

## Repeated Addition and Multiplication Set I

Directions: Write a multiplication sentence for each addition problem.

**A**  $3 + 3 + 3 + 3$

$\square \times \square = \square$

**B**  $5 + 5 + 5$

$\square \times \square = \square$

**C**  $8 + 8$

$\square \times \square = \square$

**D**  $2 + 2 + 2 + 2 + 2$

$\square \times \square = \square$

**E**  $4 + 4 + 4 + 4 + 4 + 4$

$\square \times \square = \square$

**F**  $6 + 6 + 6$

$\square \times \square = \square$

**G**  $7 + 7 + 7 + 7 + 7$

$\square \times \square = \square$

**H**  $9 + 9$

$\square \times \square = \square$

**I**  $12 + 12 + 12 + 12$

$\square \times \square = \square$

**J**  $10 + 10 + 10 + 10 + 10$

$\square \times \square = \square$

**K**  $5 + 5 + 5 + 5 + 5 + 5$

$\square \times \square = \square$

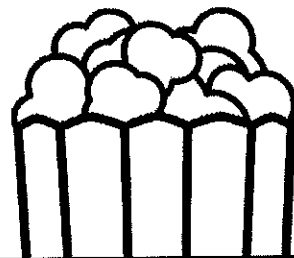
**L**  $11 + 11 + 11 + 11 + 11 + 11 + 11$












$\square \times \square = \square$

Name: \_\_\_\_\_

# Division Strategies Set I

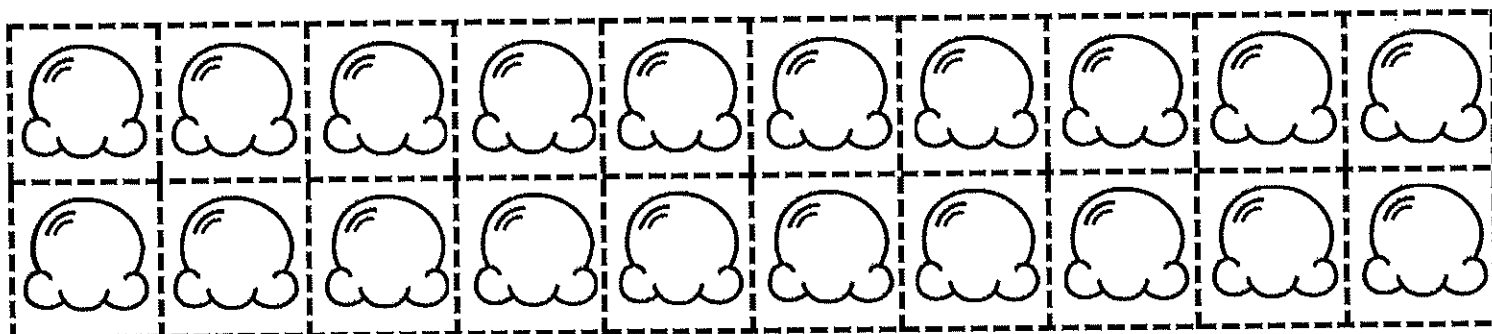
Cut out the popcorn pieces. Use them to help you complete the table.  
An example has been done for you.



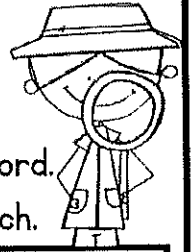
Number of Popcorn Pieces	Number you put into each group	Total Number of groups	Draw a Model/Illustration	Write a division sentence
6 Pieces of 	2	3		$6 \div 2 = 3$
12 Pieces of 				
15 Pieces of 				
8 Pieces of 				
10 Pieces of 				
16 Pieces of 				
2 Pieces of 				
9 Pieces of 				
14 Pieces of 				
18 Pieces of 				

Week 1: Day 2

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Name: \_\_\_\_\_



# Synonyms: Word Acquisition

Directions: Use the words in the word bank to write a synonym for each word.  
Next, find the words from the word bank and on the list in the word search.

## Word Bank

copy	delay	competitor	schedule	routine
hazard	arrange	dive	entrance	knack
temperature	brilliant	result	swift	limited

## Synonym Match Up

1. passage
2. organize
3. climate
4. habit
5. imitate
6. opponent
7. outcome
8. plunge
9. rare
10. nimble
11. clever
12. agenda
13. risk
14. talent
15. postpone

## Word Search

```

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

Name: \_\_\_\_\_

# Homonyms: Find Them and Fix Them

Directions: Read the silly sentences. Rewrite each sentence using the correct words.

1. Due ewe want a peace of pizza?

\_\_\_\_\_

2. Hour sun does knot no how to right yet.

\_\_\_\_\_

3. Did ewe by a peace of meet?

\_\_\_\_\_

4. He flu four for ours on the plain.

\_\_\_\_\_

5. The be flu over two the flour.

\_\_\_\_\_

6. Eye eight a bury and a pair.

\_\_\_\_\_

7. They new the weigh to the store.

\_\_\_\_\_

8. Last knight, eye eight won blew bury.

\_\_\_\_\_

9. Hour knew dear eight the yellow flour.

\_\_\_\_\_

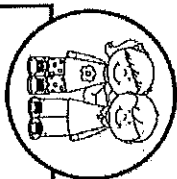
10. My ant came hear ate days ago.

\_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**ELA Standards:**  
RL.3.1, RL.3.2, RL.3.1, RL.3.6



## Reading Comprehension Check #2

Directions: Read the passage. Answer the questions.

### What Is Autism?

Maybe you know someone with autism. Maybe you've heard about "autism spectrum disorder" (ASD). But what is it? And how can you interact with someone who has it?

Autism is a brain disorder. It is something people are born with. No one knows the cause. Autism makes it hard for people to understand the world around them. It makes it hard to interact with others. ASD is called a spectrum disorder because its symptoms vary. Some people have very mild symptoms. Others have severe symptoms.

ASD is often diagnosed when a child is very young. Perhaps a child who should be speaking isn't. The child might not be interested in other people. He or she might play in unusual ways.

A child with autism might have trouble making friends. Some children with ASD have trouble adjusting to small changes in schedule or environment. Things like loud noises, bright lights, or crowds might bother them. They might have trouble controlling physical behaviors, like flapping their hands.

There's no cure for autism. There are many therapies that can help, though. Physical therapy can help a person better control his or her body. Teachers can help people with autism learn to talk or communicate in other ways. Therapists can help them learn to play and make friends.

If you know or meet someone with autism, be kind and patient. Be clear in the way you speak to someone with autism. He or she might not understand joking or sarcasm. Even though that person might seem different, it's never okay to tease or bully.

1. Which of these is a cause of autism?

- a. injuring the brain
- b. being unable to talk
- c. bright lights
- d. no one knows

2. What details from the text support the idea that autism makes it hard for people to interact with others?



3. Ricky has ASD. One Friday, his mom decides not to send him to school. Instead, she surprises him by taking him to the circus. Based on the text, why might this be a bad idea?

4. The author of the text wants readers to be kind to people with autism. Wouldn't it be better just to ignore them if they don't know how to interact with people? Explain your thinking.

Name: \_\_\_\_\_

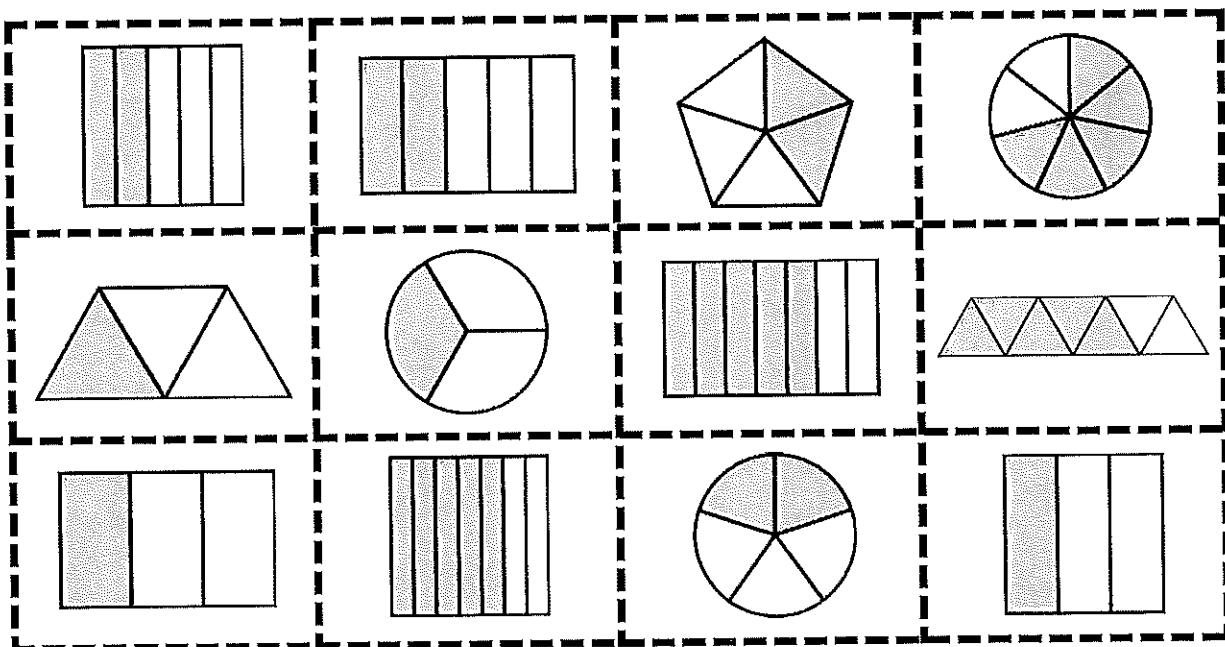
# Sorting Fractions Set I

Directions: Cut and paste the fraction to the correct column.

$\frac{5}{7}$	$\frac{1}{3}$	$\frac{2}{5}$

Week 1: Day 3

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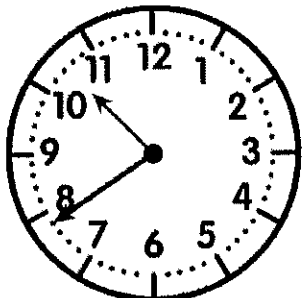


Name: \_\_\_\_\_

# Finding the Time Set I

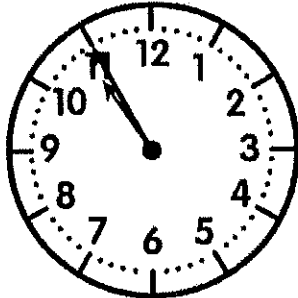
Directions: Circle the matching time for each clock.

1.



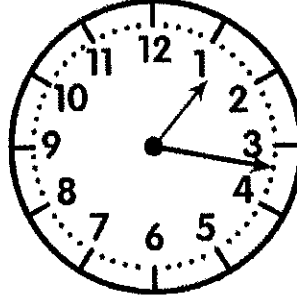
8:52   10:39   10:25

2.



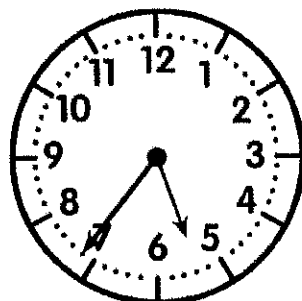
10:55   11:55   11:53

3.



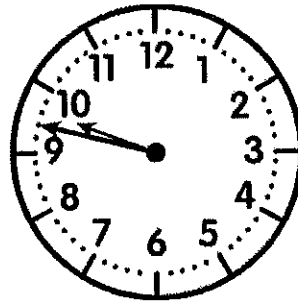
1:16   3:07   1:17

4.



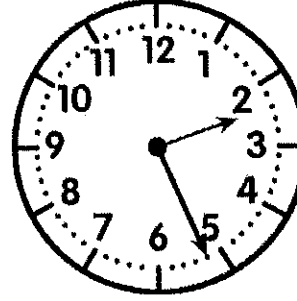
5:36   7:27   5:37

5.



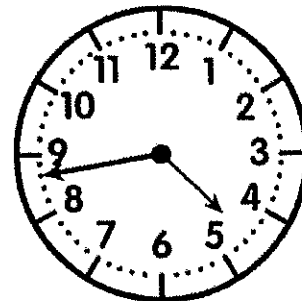
9:46   10:47   9:47

6.



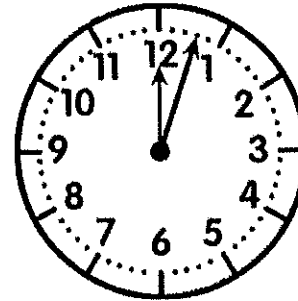
2:26   5:12   5:11

7.



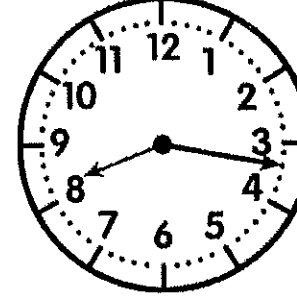
4:43   4:44   8:23

8.



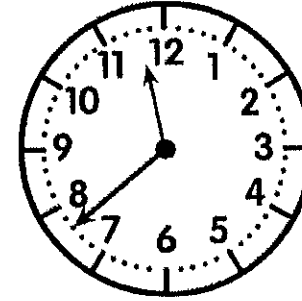
12:02   12:04   12:03

9.



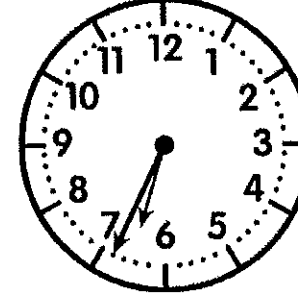
8:16   8:17   3:40

10.



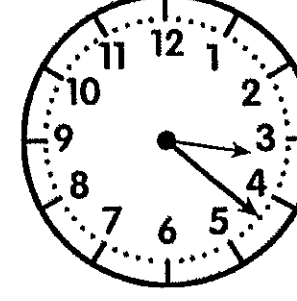
7:57   11:38   7:56

11.



6:34   6:35   7:33

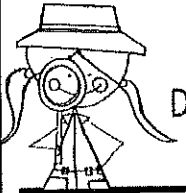
12.



4:15   4:22   3:22



Name: \_\_\_\_\_



# Antonyms: Word Acquisition

Directions: Use the words in the word bank to a matching antonym on the left.  
Next, find the words from the word bank and on the list in the word search.

## Word Bank

damage	problem	greedy	abandon	unpleasant
mindful	heat	separate	happy	inexpensive
repel	different	noisy	collect	calm

## Antonym Match Up

1. combine
2. attract
3. agreeable
4. mend
5. anxious
6. scatter
7. solution
8. valuable
9. typical
10. defend
11. forgetful
12. furious
13. generous
14. quiet
15. freeze

## Word Search

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

Name: \_\_\_\_\_

Name: \_\_\_\_\_

# Paragraphs that Stick to the Topic!

Directions: Under each topic, write three ideas related to the topic.

Choose one topic and write a paragraph on the back of this page.

**flowers**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**bees**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**spring**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**birds**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**rain**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**dogs**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**trees**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**gardening**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

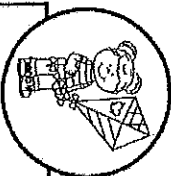
**roller coasters**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**ELA Standards:**  
RL.3.4, RL.3.1, RL.3.5, RL.3.8



## Reading Comprehension Check #13

Directions: Read the passage. Answer the questions.

### Flying a Kite

Spring winds mean it's kite-flying time! Here are some tips to make sure your flight goes just right.

**1. Choose the right day.** You'll need some wind, but not too much. Don't try to fly a kite in the rain, and never go out if there's lightning.

**2. Choose the right place.** Open areas like beaches, parks, and fields are good choices that allow wind to blow through. Avoid trees, power lines, hills, and buildings. You don't want anything to block the wind or tangle your kite.

**3. Choose the right kite.** If you're a beginner, use a kite with just one line (or string). Choose one that's made of a light, flexible but sturdy material.

**4. Get help with the launch.** Stand with your back to the wind, and unwind the string several feet. Have a friend hold the kite away from you. Allow the wind to pick up the kite. You shouldn't have to run to get it to take off.

**5. Control the kite.** Don't rush to let out too much line. You'll want to make sure your line doesn't become slack, or the kite will crash. Keeping your back to the wind, slowly let out line to let your kite climb higher. Make sure the line stays pulled taut.

Kites aren't just for flying! Here are some other uses for kites today and in the past:

- Kite surfing
- Kite fishing
- Kite fighting (a sport)
- Human flight
- Scaring birds away from crops
- Delivering mail
- Taking weather measurements
- Learning about flight

1. Which of these is true about the words 'slack' and 'taut'?

- a. They have the same meaning
- b. They have opposite meanings
- c. their meanings are unrelated
- d. they are both types of kites


2. Which of the numbered steps actually has to happen first?

3. What is the purpose of the sidebar in this text?

4. How are steps 4 and 5 related?

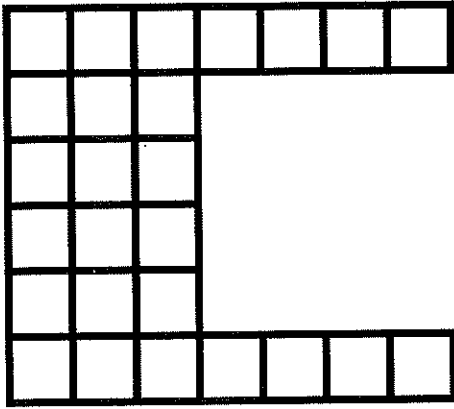
Name: \_\_\_\_\_

# Find the Perimeter Set I

 = 1 sq ft

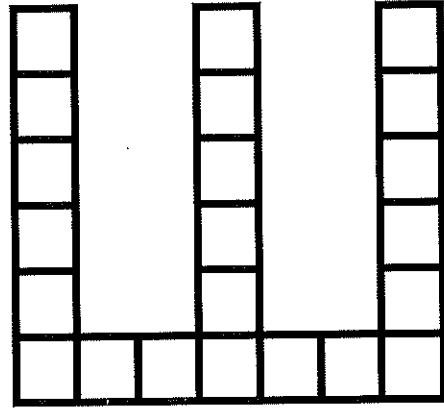
Find the perimeters of the objects shown on the grids below.

1



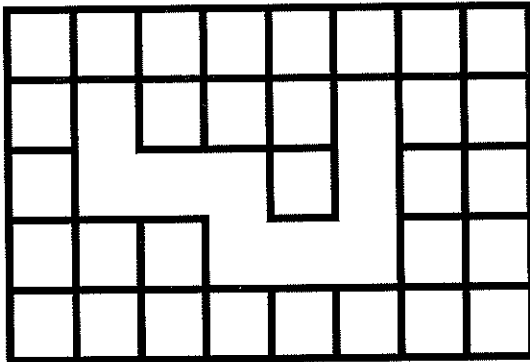
Perimeter = \_\_\_\_\_

2



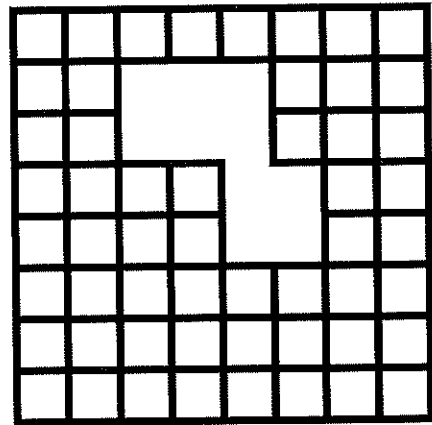
Perimeter = \_\_\_\_\_

3



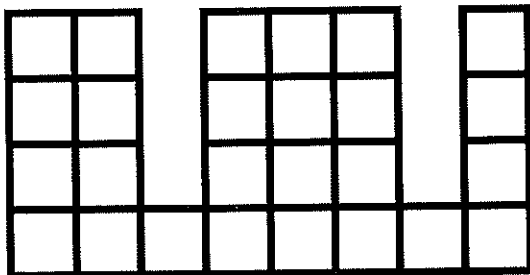
Perimeter = \_\_\_\_\_

4



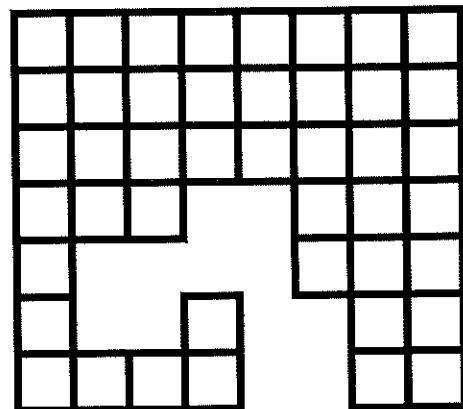
Perimeter = \_\_\_\_\_

5



Perimeter = \_\_\_\_\_

6



Perimeter = \_\_\_\_\_

Name: \_\_\_\_\_

# Create a Frequency Table Set I

Use the information to create a tally chart. Then use the tally chart to answer the questions.

Favorite Ice Cream		
Ice Cream	Tally It	Number
chocolate chip	strawberry	chocolate
strawberry	chocolate	vanilla
vanilla	chocolate chip	chocolate chip
chocolate chip	strawberry	chocolate

Favorite Ice Cream		
Ice Cream	Tally It	Number
vanilla		
chocolate		
strawberry		
chocolate chip		

1. What is the most liked ice cream? \_\_\_\_\_

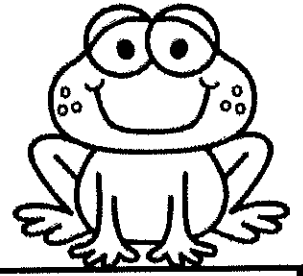
2. What is the least liked ice cream? \_\_\_\_\_

Name: \_\_\_\_\_

# Idioms

Directions: Read each sentence.

Rewrite the sentence to tell the real meaning.



1. You crack me up.

\_\_\_\_\_

2. That test was a piece of cake.

\_\_\_\_\_

3. He is just pulling your leg.

\_\_\_\_\_

4. It is raining cats and dogs!

\_\_\_\_\_

5. Don't cry over spilled milk.

\_\_\_\_\_

6. He is in the dog house.

\_\_\_\_\_

7. Don't be a back seat driver.

\_\_\_\_\_

8. She gave me the cold shoulder.

\_\_\_\_\_

9. That cost me an arm and a leg.

\_\_\_\_\_

10. My sister spilled the beans.

\_\_\_\_\_

Name: \_\_\_\_\_

# State Crossword Puzzle

Directions: Use the word bank and a map to help you complete the state crossword puzzle.

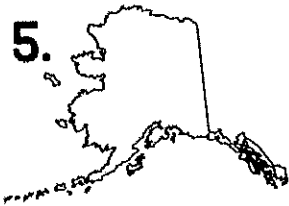
Ohio	Nebraska	Alaska	Maine	Florida
Kansas	California	Idaho	Nevada	Texas

**Across:**

1.



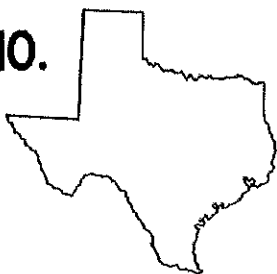
5.



7.

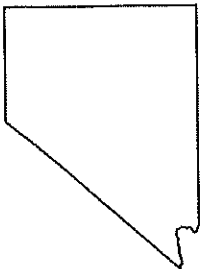


10.

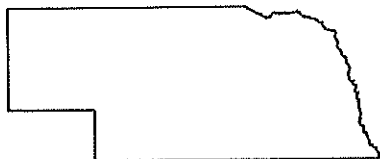


**Down:**

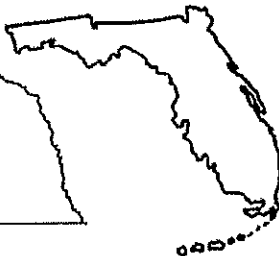
2.



3.



4.



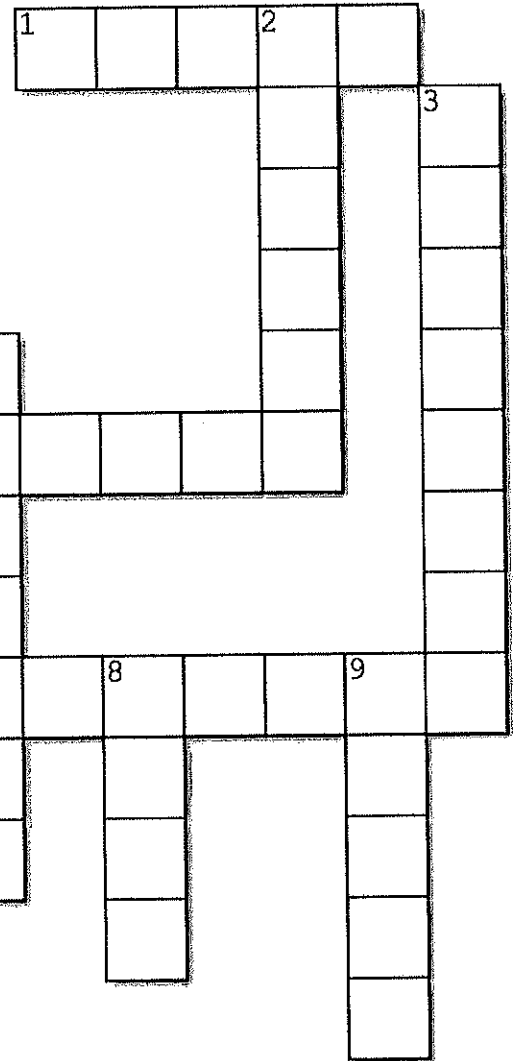
6.



8.



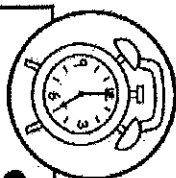
9.



Name: \_\_\_\_\_

Date: \_\_\_\_\_

**ELA Standards:**  
RL.3.1, RL.3.3, RL.3.2, RL.3.4



## Reading Comprehension Check #1

Directions: Read the passage. Answer the questions.

### Spring Ahead in Spring

There are about 195 countries on Earth. About 70 of these adjust the way they use daylight. The United States is one of them. During part of the year, they move an hour of daylight from morning to evening. They do this by changing the clock. It's called Daylight Saving Time (DST).

DST began in Germany in 1916. This was during World War I. Germany found that changing the clock helped save energy. Other countries followed suit. The US began DST in 1918. The nation opted in and out of DST for several decades. These constant changes caused confusion. In 1966, the Uniform Time Act was passed. The law established standards for DST. It also allowed states to opt out if they choose.

Today, Daylight Saving Time in the US begins on the second Sunday in March. People "spring ahead" by moving their clocks forward one hour. This makes the morning feel a little darker. But it makes the evening light last longer. Clocks are to be changed at 2:00 am local time. That means people in New York change their clocks hours before people in California.

To complicate matters, not all states observe DST. Neither Hawaii nor Arizona change their clocks. However, the Navajo Nation in Arizona does observe DST. Around the world, different nations begin and end DST on different days of the year.

In the United States, DST ends on the first Sunday in November. People "fall back in fall" by setting their clocks back one hour.

1. When do DST countries set their clocks ahead one hour?

- a. in the spring
- b. in the fall
- c. during a war
- d. when they need to save energy

2. How did World War I have an effect on Daylight Saving Time?

3. Which paragraph has the most impact on your everyday life?

4. What does "followed suit" mean as it's used in the text? How can you tell?



Religion

\* Read the text then answer the reflection Questions.

\* Monday \*

**THE PARABLE OF THE PERSISTENT WIDOW**

Luke 18:1-8

*The three most important ways for us to carry our crosses during Lent are prayer, fasting, and almsgiving. In this parable about prayer, Jesus encourages his disciples to be persistent. Too many times, we stop asking God for help because we give up or get distracted by other things in life.*

*As you read this parable, pay attention to what the widow does when the judge doesn't give an answer to her requests.*

There once was a judge who did not fear God. He was mean to people and very disrespectful.

There was a widow who often came to the judge to ask for help. A widow is a woman whose husband has died. She was the victim of a crime, but the criminal was not punished.

"Grant me justice against my opponent," she said to the judge.

He refused her request.

She asked him again, but he still refused to help her.

The more she asked, however, the more he started to change his mind.

He thought to himself, "Though I have no fear of God and no respect for this widow, she won't stop bothering me. I will grant her justice so that she will stop coming to me for help."

Jesus explained this parable to his disciples saying, "Listen to what the unjust judge says. And will not God grant justice to the chosen ones who cry to him day and night? Will he delay long in helping them? I tell you, he will quickly grant justice to those who keep asking him for help."

**REFLECTION QUESTIONS**

- *Why did the judge grant the widow justice?*
- *Have you ever asked God for help without giving up, like the widow in the parable?*
- *What prayer request can you ask of God repeatedly, starting today?*

\* Read the text then  
answer the Reflection  
Questions.

\* Tuesday \*

### THE POOR WIDOW'S OFFERING

Mark 12:41-44; Luke 21:1-4

*The three essential practices during Lent are prayer, fasting, and almsgiving. Almsgiving is the practice of giving money to the poor. In this story, Jesus points out the generosity of a poor widow as an example for us all to follow.*

*As you read this story, pay attention to the difference between what the rich people give and what the poor widow gives.*

Jesus sat down with his disciples near the place where people came to donate money for the Temple. There was a box in which people placed their money. Jesus and the disciples watched as people came up to the box to put in their money.

First, many rich people in fancy clothing put in very large amounts of money. It was quite impressive, and

these men walked away looking very proud of their generosity.

Then a woman walked up to the treasury box. She was dressed in worn-out clothing. She was a widow. Her husband had died, and she could not find work to make enough money to support herself. She was very poor.

From her pocket, she pulled out two pennies and put them in the treasury box.

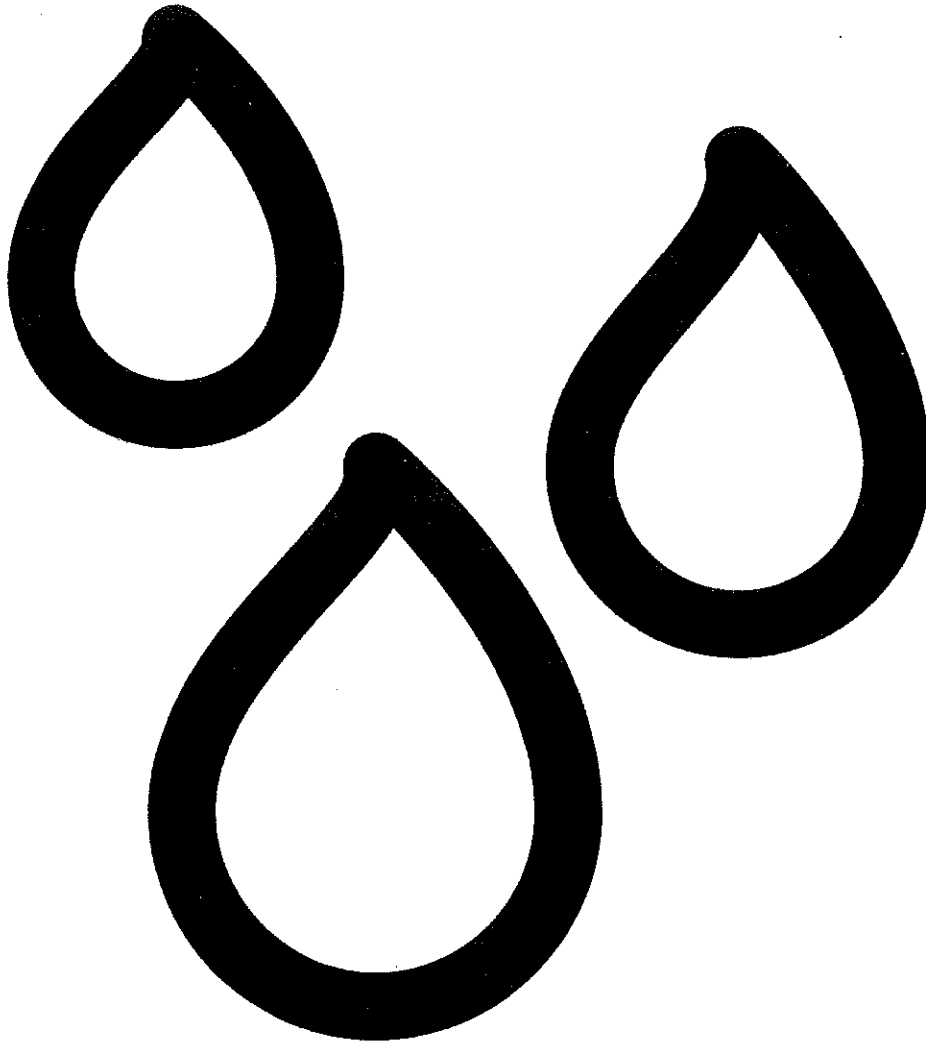
Jesus said to his disciples, "This poor widow has put in more than all those who came before her. For all of them gave money that they didn't need for themselves. She gave everything she had. That was all she had to live on."

### REFLECTION QUESTIONS

- *Why did Jesus praise the widow when she gave such a small amount of money compared to the rich people that came before her?*
- *What would be the hardest thing for you to give up for others? (Money? Clothes? Toys? Games? Devices?)*

## The Raising of Lazarus

**Directions:** Read *John 11:1-45*. “Jesus wept” (Jn 11:35) is the shortest verse in the Bible, yet it is incredibly profound. “See how he loved him,” the onlookers said about Jesus and Lazarus. Jesus loves you too. In the teardrops below, write or draw reasons why Jesus would cry sad and happy tears for you, whom he loves dearly.



Head and Color!

\* Thursday \*

Fourth Sunday of Lent, March 22, 2020



As Jesus passed by He saw a man blind from birth. He spat on the ground and made clay with the saliva, and smeared the clay on his eyes, and said to him, "Go wash in the Pool of Siloam"—which means Sent. So he went and washed, and came back able to see. (John 9: 1, 6-7)

Join us online for **Lenten Adventure** to receive FREE and faithful children's activities all through Lent and the Octave of Easter! Fun for kids of all ages (and easy on Mom and Dad)! Sign up with your email address at [www.LentenAdventure.com](http://www.LentenAdventure.com)

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\* Friday \*

Try to read the Bible Verse and  
color the two stations each week.  
Keep these pages for use each Friday.

## Stations of the Cross Family Time

In 1992, Pope John II created New Stations of the Cross. Take time to really think about Jesus' death with this activity that explains these Stations of the Cross and what happened on Good Friday.

Optional

Gather a Bible and the following materials:

Gavel or hammer	Cross	Jar of olives	Paper heart
Weight	Washcloth	Candy kiss	Nails
Black paper or a blanket	Rope	Feather	Blindfold
Empty plastic egg or box	Gold or yellow paper crown	White napkin or cloth	

Take each item, look up and read the Bible verse, and chat about what happened.

### 1. Jesus prays in the Garden of Olives *Matthew 25:36-41*

Chat about how the disciples fell asleep and did not pray with Jesus. Chat about how Jesus went to a fruitful garden where olives grew and prayed. What did he ask God the Father? Why was Jesus willing to die? (Read John 3:16)

### 2. Judas betrayed Jesus. *Mark 14: 43-46*

Look at the sweet candy kiss. Why was the kiss from Judas not sweet? Chat about times someone seemed kind but hurt you.

### 3. Jesus is condemned to death by the Sanhedrin *Luke 22: 66-71*

Tie someone's hands and blindfold them. This is how Jesus stood before the Jewish leaders. Chat about how when we don't ask for help from God we tie his hands.

### 4. Peter denied Jesus three times. *Matthew 26: 69-75*

Look at the feather. God used the sound of a rooster to remind Peter he denied knowing him. Are you ever afraid to tell people about Jesus and how much he loves us? Who can you plan to tell this week?



5. Pilate condemns Jesus to die. Mark 15:1-5, 15

Strike the gavel. Talk about how a judge uses the gavel when he passes a sentence.

6. Jesus is scourged and crowned with thorns, *John 19: 1-3*

This means soldiers whipped Jesus. Touch the prickly thorn and chat about how it caused Jesus to bleed.

7. Soldiers forced Jesus to carry the cross. *John 19: 6, 15-17*

Talk about how heavy that must have been. Try lifting a heavy piece of furniture and imagine carrying it a long way. Jesus carried the cross at least one-third of a mile and that's 1720 feet.

8. Jesus is helped by Simon of Cyrene, *Mark 15: 21*

Pass the weight around. Is it heavy? Is it easier to carry something heavy with help? Try helping someone lift the same piece of furniture you tried to lift earlier.

9. Jesus encounters the women of Jerusalem, *Luke 23: 27-31*

The women cried. Look at the washcloth and think about times you cried and had to wash tears from your face. Jesus told them not to cry for him. He knew he would rise. Who did he tell them to cry for and why?

10. Jesus is crucified *Luke 23: 33-34*

Look at the nails. Talk about how they had to be hammered into Jesus hands or wrists and into the wood.

11. Jesus promises to share his reign with the good thief, *Luke 23: 39-43*

Place the crown on someone's head and talk about heaven and how Jesus wants to forgive people and rejoice in heaven with them.

12. Jesus is on the cross, with his mother and disciples nearby, *John 19: 25-27*

Look at the paper heart. Write on it names of people who stayed by Jesus as he died. Think of people who stick with you in hard times.

13. Jesus dies on the cross, *Luke 23: 44-46*

Pass around the black paper or use a big blanket to cover everyone in darkness. When Jesus died, the earth shook and the sky darkened like night. Talk about how God the Father must have felt at this time. If someone you loved died talk about that.

14. Jesus is placed in the tomb, *Matthew 27: 57-60*

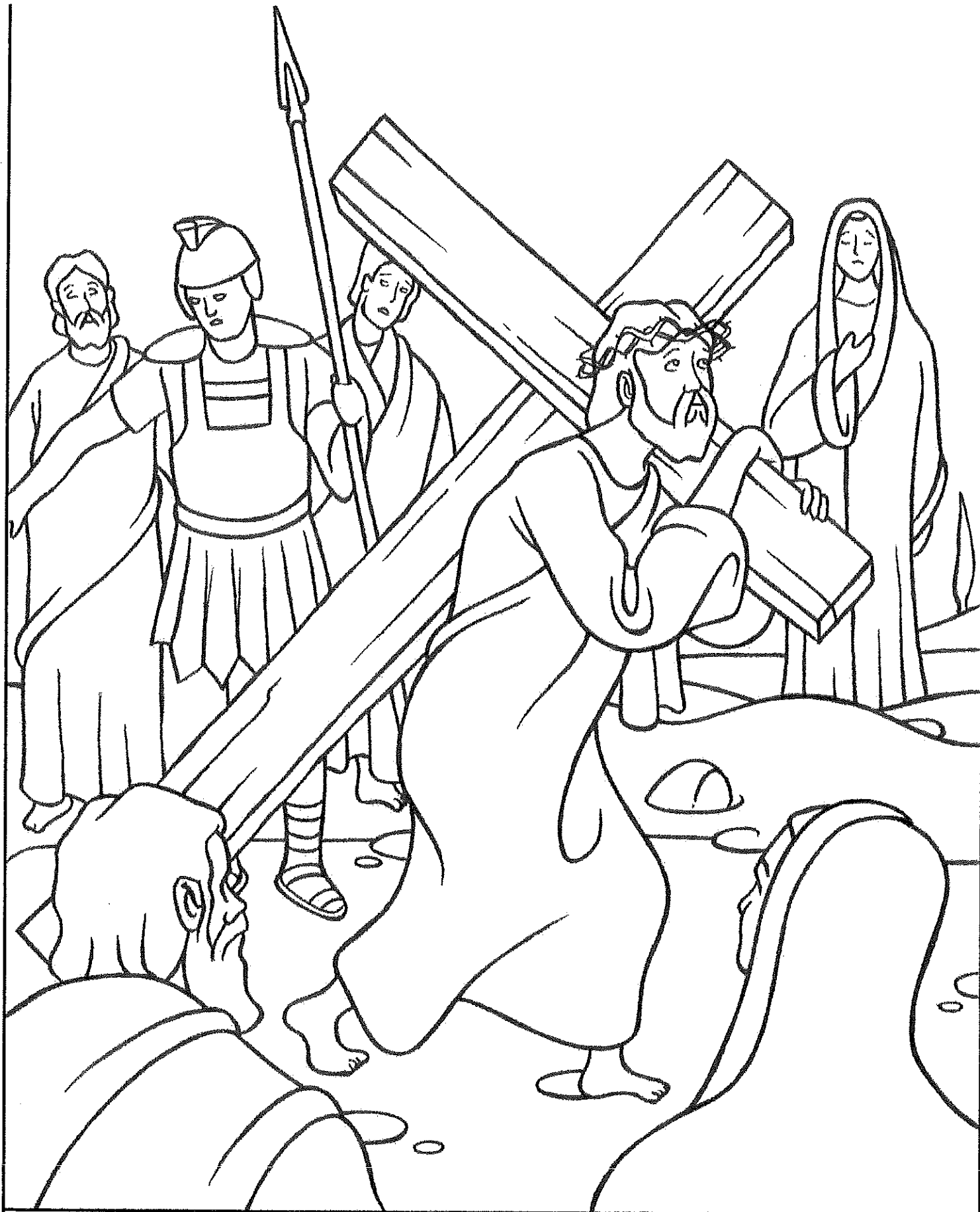
Look at the napkin or white cloth. Soldiers had pulled off Jesus' clothes. Now his friends washed him, rubbed spices on him, and wrapped him in a white, linen cloth. They laid his body in the tomb. Talk about how people are buried and our hope to see them again, in heaven.

End by showing the empty container and talking about the surprise when the women found the tomb empty. Read Luke 24:1-6. Remember to tell others that Jesus Christ is risen!





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Station 2 - Jesus carries His cross - © 2016 TheCatholicKid.com