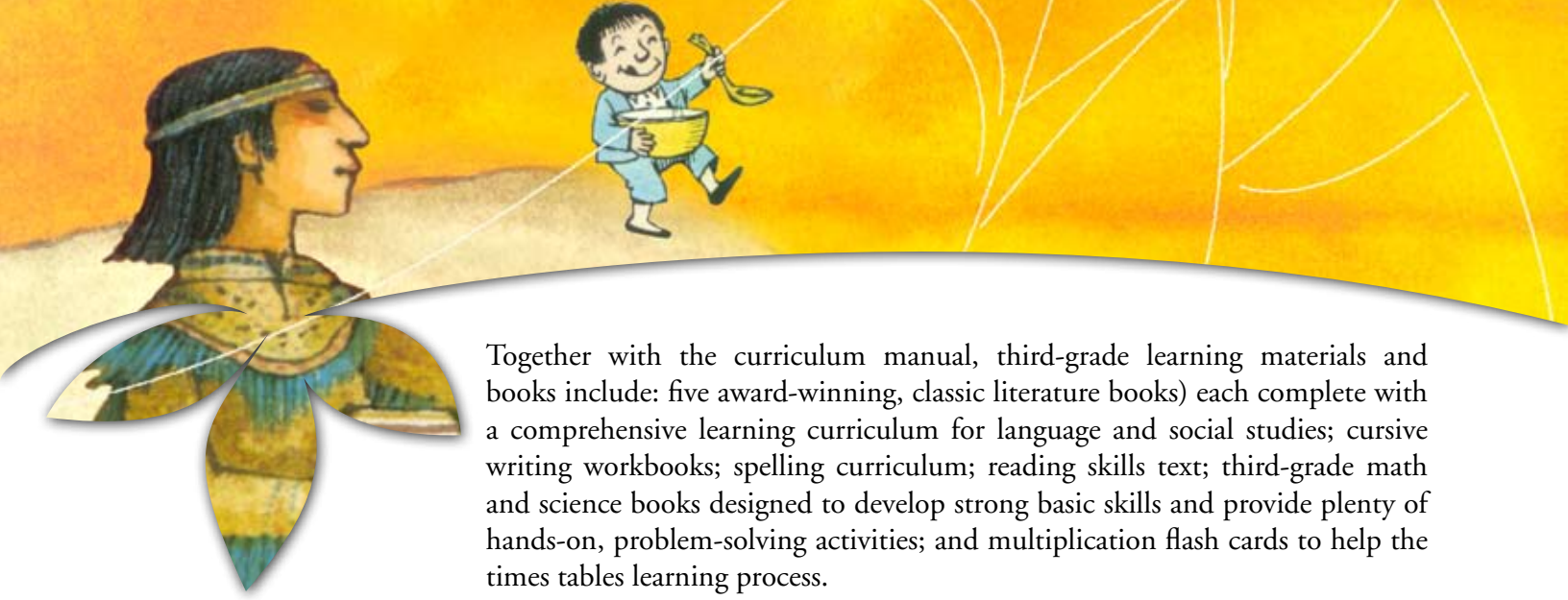


# 3rd GRADE



Together with the curriculum manual, third-grade learning materials and books include: five award-winning, classic literature books) each complete with a comprehensive learning curriculum for language and social studies; cursive writing workbooks; spelling curriculum; reading skills text; third-grade math and science books designed to develop strong basic skills and provide plenty of hands-on, problem-solving activities; and multiplication flash cards to help the times tables learning process.

## LANGUAGE ARTS SKILLS BOOKS INCLUDE

*Carlos*, both student and teacher editions  
*Spelling for 1st through 3rd Grade*  
(included in curriculum guide)  
*Spectrum Language Arts - 3rd Grade*

## LITERATURE & SOCIAL STUDIES

*Charlotte's Web*  
*Chicken Soup With Rice*  
*Legend of the Indian Paintbrush*  
*Ramona Quimby, Aged 8*  
*Stone Fox*

## CURSIVE WRITING SKILLS

*Let's Write Cursive*  
*Let's Write Cursive-Drill*  
Practice writing tablet

## MATH & SCIENCE

*Saxon Math 43*  
*Math Mystery Mini-Books*  
Multiplication flash cards  
*Hill of Fire*  
*Practical Science Grades 3-4*  
*Dr. Funster's Think A Minute*

An illustration at the top of the page shows a duck on the left, a child in a red sweater in the middle, and a pig on the right. The duck is looking towards the pig. The child is looking down at the pig. The background is a soft, yellowish-green wash.

# Charlotte's Web

*Charlotte's Web*, by E.B. White, is a humorous and heartwarming story about friendship. This is a delightful Newbery Honor story that can be used to emphasize the study of friendship, spiders, farm life, farm tools and machinery and farm animals.

## BEFORE READING

Have a discussion with your child about friendship. Ask your child to think about how he or she knows when someone is a friend. What do friends do for one another? What qualities does he or she look for in a friend? Record your child's responses in a notebook. As your child reads, have him or her tell you about other signs of friendship, so that you can add to the list.

Explain to your child that *Charlotte's Web* takes place on a farm. Discuss with your child what he or she already knows about farms and farm life. Topics of discussion may include different kinds of farms, animals, chores, tools and machinery and buildings.

Examine the cover with your child. Ask him or her to tell you what he or she sees. Ask what he or she thinks the book might be about.

## WHILE READING

- Stop and enjoy the illustrations and ask your child to describe them to you.
- Take your time reading the book. When you pick up the book after a break, ask your child to remind you of what has happened so far in the story.
- Don't hesitate to read the book again. Your child will learn from the repetition.
- Stop at the appropriate places to involve your child in the following critical thinking activities and questions.

### CHAPTER 1

Encourage your child to design a birth announcement for Fern's pig, Wilbur. Include when and where he was born, how many pounds he weighed, what his name is and the name of his owner.

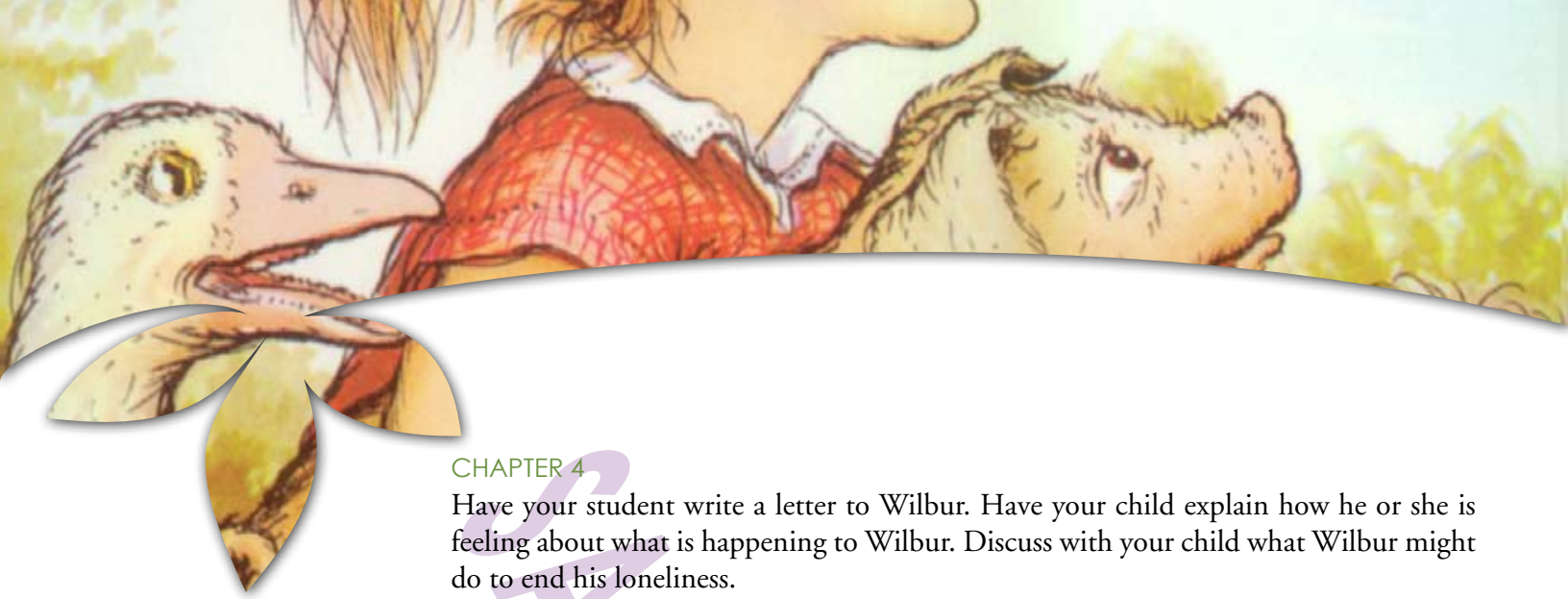
### CHAPTER 2

Urge your child to write a journal entry that Fern or Wilbur might have written right after they met, telling about the meeting.

### CHAPTER 3

Discuss with your child the meaning of "the grass is always greener on the other side of the fence." How does it apply to Wilbur's escape? What did Wilbur find out?

# 3rd GRADE LITERATURE PROGRAM



## CHAPTER 4

Have your student write a letter to Wilbur. Have your child explain how he or she is feeling about what is happening to Wilbur. Discuss with your child what Wilbur might do to end his loneliness.

## CHAPTER 5

On a piece of paper have your child write how Wilbur and Charlotte meet. How does Wilbur feel about Charlotte at first? How does Charlotte feel about Wilbur?

## CHAPTER 6

The next chapter (7) is called “Bad News.” Before reading the chapter, have your child explain what he or she thinks the bad news will be.

## CHAPTER 7

Have your child recall what he or she predicted for the bad news. Were his or her predictions correct?

## CHAPTERS 8/9

Have your child list some signs of friendship between Fern, Charlotte and Wilbur.

## CHAPTER 10

Discuss with your child some things Charlotte might do to save Wilbur’s life.

## CHAPTERS 11/13

Charlotte wove words about Wilbur into her web. Have your child explain if he or she thinks that this is a good idea. Why or why not? Encourage your child to think of words he or she would have suggested for Charlotte’s web.

## CHAPTER 14

Have your child explain how Mrs. Arable showed her concern for Fern. How is her concern for Fern similar to the concern of the goose for its babies?

## CHAPTER 15

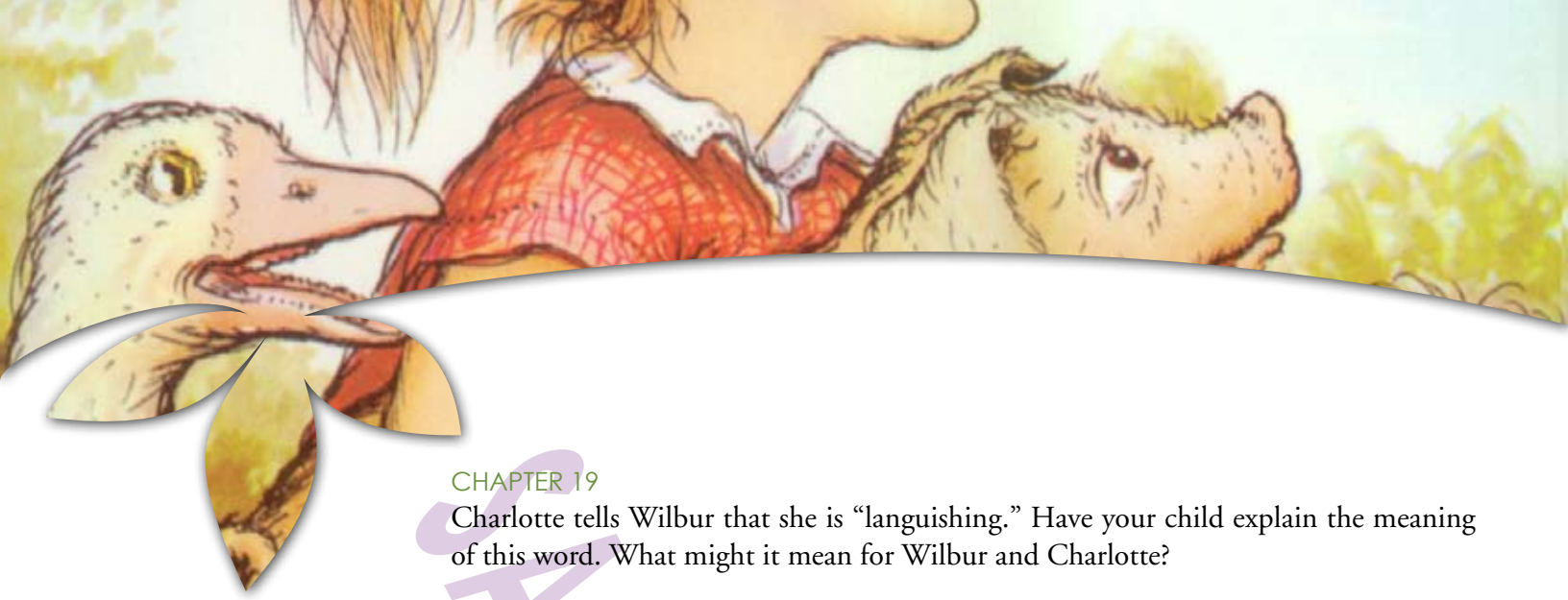
Have your child explain what the author meant by “She knew she couldn’t help Wilbur much longer”.

## CHAPTER 16

The deep friendship among all of the animals is evident in this chapter. Have your child explain how the animals care for one another.

## CHAPTER 17/18

In the story Charlotte and Wilbur are worried about the pig named Uncle being bigger than Wilbur. Have your child explain why.



## CHAPTER 19

Charlotte tells Wilbur that she is “languishing.” Have your child explain the meaning of this word. What might it mean for Wilbur and Charlotte?

## CHAPTERS 21/22

Urge your child to explain how deep he or she thinks the friendship is between Charlotte and Wilbur. Have your student write a paragraph explaining if he or she liked the ending of the story. Why or why not?

## AFTER READING

Have your student write a dialogue about what Wilbur would tell his three new friends about their mother, and what questions the baby spiders would ask about her. Encourage your child to record the conversation on tape, using different voices for the different characters.

In the story the author uses certain words to create the characters’ personalities. Have your child choose the words in *Charlotte’s Web* which best describe the personalities of Templeton, Avery, Fern and all the animals in the barnyard.

## WRITING ACTIVITY #1

Write a short story about one of Wilbur’s offspring. Include advice from Wilbur about life and its satisfactions, which demonstrate that Wilbur has learned something from his friendship with Charlotte and passed it along to his own children.

## WRITING ACTIVITY #2

Ask your child to create a poem about a friend. Have your child think about words that describe a special friend as well as things his or her friend likes to do.

Use the following pattern:

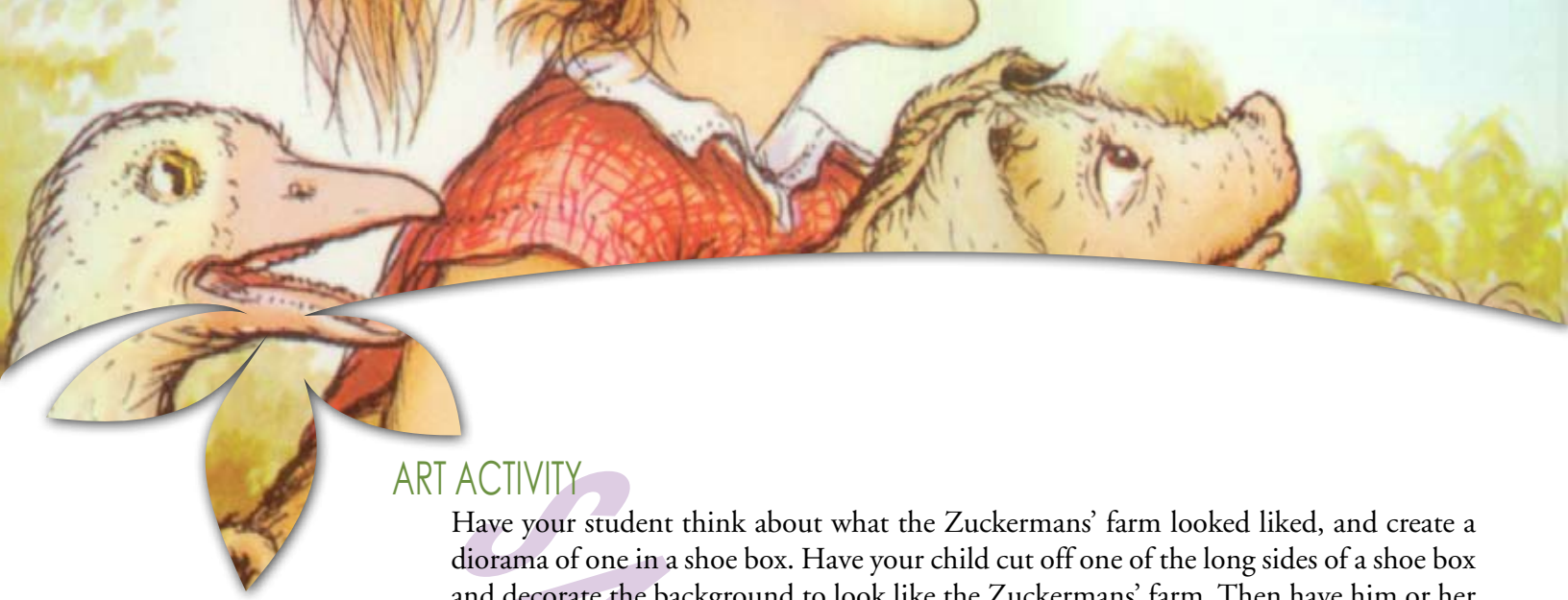
Lines 1 and 5—his or her friend’s name

Line 2—list of things his or her friend likes to do

Lines 3 and 4—words that describe his or her friend.

## AN EXAMPLE FOLLOWS:

Amy  
Reads, rides her bike and draws  
Awesome, warm and friendly  
Wise, clever and generous  
Amy.



## ART ACTIVITY

Have your student think about what the Zuckermans' farm looked like, and create a diorama of one in a shoe box. Have your child cut off one of the long sides of a shoe box and decorate the background to look like the Zuckermans' farm. Then have him or her draw and color farm animals on separate pieces of paper. Cut and glue into barn scene. Your student may want to glue rocks, pebbles or branches to create special effects.

An alternative to the art activity above would be to have your student draw a picture of how he or she visualizes the Zuckerman farm on a large piece of construction paper.

## SOCIAL STUDIES ACTIVITY #1

Using reference books from your local library help your child locate the areas where farming is a major industry on a United States map.

Have your child draw his or her own map of the United States and mark the areas that produce the most dairy, poultry and eggs, wheat, corn, rice, vegetables, fish, beef and pork.

## SOCIAL STUDIES ACTIVITY #2

The weather that accompanies the different seasons affects what happens on a farm. For example, in *Charlotte's Web* the author says that the fair days of summer helped the lilacs bloom and the apple blossoms grow.

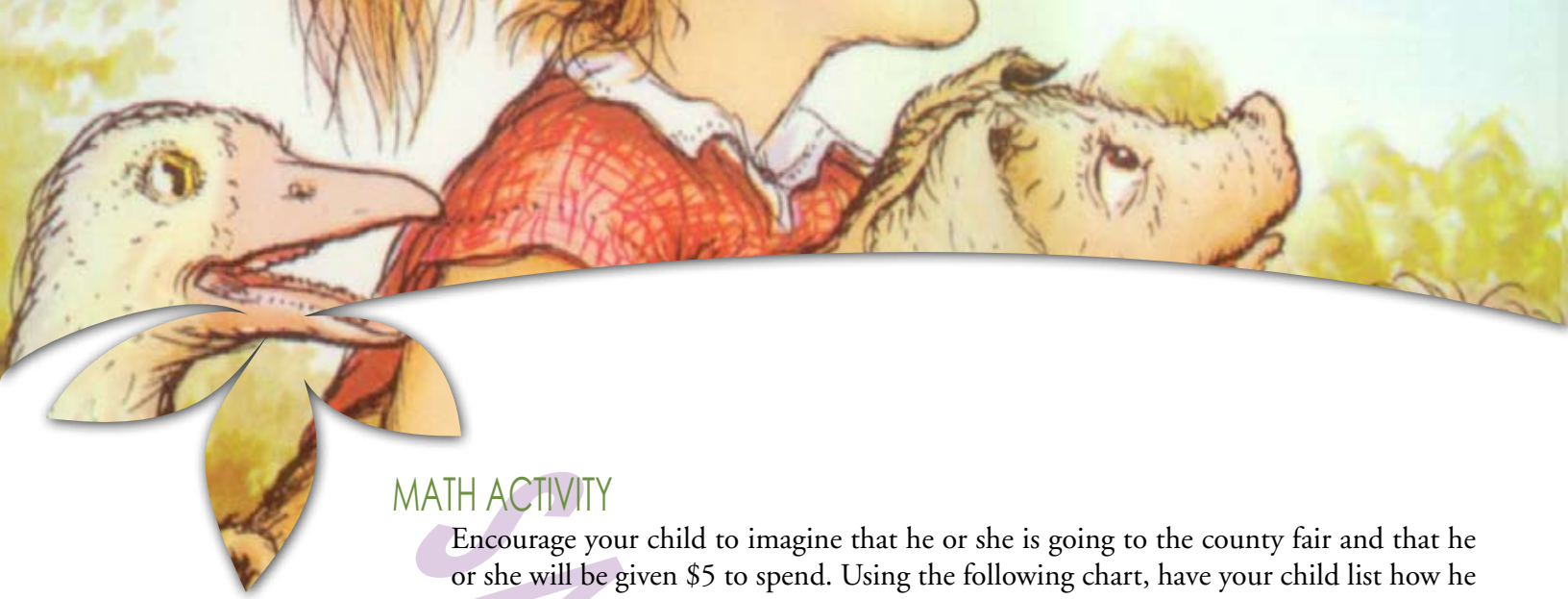
Ask your child to describe the four seasons in writing and explain how they might affect farm life. Use what you have learned in *Charlotte's Web* as well as other sources from your local library.

## SOCIAL STUDIES ACTIVITY #3

Have your child choose a type of farm such as a chicken, wheat, dairy, cattle or corn to research. Write a report about it including answers to the following questions:

- Which states might have this type of farm?
- What animals might be on this farm?
- What kinds of machinery and buildings might this farm have?
- How is this farm important to people?
- How is this farm similar to, and different from, the Zuckerman farm in *Charlotte's Web*?

Illustrate the report.



## MATH ACTIVITY

Encourage your child to imagine that he or she is going to the county fair and that he or she will be given \$5 to spend. Using the following chart, have your child list how he or she will spend the money.

### COUNTY FAIR PRICES:

ENTRANCE FEE	\$1.00
FERRIS WHEEL	\$ .55
ROLLER COASTER	\$ .75
BUMPER CARS	\$ .65
COTTON CANDY	\$ .75
ICE CREAM	\$ .75
ICE-CREAM SUNDAE	\$1.25
FRUIT BAR	\$ .60

Ask your child to add up what he or she would spend and calculate how much money would be left over.

## SCIENCE ACTIVITY

Read informational books to your child about spiders, such as *Amazing Spiders* by Claudia Schnieper or *Eight Legs* by Dorothy M. Souza. Then, take a walk around the house and let your child be a “spider detective.”

Each time your child finds a spider, ask how many legs it has, if it has two parts to its body, and if it has fang-like mouthparts. By doing this, your child will learn to distinguish spiders from other insects. You and your child might want to read a book that classifies spiders and use a magnifying glass to examine the spiders you find. Finally, try to observe how spiders weave their webs.

Additionally, have your child write and illustrate a report on spiders. Your child can include the different stages in the life of a spider, the spider’s sources of food and the benefits to plant and human life.