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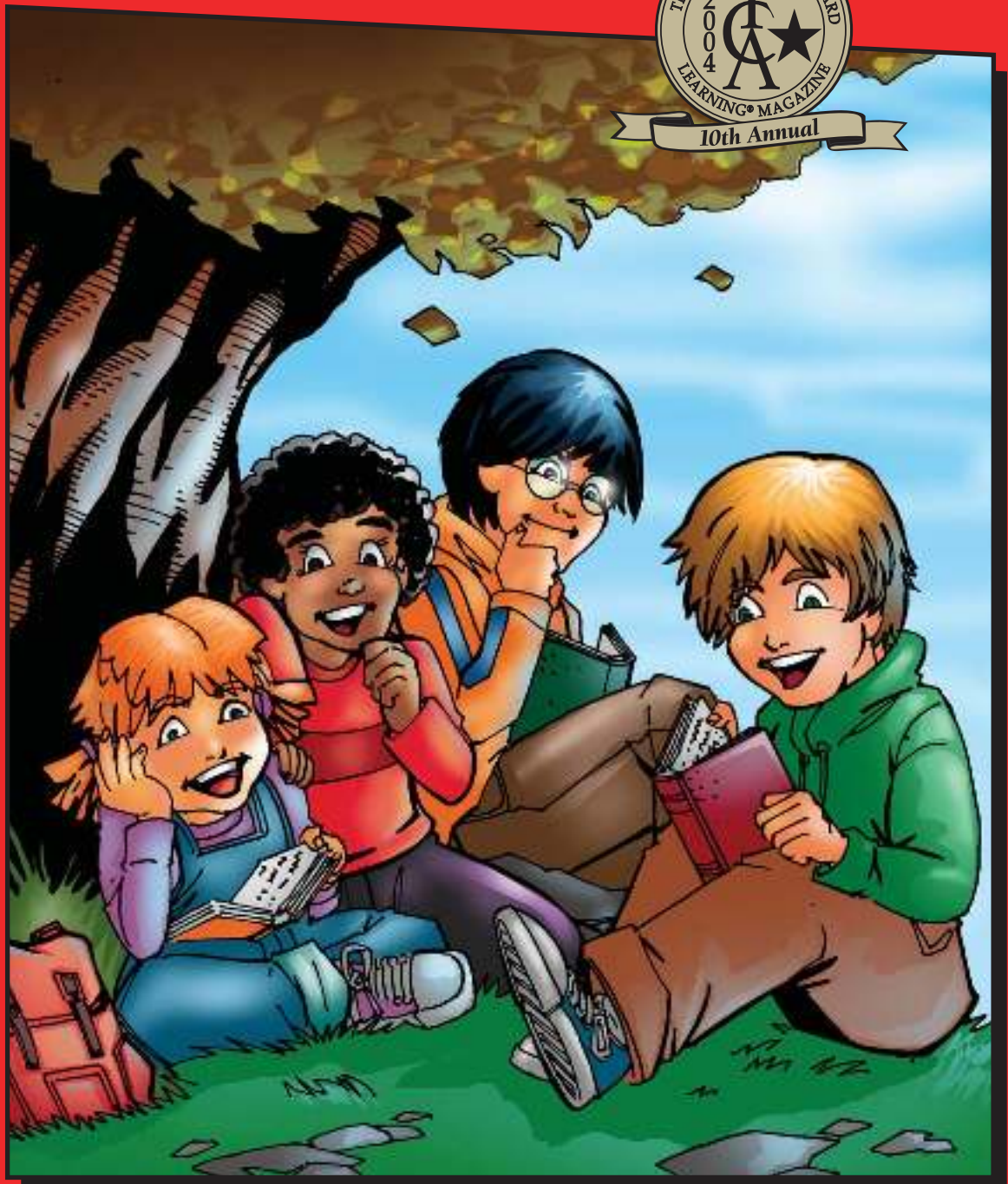
LANGUAGE ARTS

GRADE

**3**

# After School Reading Activities

- Cross-Curricular Activities
- High-Interest Vocabulary Flash Cards
- Reading Comprehension Experiences



10th Annual



Reproducible Activities

# After School Reading Activities

Grade 3

Published by Frank Schaffer Publications  
an imprint of



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Editor: Mary Rose Hassinger



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School Specialty Publishing  
3195 Wilson Drive NW  
Grand Rapids, Michigan 49544

*After School Reading Activities—grade 3*  
ISBN: 0-7424-1773-5

1 2 3 4 5 6 7 8 9 P1 DKBK 05 07 06 05 04 03

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# General Introduction

The *After School Reading Activities* series provides a unique collection of reproducible activities specifically designed for practicing of key reading skills in a less formal format. Exercises provide a variety of learning experiences that inspire creativity while encouraging reading comprehension and writing practice. *After School Reading Activities* features worksheets as well as hands-on activities that present opportunities for students with different learning styles to benefit from the contents. The activities are designed to be used by individuals, pairs of students, and small groups.

## Standards Mastery

Although this series is meant to provide practice in a nonthreatening format, activities support many of the NCTE/IRA standards. Experience with several genres of writing (including fiction, nonfiction, and poetry) is included within each skill area. Activities demand that a variety of strategies be used in order to complete the work. Examples of strategies are using prior knowledge, using word identification strategies, and using graphics. Students will be asked to evaluate and synthesize information and then to communicate it in a variety of ways, from writing brief sentences, to filling in a story map, to creating pictures, to participating in group activities.

## Organization

The book is arranged in skill areas as follows:



### Word Skills

- Arranged in a progressive, sequential format
- Letter/sound recognition, digraphs, blends, and more



### Vocabulary Development

- High-interest and high-frequency words, including reproducible pages for making flash cards
- Cross-curricular (science, social studies, and math)



### Reading Comprehension

- One- and two-page articles
- Story elements, inferencing, following directions, and more

## Use

As you prepare to make this series a part of an activity schedule, have the following items on hand:

Crayons	Stapler	Scissors
Markers	Brads	Glue
Construction paper	Hole punch	Library books
Tagboard	Pencils	Reference materials

## General Introduction (cont.)

### Structure

Plan to use the reproducible pages in centers, for independent practice, or with small groups of students. Photocopy the pages of flash cards, and devote time to having the students make the flash cards for future use. Reproduce the selected pages to provide students with a variety of activities designed to ensure increased achievement while they are having fun.

### Extension Activities

The format of many of the activities make them ideal for adapting the type of exercise to other materials. Some ideas are:

Choose a popular poem or a familiar passage from a story, and have students circle a given letter sound. Take the opportunity to expose students to various types of prints such as newspapers, magazines, and brochures. Focus on the letter sounds being taught in class, and progress into the more difficult digraphs, blends, and word endings and word families.

Have students write or dictate their own word riddles, using vocabulary from a lesson they are currently studying. Students should progress from using pictures and drawings in their riddles to using words and sentences.

The sets of flash cards have many uses such as these:

The flash cards are printed back-to-back and can be removed from the book, colored, laminated, and reused. They can also be reproduced so each student has his or her own set. Use the cards to increase meaning vocabulary in the theme they are based upon. The words can be used in a self-checking quiz situation, or partners can quiz each other. Have students reveal the word or the definition and then give the other side. Students should be able to master the words either way.

The sets of flash cards can be used individually or together. One way to use the cards is to have students choose two cards from each theme and use them in an oral story. Another way is to sort the words by category or theme, by syllables, or by beginning sounds.

The flash cards can also be used as the required vocabulary for shape books in certain themes.

# A World of Its Own

Connect the words in alphabetical order.

motor • museum • rough  
 measure • machine • neighbor • remember • question • say • search  
 lying • number • probably • submarine  
 choice • caught • pavement • after • lunch • telescope • loud  
 coin • day • down • float • follow • light • learn • kid • knew  
 hair • happen • heard • hook • job • I • in • know • laugh  
 jet • jaw • item

## A Mother's Love

Color the circle *yellow* if the word has the same vowel sound as in *mom*.

Color the circle *brown* if the word has the same vowel sound as in *mother*.

Connect the words in each set of colored circles in ABC order. Begin at each star.

front ○

enough ○ flood ○ love ○

anyone ○ dove ○

blood ○ wonderful ○ done ○

won ○ come ○

blond ○ stop ○

spot ○ touch ○

clock ○ solve ○ tongue ○

crop ○ cot ○ sod ○ ton ○

someone ○ son ○ some ○

skeleton ○ sponge ○ other ○

once ○ one ○

dodge ○ doll ○

hop ○ hot ○

knock ○ knot ○ lollipop ○

add ○ shop ○

nod ○ pond ○ shock ○

map ○ lot ○ rod ○ rock ○

sock ○

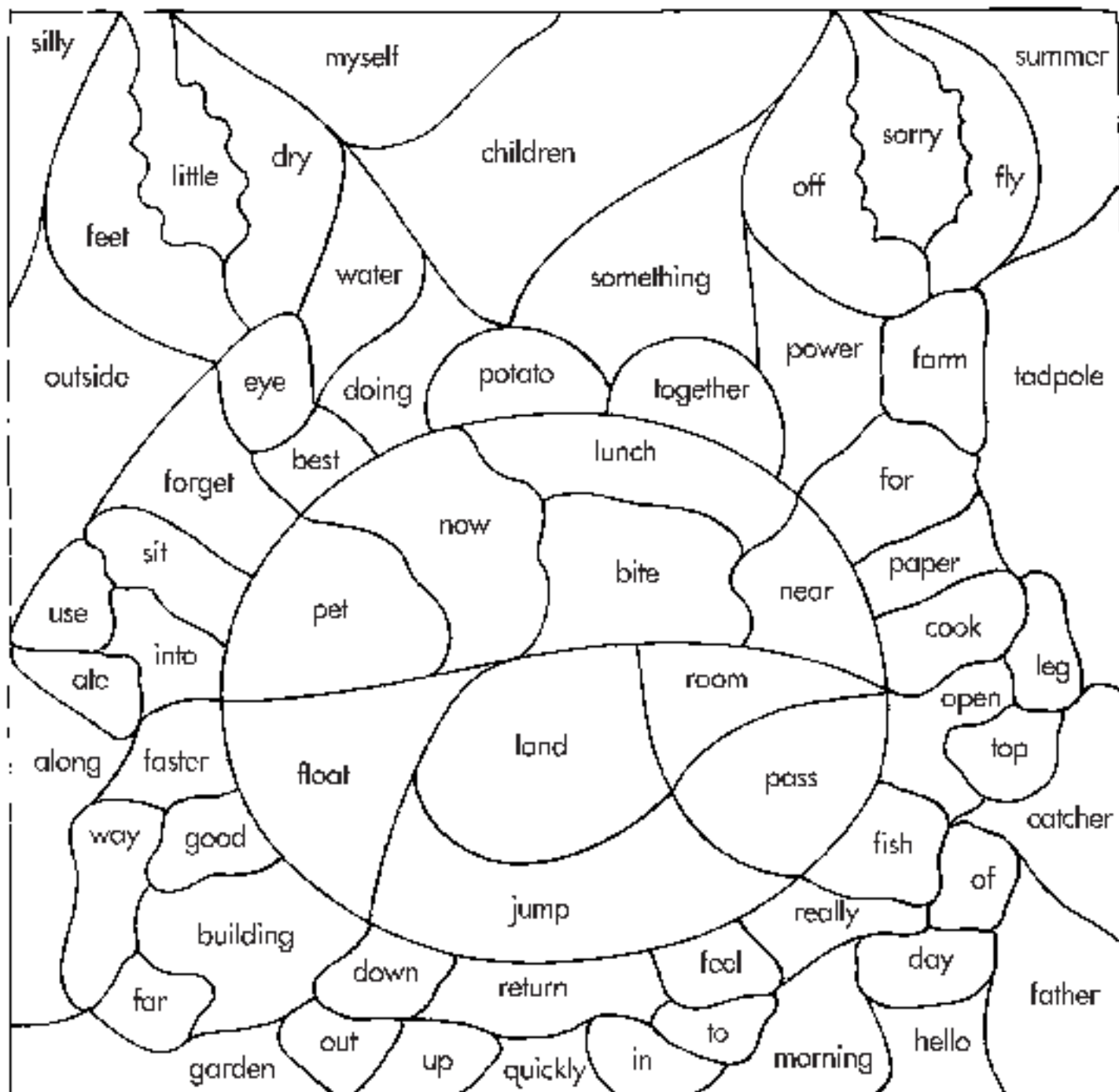


## Ouch!

Color the space *orange* if the word has one syllable.

Color the space *blue* if the word has two syllables.

Color the space *black* if the word has three syllables.



## Be a Friend to Our Planet

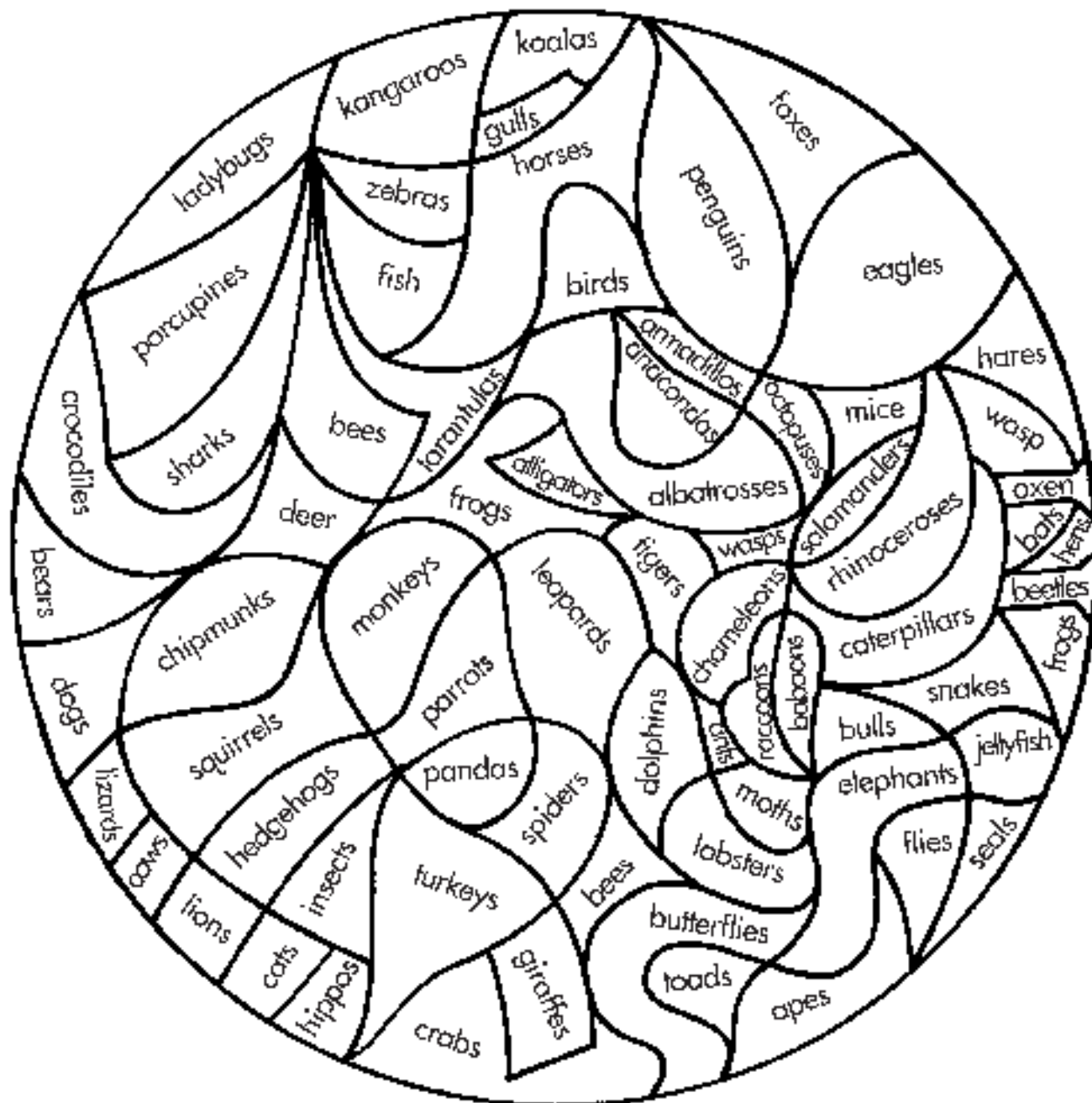
Fight pollution and protect wildlife.

Color the space *blue* if the word has one syllable.

Color the space *gray* if the word has two syllables.

Color the space *green* if the word has three syllables.

Color the space *yellow* if the word has four syllables.



## Phonics Fun

Help Richard with his phonics by following these directions.

1. Circle the *short a* words in black.
2. Underline the *short i* words in pink.
3. Put a red box around the *short e* words.
4. Draw an olive green **X** over the *short o* words.
5. Draw a green line over the *long e* words.
6. Draw a wavy gray line over the *long a* words.
7. Put a white **X** over the *long i* words.
8. Draw a gold circle around the *long o* words.

beast

Holly

kettle

Matthew

stage

Richard

smell

Gretel

Polk

Drake

Hansel

teacher

banner

best

wished

smile

fig

class

plane

kids

Noah

Mancina

liar

top

piece

stop



*Time to Choose*













Write the correct word for each sentence.

1. Randy went fishing in the \_\_\_\_\_. (like, leak, lake)
2. This cloth is very \_\_\_\_\_. (wade, wide, weed)
3. I will \_\_\_\_\_ you at the store. (moat, meet, mute)
4. Let's ride our bikes to the \_\_\_\_\_. (beach, bait, boast)
5. There are many trucks on the \_\_\_\_\_. (raid, rude, road)
6. Jordan carried the cups on a \_\_\_\_\_. (tray, tree, trade)
7. Meg helped me \_\_\_\_\_ the room. (clay, clean, clue)
8. The dog dug a \_\_\_\_\_ in the yard. (hole, hail, hool)
9. A \_\_\_\_\_ was eating hay. (mail, mile, mule)
10. The \_\_\_\_\_ is pretty. (rise, rays, rose)
11. Many bees buzzed near their \_\_\_\_\_. (hive, hike, heat)
12. The girl was holding a \_\_\_\_\_ of sand. (pay, pane, pail)
13. A \_\_\_\_\_ was swimming in the sea. (seal, soak, sail)
14. Kevin made a vase of \_\_\_\_\_. (close, clay, clean)
15. I like to keep my room \_\_\_\_\_ and tidy. (note, need, neat)
16. We will \_\_\_\_\_ for you in the car. (wait, wade, wake)
17. The pipe under the sink has a \_\_\_\_\_. (like, leak, late)
18. Kris made a puppet from a paper \_\_\_\_\_. (toad, tube, tide)



## The Start and Finish

Circle the beginning sound. Draw a box around the ending sound.

1.  x s b	2.  c n t	3.  p m j
4.  r s g	5.  t r f	6.  b p t
7.  t m v	8.  k m b	9.  l g f
10.  g s k	11.  a f x	12.  l d v

## Clowning Around

Write the correct blend on each line to name the picture. Use *bl*, *cl*, *fl*, *gl*, and *pl*.



\_\_\_\_\_ own



\_\_\_\_\_ obe



\_\_\_\_\_ ute



\_\_\_\_\_ ue



\_\_\_\_\_ ug



\_\_\_\_\_ ame



\_\_\_\_\_ ock



\_\_\_\_\_ ow



\_\_\_\_\_ ock



\_\_\_\_\_ ider

Circle the words from above in the puzzle, using the correct color.

bl—green

cl—yellow

fl—red

gl—blue

pl—orange

s	g	f	k	g	l	o	b	e	g
c	n	l	b	l	o	c	k	j	l
l	x	u	p	g	c	y	f	b	i
o	t	t	l	p	l	x	p	l	d
w	y	e	o	i	o	r	l	u	e
n	v	m	w	j	c	s	u	e	r
f	l	a	m	e	k	d	g	v	k

## Blend Review

1. 

pl	spr
fl	bl

 The \_\_\_\_\_ owers we \_\_\_\_\_ anted will \_\_\_\_\_ oom in the \_\_\_\_\_ ing.
  
2. 

	fl	
cr	dr	
bl	br	

 The red, \_\_\_\_\_ ue, and green \_\_\_\_\_ ayons \_\_\_\_\_ oke when Marissa \_\_\_\_\_ opped them on the \_\_\_\_\_ oor.
  
3. 

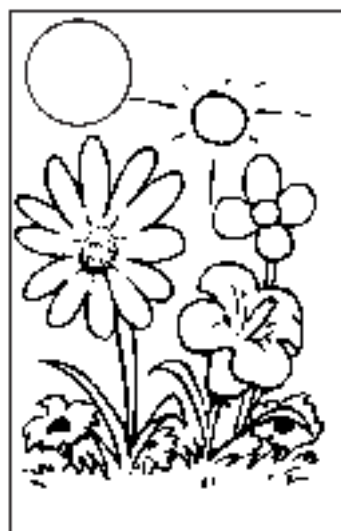
	br	
st	cr	
fr	dr	

 The \_\_\_\_\_ ory told about a \_\_\_\_\_ agon that \_\_\_\_\_ eathed fire and a magic \_\_\_\_\_ own that turned a \_\_\_\_\_ og into a prince.
  
4. 

sn	sl
sk	st

 The \_\_\_\_\_ udents like to go \_\_\_\_\_ edding and ice \_\_\_\_\_ ating when it \_\_\_\_\_ ows.

Write the correct number in the circle in each box.



## Fun With Phonics

Read the clues. Use the words in the Word Bank to complete the puzzle.

**Across**

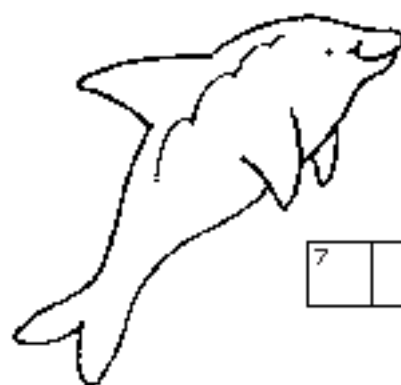
3. This lets you talk to someone far away.
4. This has 26 letters.
7. This is something that is fake.
8. This is a prize.

**Down**

1. This animal digs holes.
2. This animal lives in the sea.
3. This is a bird.
5. This is a drawing that lets you compare things.
6. This is a picture taken with a camera.

**Word Bank**

phone	graph
phony	gopher
photo	alphabet
trophy	dolphin
pheasant	



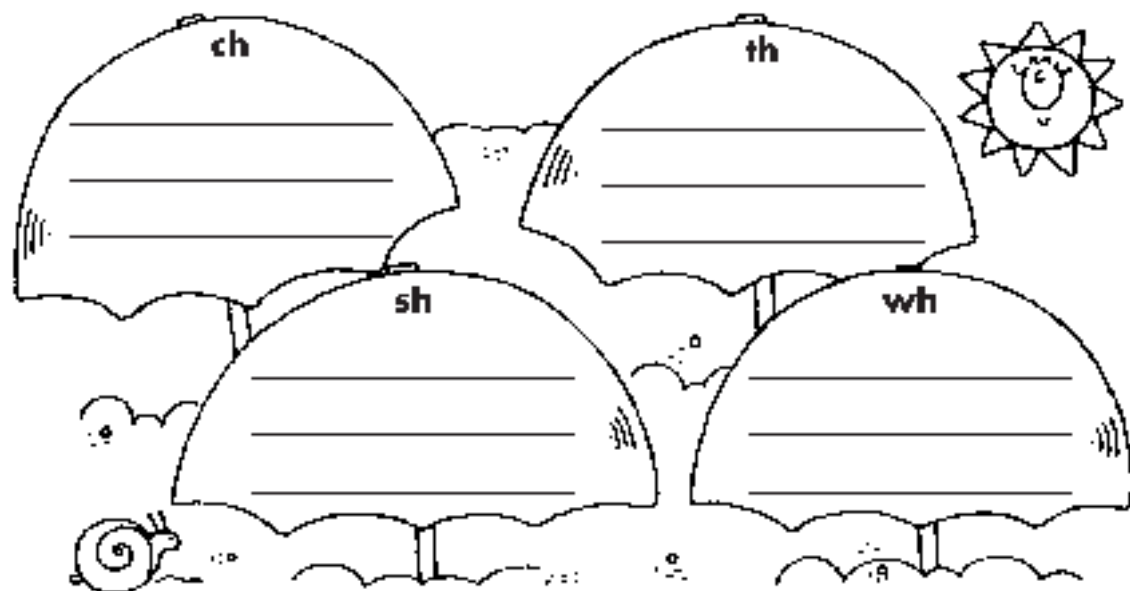


## Beach Weather

Look at the consonant digraphs on each beach umbrella. On the lines, write the words from the Word Bank with the same letter pattern.

**Word Bank**

beach  
 weather  
 short  
 where  
 children  
 should  
 month  
 wheat  
 rich  
 while  
 thinking  
 fishing



Read each sentence. Circle the misspelled word(s). Then write it correctly on the line.

1. Were can we go for a picnic?
2. The whether is coldest in the munth of January.
3. He became a very ritche man when he found the lost treasure.
4. Marvin is too shirt to reach the bookcase.
5. Carla likes her sandwich with weel bread.
6. The childrun started thinking about which part each wanted in the skit.
7. Bart shud arrive home in time for dinner.
8. We read a book wile waiting for dinner.
9. Our dad sometimes goes fishing when our family goes to the beech.

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## A Haunting Song

### Word Bank

haunt	cloth	lawn	caught
song	thaw	sauce	fawn
draw	because	moth	soft

Read the words. Write a word from the Word Bank that belongs in each group.

1. color, paint, \_\_\_\_\_
2. butterfly, ladybug, \_\_\_\_\_
3. puppy, kitten, \_\_\_\_\_
4. gravy, mustard, \_\_\_\_\_



Read each sentence. Write the missing word on the line.

5. The frozen dinner will quickly \_\_\_\_\_ in the oven.
6. I must go to the dentist \_\_\_\_\_ I have a toothache.
7. Paul and Austin will sing a \_\_\_\_\_ in the talent show.
8. He \_\_\_\_\_ the puppy as it scampered past him.
9. She covered the baby with a \_\_\_\_\_ blanket.
10. Some say that singing ghosts \_\_\_\_\_ the old theater.
11. The shepherd spun wool into \_\_\_\_\_ for a cloak.
12. Doug will mow the \_\_\_\_\_ this afternoon.

## Choose a Word

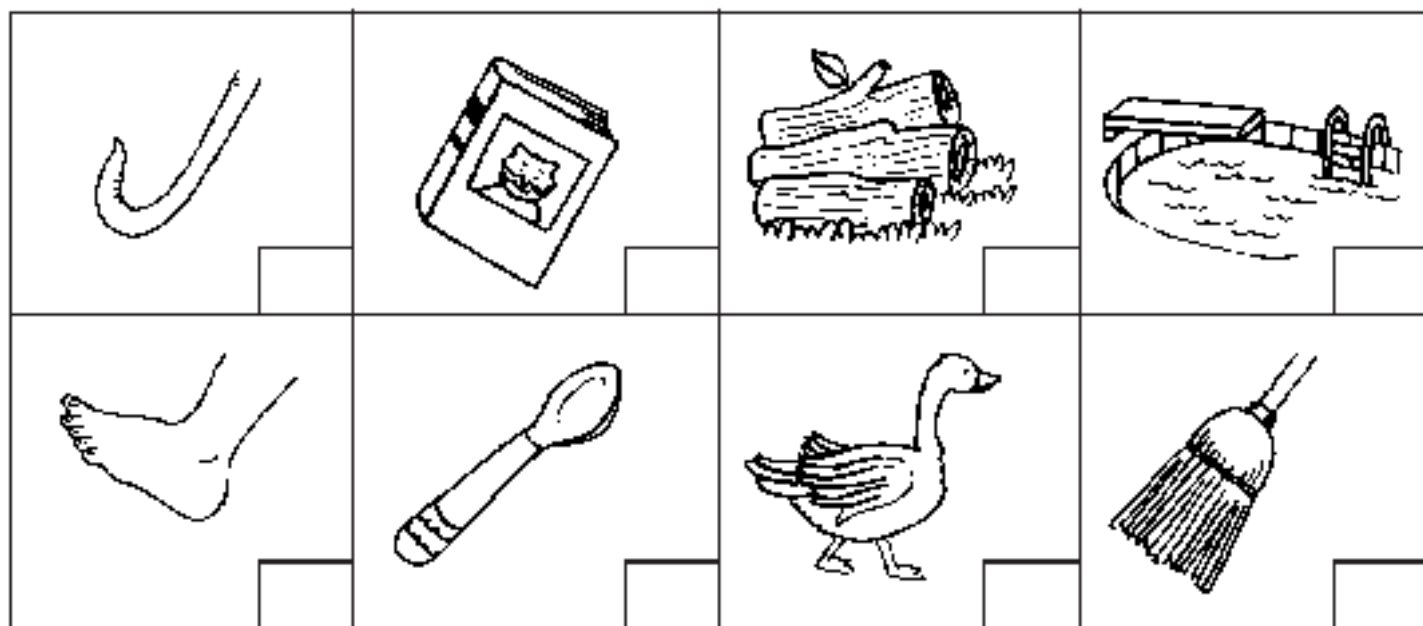
Look at the words and the numbers below. Write the number of each word in the correct box.

1. foot  
5. book

2. broom  
6. hook

3. pool  
7. goose

4. spoon  
8. wood



Write the words from above in the correct list.

**oo as in moon**

**oo as in cook**

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## Goose Chase

Write the correct digraph, **oo**, **ea**, **au**, or **aw** on each line to complete the word. Find pictures of some of the words in the picture below and circle them.

l\_\_\_\_f      w\_\_\_\_d      sch\_\_\_\_l

f\_\_\_\_t      f\_\_\_\_cet      l\_\_\_\_p      g\_\_\_\_se

f\_\_\_\_ther      s\_\_\_\_t      t\_\_\_\_th      l\_\_\_\_n

f\_\_\_\_n      b\_\_\_\_t      sp\_\_\_\_n



## Half a Batch

**Word Bank**

calf  
climb  
catch  
crumb  
patch  
half  
talk  
watch  
thumb  
batch  
walk  
comb

Look at the silent consonant on each cookie. On the lines, write the Word Bank words with the same silent consonant.



_____	_____	_____
_____	_____	_____
_____	_____	_____

Read each group of words. Write a Word Bank word that belongs in that group.

1. jog, run, \_\_\_\_\_

2. lamb, colt, \_\_\_\_\_

3. see, look, \_\_\_\_\_



4. finger, fingernail, \_\_\_\_\_

5. speak, say, \_\_\_\_\_

6. shampoo, brush, \_\_\_\_\_



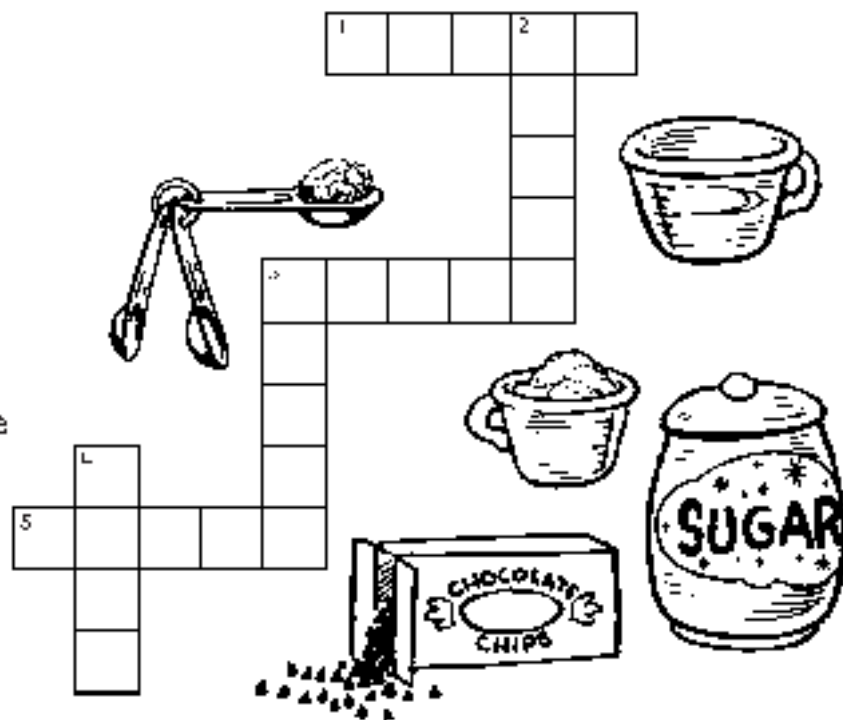
Use the Word Bank again.  
Complete the puzzle.

**Across**

- A quantity prepared at one time
- To go up
- To mend

**Down**

- A very small piece
- To grab
- One of two equal parts



## Feeling Better

Say the words to yourself. Listen for the middle consonant sound in each word. All the words are spelled with a double consonant in the middle, but each pair has one sound.

 pillow  
ribbon

 glasses  
sudden

 hello  
bottom

 pretty  
hurry

 better  
dinner

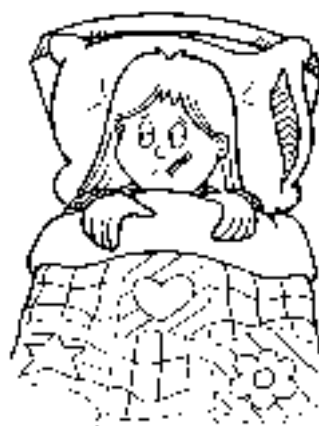
 suppose  
tomorrow

Write the word that means the opposite of the underlined word in each sentence.

1. How ugly that is! \_\_\_\_\_
2. I'm feeling much worse. \_\_\_\_\_
3. The book is on the top shelf. \_\_\_\_\_
4. Don't forget to say good-bye. \_\_\_\_\_

What letters are missing below? Write the word from above.

5. I broke my \_\_\_ss\_\_\_ yesterday. \_\_\_\_\_
6. Please help me tie the \_\_\_bb\_\_\_. \_\_\_\_\_
7. What did you eat for \_\_\_nn\_\_\_? \_\_\_\_\_
8. I sleep without a \_\_\_ll\_\_\_. \_\_\_\_\_



Write a word from above to finish the sentence.

9. All of a \_\_\_\_\_ the sky grew dark and the wind began to blow.
10. "Do you \_\_\_\_\_ it's going to rain?" asked Teddy.
11. "Yes," said Kiku, "and I think we'd better \_\_\_\_\_ home."
12. "I sure hope it doesn't rain \_\_\_\_\_," said Teddy.



## Nice and Cozy

Read the poems. Draw a line under the words containing the letter **c**. Listen to the sound the letter **c** makes in each word.

I'd like some rice  
And a pizza slice,  
With twice the spice,  
And apple juice with ice.  
So, what's the price?  
That's nice!



The cute, cuddly cat  
Curled up on the mat,  
All cozy and fat,  
A comfortable cat!

Read each clue. Find the correct word in the poems and write it on the line.

1. This is how much spice I want on my pizza slice.

\_\_\_\_\_

2. I want my juice to have this in it.



\_\_\_\_\_

3. The cute, cuddly cat did this on a mat.

\_\_\_\_\_

4. I want some of this with my pizza slice and juice.



\_\_\_\_\_

5. I thought this about the price.

\_\_\_\_\_

6. I want this much pizza with twice the spice.

\_\_\_\_\_

7. I want ice in this.



\_\_\_\_\_

8. He is cute, cuddly, and curled on a mat.

\_\_\_\_\_

9. I want twice as much of this on my pizza slice.

\_\_\_\_\_

10. I asked about this so I would know the cost of my food.

\_\_\_\_\_

## On Stage

Read the poem. Draw a line under the words containing the letter **g**. Listen to the sound the **g** makes.

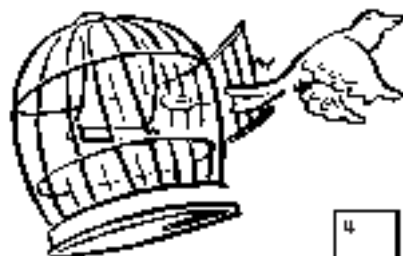
**When that bird was your age,  
She left her golden cage,  
Got to dance on the stage,  
And made the front page!**



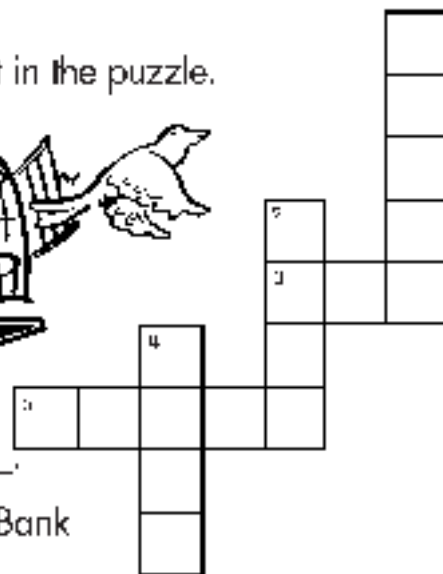
Read the clues. Find the missing word in the poem, and write it in the puzzle.

**Across:**

- The bird in the cage was your \_\_\_\_\_ when she became famous.
- The bird danced on a \_\_\_\_\_.


**Down:**

- The bird in the cage got to \_\_\_\_\_ on stage.
- The bird that danced on stage lived in a \_\_\_\_\_.
- The bird danced so well her picture was on the front \_\_\_\_\_.



Read the sentences below. Find the missing word in the Word Bank and write it on the line.


**Word Bank**

 engine    garden    giant    ginger  
 gym    gentle    sugar    goose


- Beth planted cucumbers and beans in her \_\_\_\_\_.
- We are going to play basketball in the \_\_\_\_\_ after school.
- We need \_\_\_\_\_ to sweeten the iced tea.
- The \_\_\_\_\_ roared as the driver sped to the finish line.
- A very tall person may seem like a \_\_\_\_\_ to a baby.
- Please be \_\_\_\_\_ when you hold the kitten.
- A honking \_\_\_\_\_ waddled toward the pond.
- Mom added some spicy \_\_\_\_\_ to the cookie dough.



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