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*at home*



*Empowering education through  
creative learning solutions.*

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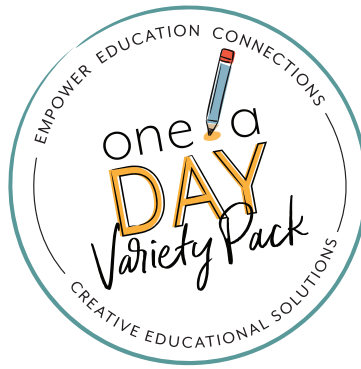
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*Happy learning!*  
*The Empower Team*



Hello! Before we start - we want you to know that we're here for you. As parents ourselves, we understand these uncharted waters are challenging - however, if there's one thing we do know, it's education. And as professionals who do education every day - we've pulled together and are doing all we can to bring families hope and answers.

Empower At-Home was born because at the root of everything we do, lies a deep passion for empowering children to learn. Let's be honest – not all of us were meant to be math teachers or

literacy professors. We get it – *that's why we're here*. We've done all the hard work, so you don't have too!

With 13 years of experience, coaching schools and districts on practices, tools and structures that are best for kids — we've adapted our products and practices, and are bringing them home to you!!

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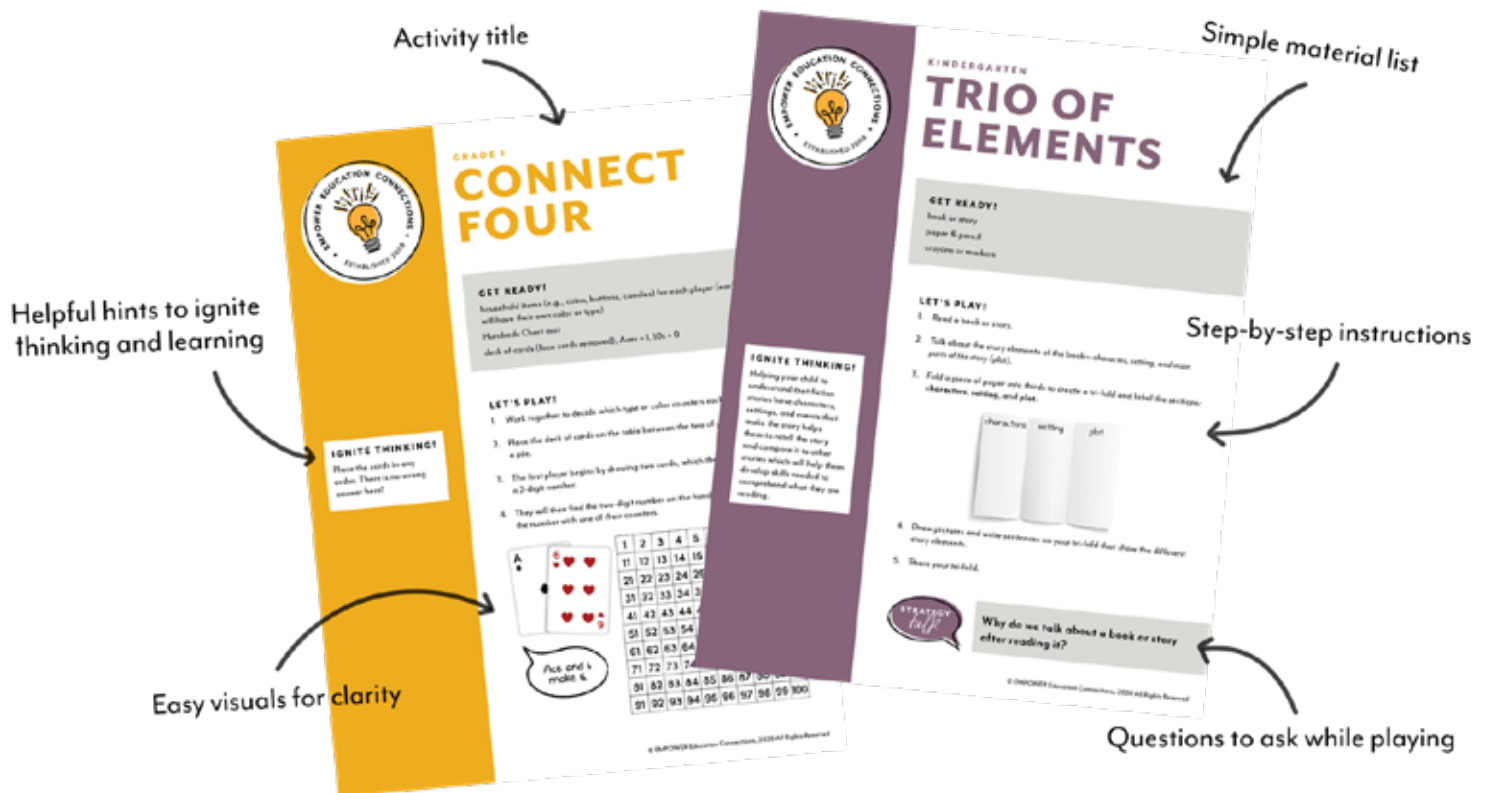






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You won't want to miss our Math, Literacy & Writing focused kits -  
with 10 subject specific activities in each pack!



GRADE 3

# 4 STRIKES, YOU'RE OUT!

## GET READY!

paper and pencil

## LET'S PLAY!

1. Player A writes a 2-digit by 2-digit true equation on a blank sheet of paper, but does not show it to Player B.
2. Player A then writes this blank equation:

$$\underline{\quad} \underline{\quad} + \underline{\quad} \underline{\quad} = \underline{\quad} \underline{\quad}$$

3. Player B guesses a digit between 0-9.
4. If Player B's guess is in the equation, Player A writes the number in the correct blank. If the number appears in multiple places in the equation, Player A fills in all of them.
5. If the guess is incorrect, Player B receives a strike.
6. The goal is to guess the number sentence before receiving 4 strikes.
7. Play repeats with Player B writing a true equation on their paper, and Player A guessing digits.

## IGNITE THINKING!

Try this hangman inspired game with subtraction or three digit numbers.



**How does place value help me to decide what number to guess?**



GRADE 3

# BLAST OFF!

## GET READY!

paper and pencil

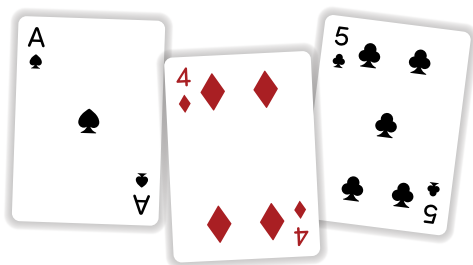
deck of cards (faces removed), Aces = 1

## LET'S PLAY!

1. Each player draws the following table on their paper:

_____	= 10
_____	= 9
_____	= 8
_____	= 7
_____	= 6
_____	= 5
_____	= 4
_____	= 3
_____	= 2
_____	= 1
_____	= 0

2. From the face-down pile of cards, draw three cards and place them face up for all of the players to see.
3. Each player will use the numbers on the three cards to complete 11 math equations: **one equation to equal each of the numbers on the table.** Players may use any combination of addition, subtraction, multiplication, and division, but **all three numbers must be used to solve each equation.** Players may use a number more than once in an equation, if they'd like.



$$\begin{array}{l}
 5 + 4 + 1 = 10 \\
 (5 - 1) + (4 + 1) = 9 \\
 (4 - 1) + 5 = 8 \\
 (5 + 5) - (4 - 1) = 7 \\
 (5 + 1) \div (4 \div 4) = 6 \\
 (4 + 1) \times (5 \div 5) = 5 \\
 (5 + 4) - (4 - 1) = 4 \\
 (4 + 4) - (5 \times 1) = 3 \\
 (5 - 4) + 1 = 2 \\
 5 - (4 \times 1) = 1 \\
 5 - (4 + 1) = 0
 \end{array}$$

4. The first player to complete all 11 equations correctly is the winner!



**How did the numbers help me decide on what operations to use to get a certain total?**

### IGNITE THINKING!

Keep trying different combinations of operations until you find what works. Creativity and perseverance are the name of the game here!



GRADE 3

# TARGET 300

## GET READY!

paper and pencil

10-sided die with numbers 0-9

## LET'S PLAY!

1. Players record a table that looks like this:

turn	roll	equation	product
1			
2			
3			
4			
5			

2. Player A rolls the die and decides by which multiple of 10 they want to multiply (10, 20, 30, 40, 50, etc.) then records the equation in their table.

turn	roll	equation	product
1	6	$6 \times 20 = 120$	120

3. Player B rolls, decides which multiple of 10 they want to multiply their dice by, and records the equation in their table.
4. Play continues for 5 rounds.

## IGNITE THINKING!

Multiplying by **friendly 10s** is a great way to begin multiplying with two-digit numbers.

5. Players decide whether to add or subtract the product of each roll to determine their total. Each player keeps track of their own total.
6. The winner is the player closest to 300 (over or under).



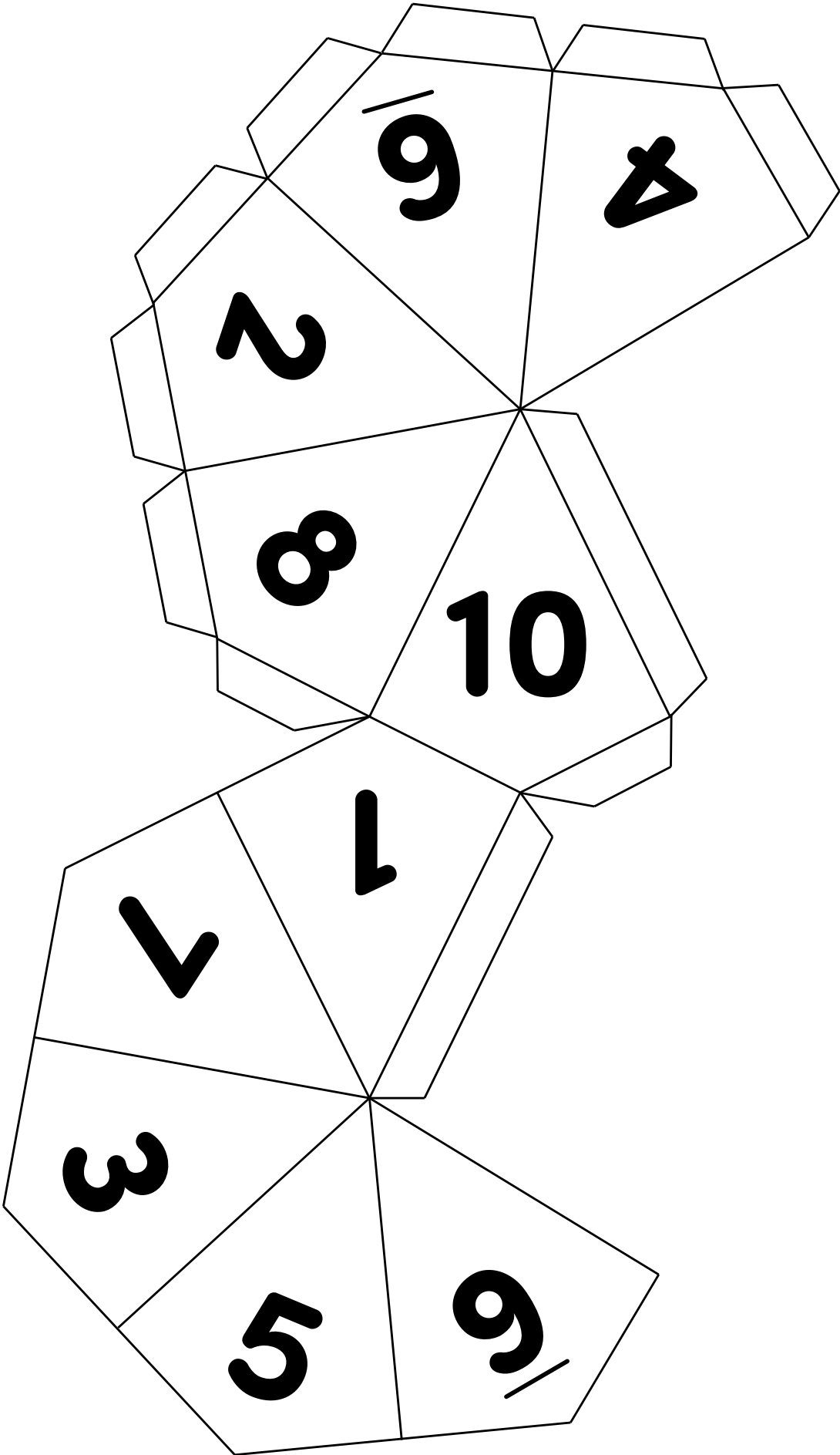
**What did you notice about multiplying numbers by multiples of ten?**

### **IGNITE THINKING!**

Once you understand how to multiply by 10s, it's easy to mentally figure out  $4 \times 32$  by **decomposing** the number into  $4 \times 30$  plus  $4 \times 2$ .



10-Sided Die *template*





GRADE 3

# TWELVES OUT

## GET READY!

paper and pencil

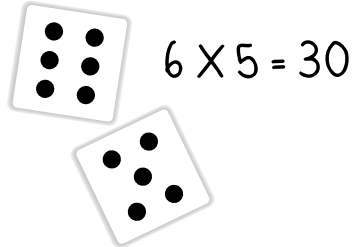
2 dice

## IGNITE THINKING!

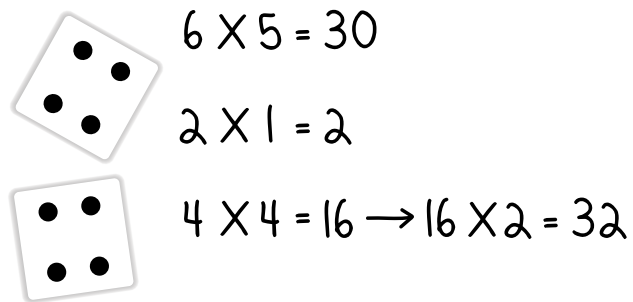
Playing this game of chance is a fun way to boost **fluency** with multiplication facts!

## LET'S PLAY!

1. Player A rolls both dice, multiplies them together, and says the answer aloud. If the product (answer) equals 12, their turn is over. If the product is not twelve, they continue to roll the dice, multiply, and say each product aloud until they roll a product of 12.



2. As Player A says the product of each roll aloud, Player B records it on their paper. If Player A rolled any doubles, the product should be doubled for that roll.



3. When Player A rolls a product of 12 to end their turn, Player B adds all of the rolls made by Player A up to that point.

$$6 \times 5 = 30$$

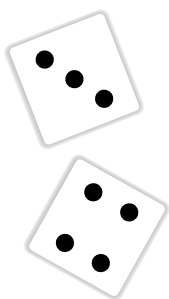
$$2 \times 1 = 2$$

$$4 \times 4 = 16 \rightarrow 16 \times 2 = 32$$

$$5 \times 4 = 20$$

$$5 \times 1 = 5$$

$$\begin{array}{r} 3 \times 4 = 12 \\ + \\ \hline 101 \end{array}$$



### IGNITE THINKING!

Keep a running total, or add all of the products together when a 12 is rolled! Try both methods to see which you prefer!

4. Now it's Player B's turn. Player B begins to roll, and Player A records.
5. Continue on, with players keeping a running total of their opponent's score.
6. The first player to reach 500 wins!



**What strategies did you use to multiply quickly?**



GRADE 3

# AUTHOR SLAP

## GET READY!

informational text

index cards or strips of paper

pencil

## IGNITE THINKING!

This activity makes listening for facts fun! Read the text twice before you play to make sure you really know the facts!

## LET'S PLAY!

1. Choose an informational text and read it aloud with someone. Take note of important facts as you read.
2. Both of you now write 5 different statements on index cards, one statement on each card. The statement should be either a **fact** provided by the author in the article, or an **opinion** you have or fact you know about the subject. Use correct conventions and word choice as you write your statement.
3. When you have finished writing your statements, place all 10 cards face down and shuffle them together. Then organize the cards into a face-down pile between you.
4. Take turns flipping a card over, placing it face up next to the draw pile, and reading the sentence aloud. If the card is a statement written by the author, the first to slap the card and correctly say "author" wins the card and any other cards in the pile. The one who called "author" must reference the article to prove the author did write the fact. If the turned card is a statement written by one of you, leave it in the discard pile and turn another card.
5. The partner with the most cards at the end of the game wins.



**How did you know if the statement was by the author?**



GRADE 3

# ECHO READ

## GET READY!

book

paper and pencil

## IGNITE THINKING!

Rereading a familiar text aloud boosts reading fluency. Pay attention to **rate** (not too slow, not too fast), **accuracy** (get those words right!), and **prosody** (expression) while you read!

## LET'S PLAY!

1. Choose a book or story to read with a partner.
2. After reading the book, the first partner should select a page they would like to reread aloud.
3. The first partner reads the page aloud, focusing on **phrasing**, **punctuation**, and **expression**.
4. The second partner then echo reads the same page, trying to copy the first partner's rate, expression, and phrasing.
5. Partners take turns selecting a page until each partner has been the leader **three** times.



How was your read aloud different the last time you read from the first time?



GRADE 3

# LESSON LEARNED

## GET READY!

fable

paper and pencil

Slit Book instructions

scissors

## IGNITE THINKING!

If you're looking for an entertaining short story with talking animals and a life lesson, a **fable** is for you!

## LET'S PLAY!

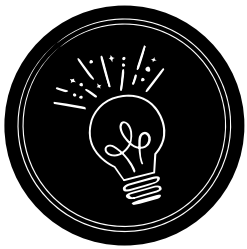
1. Choose a familiar **fable** and read it aloud.
2. After you read the book, ask yourself some questions. *How can I tell this story is a fable? What is the moral or lesson of the fable?*
3. Use blank paper to create a Slit Book.
4. On each section of the Slit Book, write one or more sentences about how you identified that the story is a **fable**.



5. Share your Slit Book with a parent, sibling, or friend.



**Why do you think fables include talking animals?**



# SLIT BOOK INSTRUCTIONS

- 1** Fold one sheet of paper in half like a "hamburger" and crease.



- 2** Open the paper and bend it in half the other direction, like a "hot dog." Line up the existing creases, but DON'T fold and crease.



- 3** From the loosely folded edge, cut down the crease until you get about 1" from the edge of the paper.



- 4** Stack three or four more sheets of paper, then fold them in half like a "hamburger" and crease.



- 5** Cut a 1" long slit along the crease at the bottom and top of the stack of paper.



- 6** Now take the stack of paper with the two little slits, roll it up, and slide it through the sheet with the big slit in the center.



- 7** Open up the stack of paper and match the slits up until the pages lie flat.



- 8** Fold and crease. The finished slit book stays together without staples.





GRADE 3

# LISTENING FOR MOTIVES

## GET READY!

audiobook or story

paper and pencil

## IGNITE THINKING!

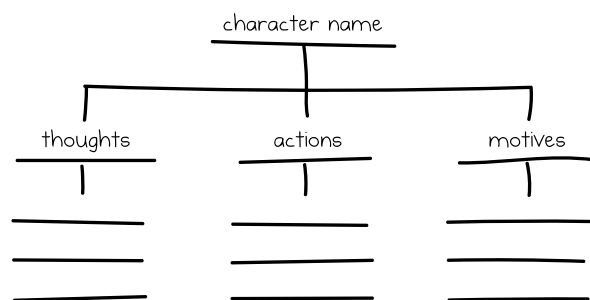
On average, **listening comprehension** is two grade levels above reading comprehension, so the range of text for this activity is broader!

## IGNITE THINKING!

Think about how the character responds to the problem in the story. *What are the character's thoughts, feelings, and actions while they try to solve the problem? What is the character's motive to solve the problem?*

## LET'S PLAY!

1. Make a tree map on your paper like the example shown.

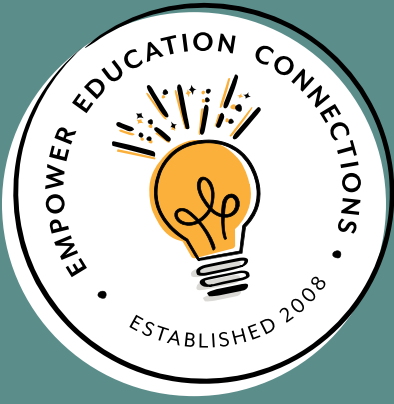


2. Select a familiar book and ask someone to read it aloud.
3. As you listen, choose one of the characters in the story and fill out the tree map.
4. When the book is finished, think about what motivated the character you chose.
5. Write a paragraph about that character on your paper. Try to write at least 4-6 sentences. Be sure to describe the character's **thoughts, actions, feelings, and motives**.
6. Share your paragraph with a parent, sibling, or friend.



**Why are the character's motives important to think about?**





GRADE 3

# I KNOW A NARRATIVE!

## GET READY!

familiar fiction texts—*picture books, biographies, and poetry*

Narrative Writing chart

notebook or paper

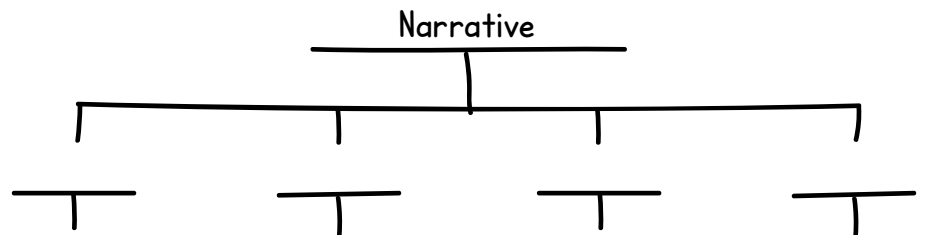
pencil

## IGNITE THINKING!

A narrative can be **real** or **imagined**. It can take the form of a memoir, fiction, biography, or poetry. As long as it has characters, a setting, beginning, middle, end, problem, and solution, it's a narrative!

## LET'S WRITE!

1. Gather familiar texts, one in each of the narrative genres.
2. As you look through the texts, compare and contrast them. Ask yourself, *How are they alike? How are they different?*
3. Record the conclusions you come up with as you go.
4. Now create a tree map with Narrative as the heading. The tree should have branches for **memoir, fiction, biography, and poetry**.



5. Use the conclusions you came up with to fill in the chart with a description of each type of narrative.



How do I know if I'm reading a narrative?

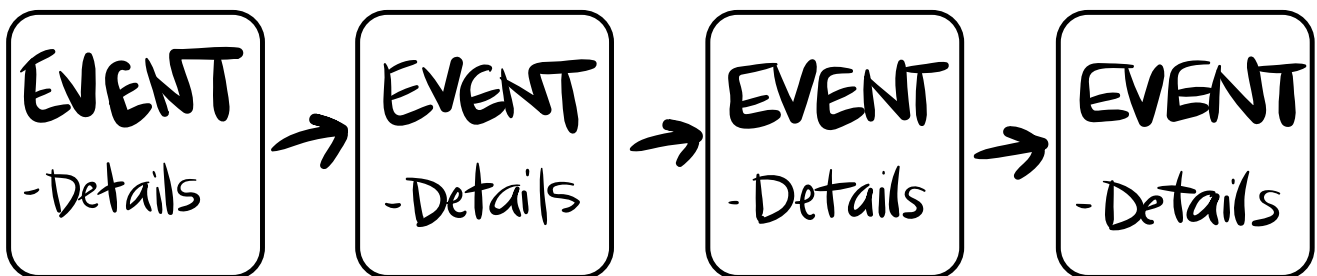
# NARRATIVE WRITING

(tells a story)

Begin with a **CATCHY** lead  
Introduce the characters or narrator



Have a clear **SEQUENCE**

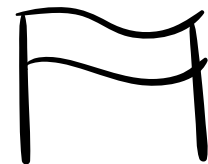


Use **TRANSITION** words:

➔ In the beginning..., Then..., After that...,  
Finally..., Lastly...

Use **DIALOGUE** to show what characters say or feel: "Oh, fun!" the class cried.

Have an **ENDING**





GRADES 3

# SEQUENCE OF EVENTS

## GET READY!

picture book

notebook or paper

pencil

## IGNITE THINKING!

A well-written imaginary narrative generally has three major **events** where the character tries to solve a problem and fails. The events should unfold naturally as they lead to the conclusion.

## IGNITE THINKING!

The **beginning** of the story usually introduces the characters, setting, and problem. The **ending** is when the problem is solved and the story is wrapped up. It's the **middle** of the story where all the major, juicy events occur!

## LET'S WRITE!

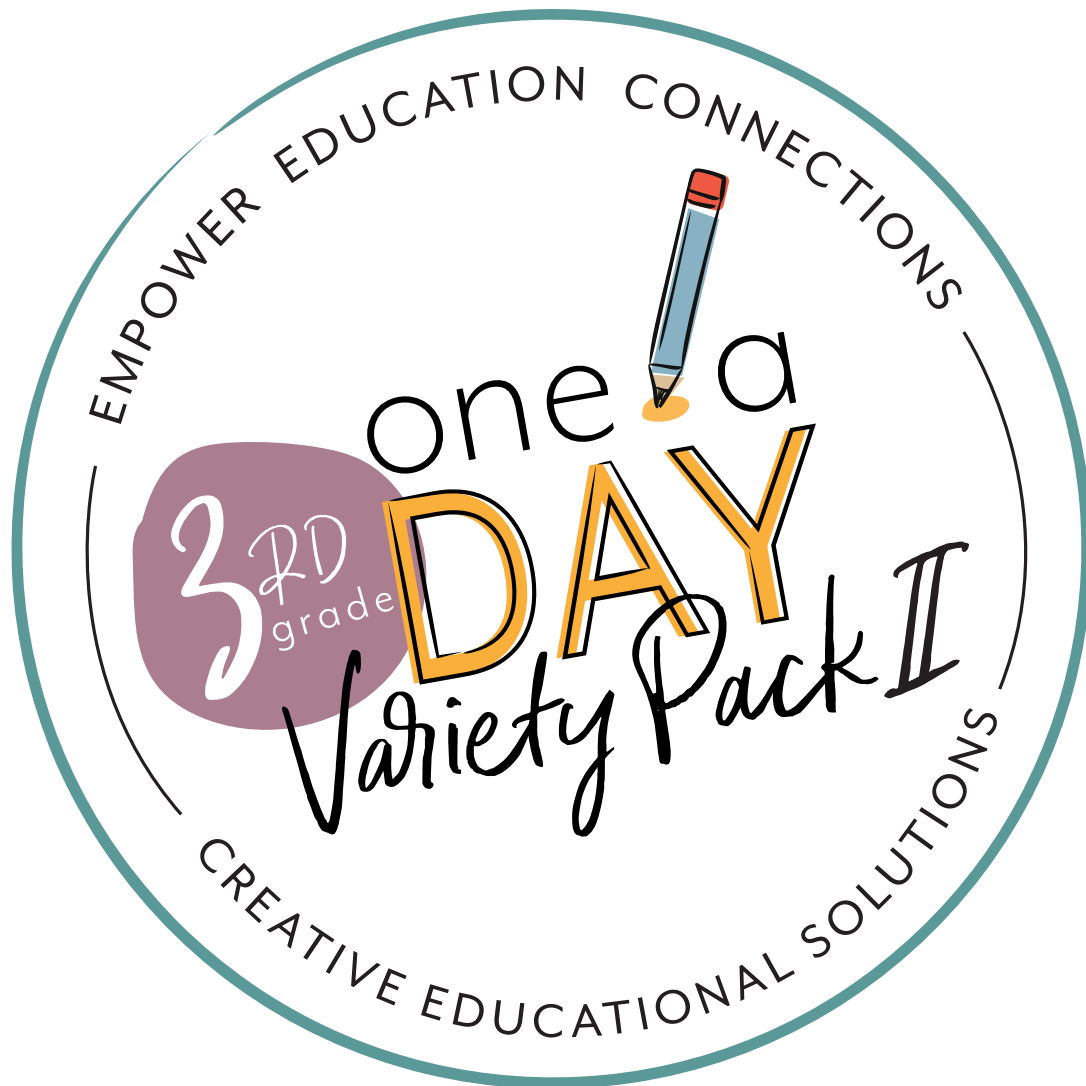
1. Reread a familiar picture book.
2. As you read, identify each major event where the main character tries to solve a problem and fails.
3. Write each event on your paper.
4. Now, take a closer look at the events. Evaluate how each event leads the character one step closer to what happens at the conclusion of the story.
5. Think of an imaginary narrative storyline and create a **sequence of events** for the middle of the story. Try to make sure the events unfold naturally. (And remember, the main character should attempt and fail to solve the problem in this part of the story!)



Where do all the major events occur in a narrative— *the beginning, the middle, or the end?*



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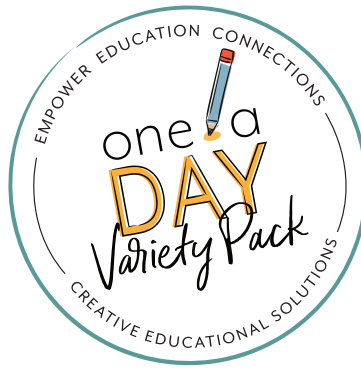
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Empower At-Home was born because at the root of everything we do, lies a deep passion for empowering children to learn. Let's be honest – not all of us were meant to be math teachers or

literacy professors. We get it – *that's why we're here*. We've done all the hard work, so you don't have too!

With 13 years of experience, coaching schools and districts on practices, tools and structures that are best for kids — we've adapted our products and practices, and are bringing them home to you!!

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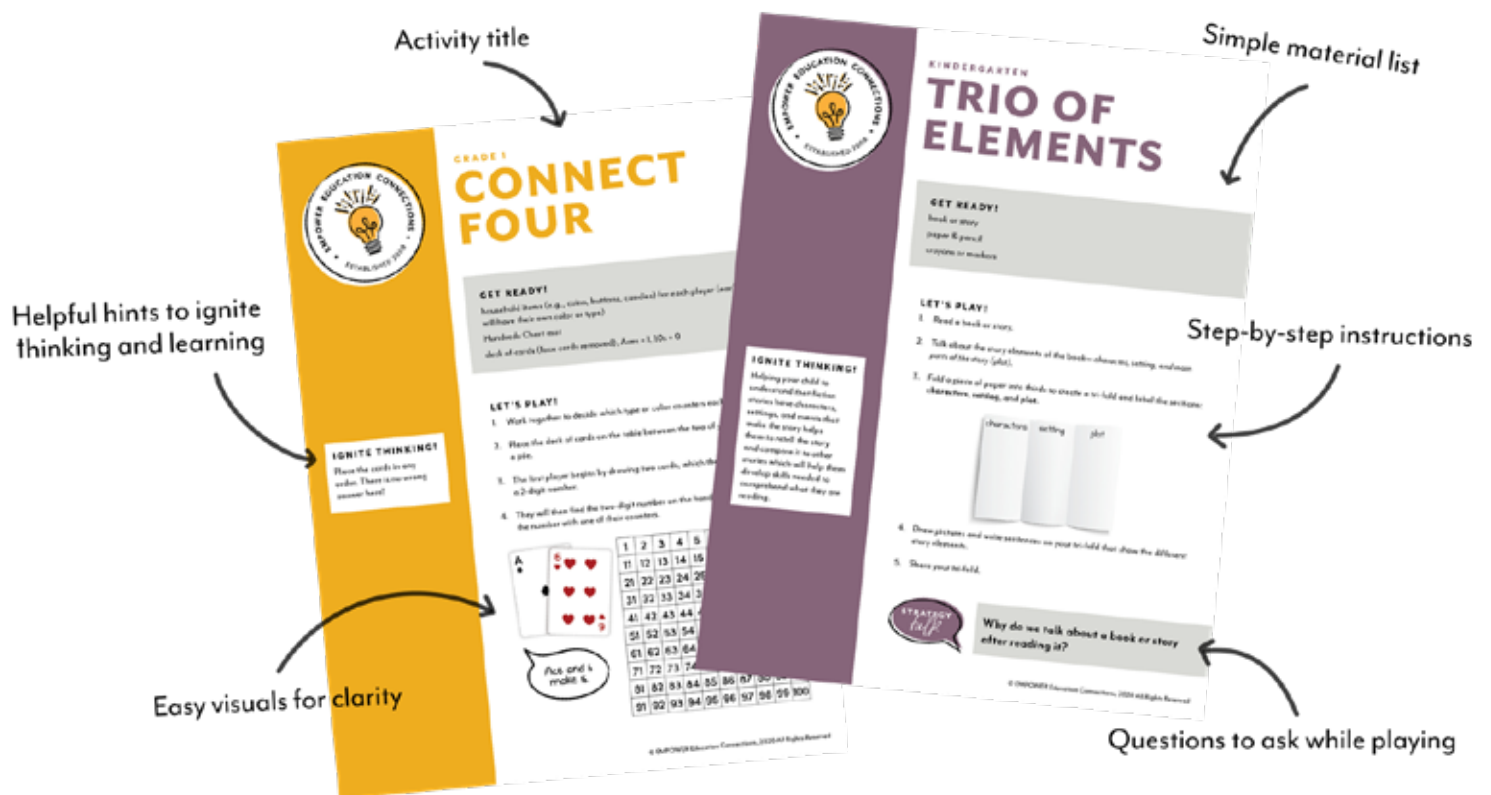






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GRADE 3

# DOMINO SUBTRACTION

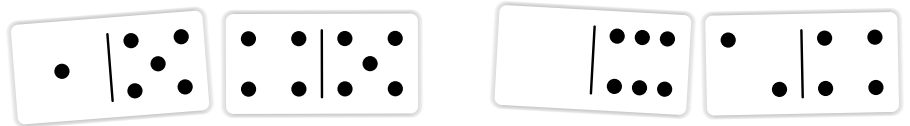
## GET READY!

paper and pencil

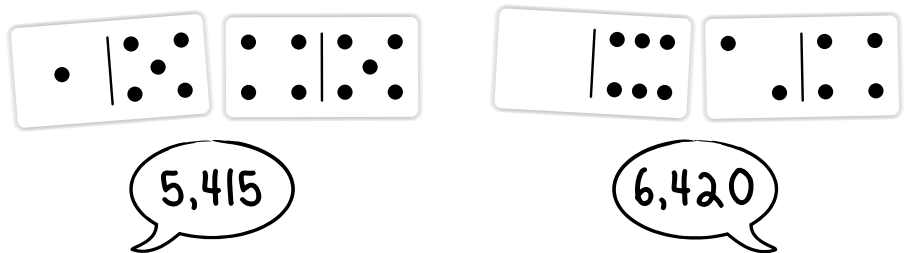
set of dominoes in a bag

## LET'S PLAY!

1. Each partner will draw two dominoes from the bin.
2. Independently, each of you will then use the four numbers represented to create any 4-digit number you choose.



3. Reveal your numbers to each other and work together to determine which of the two numbers is greater.



## IGNITE THINKING!

A great time to use math vocabulary such as *ones*, *tens*, *hundreds*, *thousands*, and *difference*.

4. Once you agree on which number is greater, write a subtraction problem with the greater number over the lesser number. Solve the problem individually using mental math strategies or recording on your paper.

$$\begin{array}{r} 6,420 \\ - 5,415 \\ \hline \end{array}$$

### IGNITE THINKING!

The **minuend** (larger number) is the number to be subtracted from.

The **subtrahend** (smaller number) is the number being subtracted.

5. Compare your answers and work together to make sure you each have the same correct answer.

$$\begin{array}{r} \overset{1}{\cancel{6}}, \overset{10}{\cancel{4}} \cancel{2} \cancel{0} \\ - 5,415 \\ \hline 1,005 \end{array}$$

6. Repeat.



How is subtracting 4-digit numbers different from subtracting 1, 2 or even 3-digit numbers?



GRADE 3

# HALFWAY THERE

## GET READY!

paper and pencil

set of dominoes in a bag

## IGNITE THINKING!

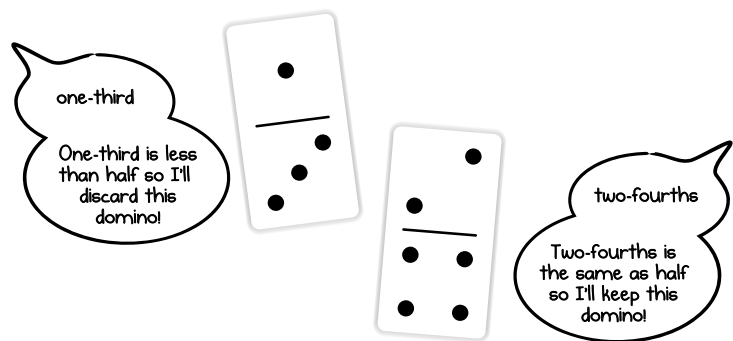
Remember, the **denominator** (bottom number of the fraction) is the equal parts of the whole. The **numerator** (top number of the fraction) is the number of parts being counted.

## IGNITE THINKING!

Use benchmark fractions like  $\frac{1}{2}$  to help compare fractions with different numerators and denominators. Draw a number line with 0,  $\frac{1}{2}$ , and 1 to help as you think about the fractions on your dominoes.

## LET'S PLAY!

1. Taking turns, draw a domino from the bag.
2. Arrange your domino so that the smaller number is on the top (numerator) and the larger number is on the bottom (denominator). Read the domino as a **fraction**.
3. If your domino fraction is greater than or equal to  $\frac{1}{2}$ , keep it. If it is less than  $\frac{1}{2}$ , place it in the discard pile



4. Repeat until time is up or all of the dominoes have been drawn from the bag.
5. The player with the most dominoes at the end of play is the winner!



**Look at the dominoes you kept. What do you notice about the numerators and denominators?**



GRADE 3

# LINE UP

## GET READY!

paper and pencil  
set of dominoes

## IGNITE THINKING!

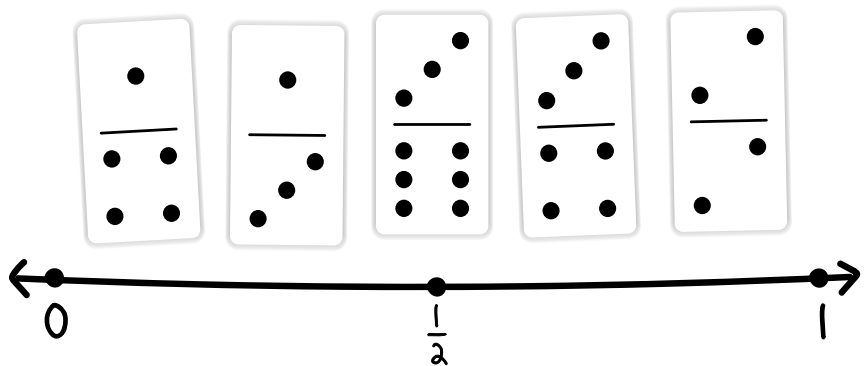
Remember, the **denominator** (bottom number of the fraction) is the equal parts of the whole. The **numerator** (top number of the fraction) is the number of parts being counted.

## IGNITE THINKING!

Use benchmark fractions like  $\frac{1}{2}$  to help compare fractions with different numerators and denominators. Draw a number line with 0,  $\frac{1}{2}$ , and 1 to help as you think about the fractions on your dominoes.

## LET'S PLAY!

1. Place the dominoes face down in the center of the play area.
2. Draw 5 dominoes.
3. Turn your dominoes face up, and arrange them vertically with the smaller number at the top. The top half of the domino is the **numerator**. The bottom half of the domino is the **denominator**.
4. Order your domino fractions from *least to greatest*.



5. Ask a parent, sibling, or friend to check your work for accuracy.
6. Repeat.



How do I order fractions with unlike denominators?



GRADE 3

# SHOW AND TELL

## GET READY!

clock with movable hands

## IGNITE THINKING!

Before you play this game, review the hands of the clock. The small hand tells the hour (read that hand first), and the big hand tells the minutes.

## IGNITE THINKING!

Telling time to the nearest minute isn't easy when you're first learning! So start with multiples of five minutes, then progress to ones.

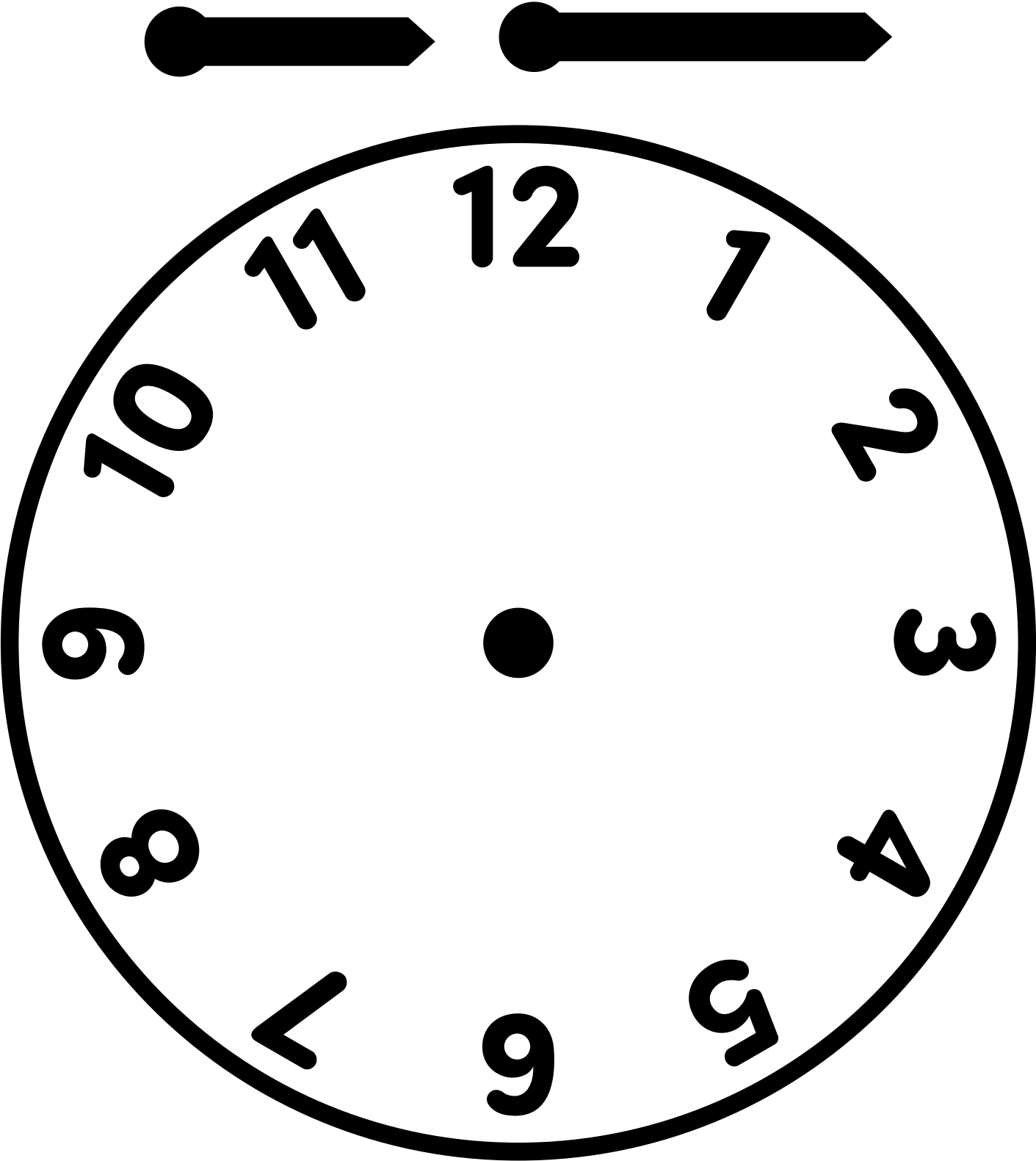
## LET'S PLAY!

1. This activity is for two people. Decide who will be Partner A and who will be Partner B. Partner A shows a time with the clock.
2. Then, Partner B tells the **time** in two ways. For example, if the time shown is 10:20, then Partner B would say, "Ten twenty or 20 past 10."
3. Partner A agrees or disagrees.
4. Partners switch roles and repeat for 10 rounds.



**How do I know the difference between the hours and the minutes when I hear someone tell me the time?**







GRADE 3

# GRAPHIC HUNT

## GET READY!

informational books with many different types of graphics

sticky notes or sticky flags

paper and pencil

Text Features chart

## IGNITE THINKING!

If you don't have an informational book on hand, look for a magazine, newspaper, or instructional book.

## IGNITE THINKING!

Graphics, or **text features**, really help you understand what you're reading!

## LET'S PLAY!

1. Write each of the following types of **text features** on sticky notes, one per note: *illustration, timeline, diagram, map, photograph, and table/chart*.
2. Choose a nonfiction book that has many text features and graphics.
3. Page through your book to find examples of the above graphics. Place the correct sticky note next to each graphic you find.
4. Choose other books and look for examples of other graphics until you have found one example for each sticky note.
5. Create a table on your paper like the one below. List the text feature (graphic), the title of the book, and page number where you found the example. Examine the graphic and tell what you can learn from looking at the graphic.
6. Share your table with a parent, sibling, or friend. Discuss what facts you learned by examining graphics.



**Why do you think there are so many types of text features?**

# TEXT FEATURES

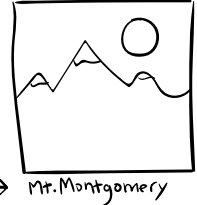
## Table of Contents

Topics in the order they're presented

CONTENTS	
Soups.....	2
Salads.....	8
Entrees.....	15
Breads.....	27
Desserts.....	35

## Captions

Words, sentences, or phrases to help the reader understand photos, pictures, or illustrations



## Types of Print

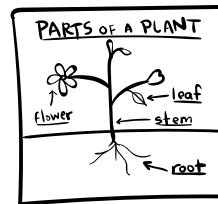
underline

*italics*

CAPITAL

**BOLD**

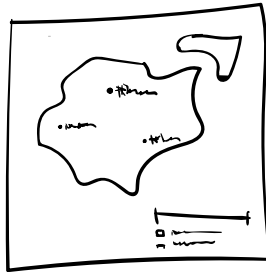
## Labels



Words that identify a picture, photograph, or diagram and its parts

## Maps

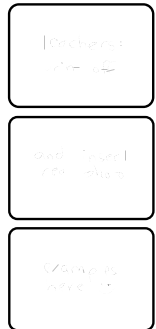
Visual image of a geographic feature; usually has a key and scale.



## Photographs



Pictures taken with cameras to show how something appears in real life



## Glossary

GLOSSARY	
Flower -	.....
Leaf -	.....
Plant -	.....
Root -	.....
Stem -	.....

Alphabetical list of important words and what they mean

## Index

Index	
Asparagus, 20	Dill, 17
Basil, 3	Eggplant, 21
Beans, 4	Grape, 14
Beets, 16	Kale, 13
Broccoli, 22	Lettuce, 13
Cabbage, 5	Mustard, 3
Carrots, 1	Pea, 15
Celery, 17	Spinach, 12
Corn, 12	Turnip, 19

Alphabetical list of almost everything covered, with page numbers where they can be found



GRADE 3

# HULA HOOP WITH BOOKS

## GET READY!

2 books or stories by the same author that you have read before, with the same or similar characters in each book (e.g., two Magic Tree House stories or Junie B. Jones)

Hula-Hoops

index cards

paper and pencil

## IGNITE THINKING!

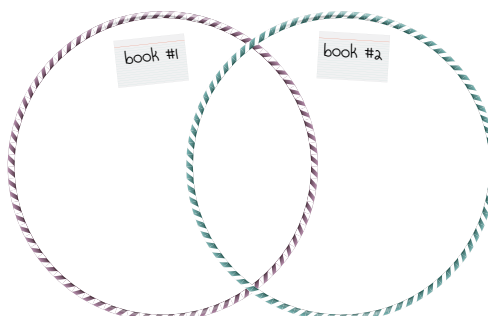
Comparing stories from the same author or even from the same series makes it easier to focus comparative thinking on **story elements** like setting, characters, problem, and solution.

## IGNITE THINKING!

*No hula hoops?* You can draw two circles on paper, use string, or even paper plates.

## LET'S PLAY!

1. Choose two stories by the same author with the same or similar characters.
2. Think about each story. You might want to read the synopsis on the back of each book to refresh your memory of what each book is about. Identify the plot in each story. Think about how the plots are the same and how they are different.
3. Write the title of one book and important events that happened in the story on index cards. Make several index cards for this book.
4. Repeat the process with the other book.
5. Make a Venn diagram on the floor with two Hula-Hoops. Place the index cards in the hoops to show how the plots are the same and how they are different.



6. Use the ideas in your Venn diagram to write a paragraph on your paper comparing and contrasting the two plots.
7. Share your paragraph with a parent, sibling, or friend.



**What do you notice when you compare different stories by the same author?**

### **IGNITE THINKING!**

Using graphic organizers like the Venn diagram make it easy to practice comparative thinking skills



## IGNITE THINKING!

**Verbs** are action words!

GRADE 3

# SPIN A SUFFIX

## GET READY!

-ed and -ing Spinner

paper strips

bag

paper clip

paper and pencil

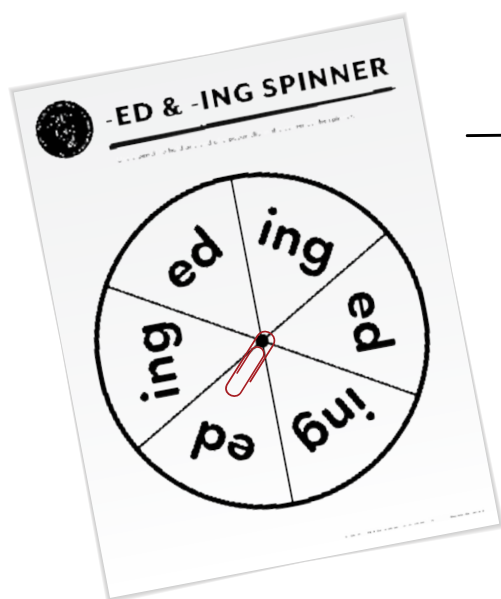
## LET'S PLAY!

1. Write 6 verbs on paper strips (e.g., jump, sleep, shake, dance), one verb per strip. Place the verb strips in a paper bag.
2. Take out the -ed and -ing Spinner.
3. Make a t-chart on your paper like the one below.

-ed	-ing

4. Use the point of your pencil to hold the paper clip at the center of the spinner. Spin the spinner by flicking the paper clip, then draw a verb strip from the paper bag. Combine the **root word** and **suffix**. If the word makes sense, write it on the chart. If it does not make sense, spin again.

5. Read your chart with a parent, sibling, or friend.
6. Choose three words from your chart and write a sentence with each word.



-ed	-ing
bounced	tracing
traced	

### IGNITE THINKING!

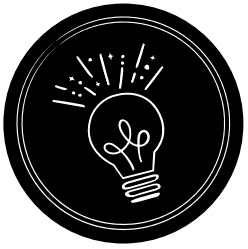
A **suffix** is added to the end of a **root word** to change its meaning—*just a little bit!* The suffixes -ed and -ing change the verb tense.



**What does the suffix -ed tell me about a verb?**

### MIX IT UP!

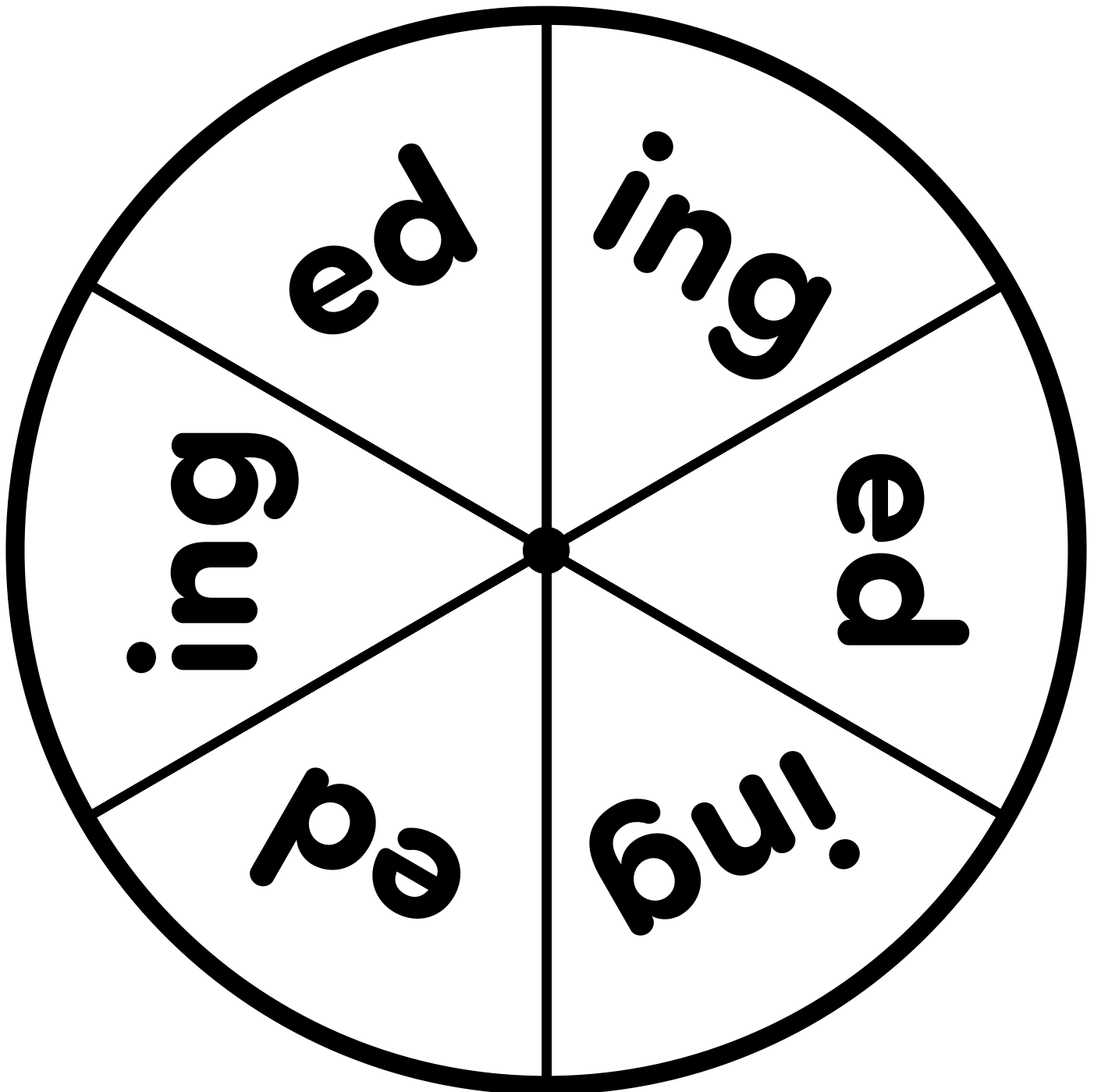
Need a little help thinking of some verbs? Play a little game with a parent, sibling, or friend first! Take turns performing a verb (jump, sleep, shake, snore, dance, etc). Then pull out the verbs from the bag and add the suffixes.



# -ED & -ING SPINNER

---

Use a pencil to hold one end of a paper clip in the center as the spinner.







GRADE 3

# WONDER, SEE, & READ

## GET READY!

picture books  
blank paper  
Flip Flap Book instructions  
scissors  
pencil

## IGNITE THINKING!

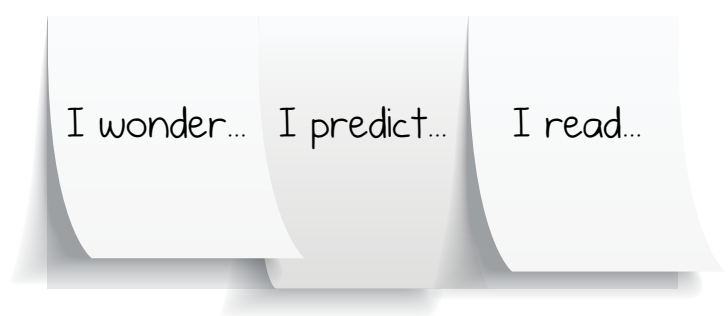
Previewing a story or text before you read it to ask questions and make predictions will help you read with purpose and improve your comprehension.

## IGNITE THINKING!

Making **predictions** is more than just guessing! Make sure you're using the pictures and thinking carefully.

## LET'S PLAY!

1. Choose a book or story that you have never read before.
2. Make a Flip Flap Book with three flaps. Label the top flaps with these headings: **I Wonder**, **I Predict**, and **I Read**.

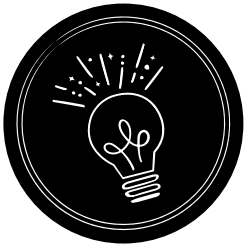


3. Take a picture walk through the book you chose. Look carefully at the pictures. Think about what you believe is happening in the story.
4. On the inside left flap of your Flip Flap Book, write what you wonder about. Write questions you might have about the story.
5. On the inside center flap, write your **predictions** of the story.

6. Read the book.
7. After reading the story, write what actually happened on the inside right flap of your Flip Flap Book.
8. Read your Flip Flap Book to a parent, sibling, or friend.
9. Talk with them about the predictions you made and whether they were correct or not.



**How does making predictions  
help me to understand the story  
as I read it?**

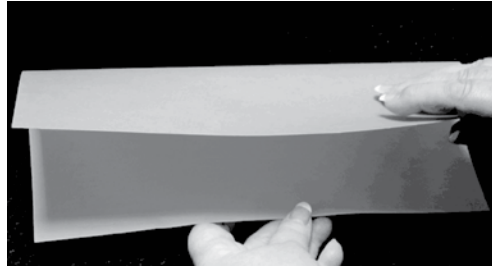


# FLIP FLAP BOOK INSTRUCTIONS

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**1**

Fold a piece of paper in half lengthwise to make a "hot dog" and crease.



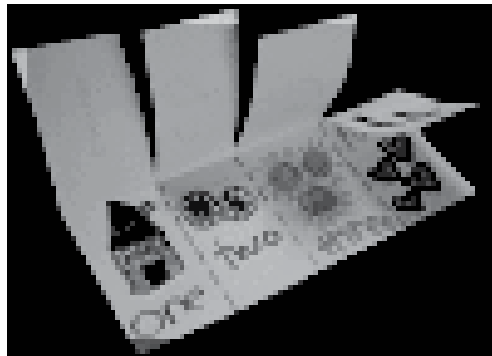
**2**

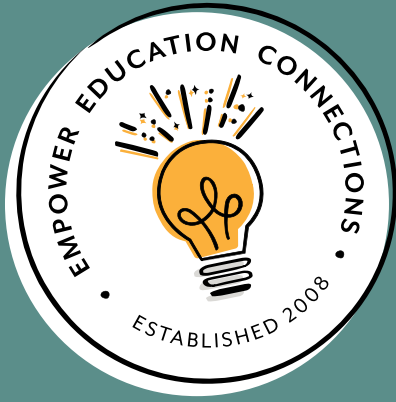
Depending on how many sections you need, cut that number of slits on one side of the folded paper.



**3**

Write a question or word on the top of the flap, and the answer under the flap with an illustration.





GRADE 3

# CUPS VS. ARMS

## GET READY!

CUPS vs. ARMS chart

pencil

A paragraph written by you!

## IGNITE THINKING!

Revising is different than editing! **Revising** a piece of writing can include word choice, sentence structure, and moving, adding, or removing content. **Editing** is all about the details like grammar and punctuation.

## LET'S WRITE!

1. Take a look at the CUPS vs ARMS chart to learn what the goal is when revising a piece of writing.
2. Now use what you learned from the chart to revisit something you've written on your own (e.g., short story, journal entry) and **revise** it to make it better.
3. Share your revised paragraph with a parent, sibling, or friend, and ask them to check to see if you missed anything.



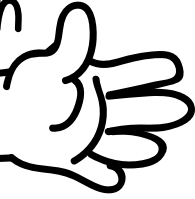
**What do you focus on when you are revising?**

## MIX IT UP!

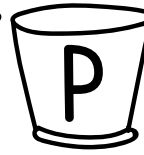
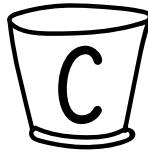
Now that you've revised your writing, go back to it and **edit** it! Use the CUPS vs. ARMS chart to help you.

Revise with

ARMS



Edit with



A

Add  
sentences  
and words

C

Capitalization  
sentences, names,  
places, months,  
titles, I

R

Remove  
unneeded words  
or sentences

U

U usage  
match nouns and  
verbs correctly

M

Move  
a sentence or  
word placement

P

Punctuation  
, . ? ! " "

S

Substitute  
words or sentences  
for others

S

Spelling  
check all words, use  
your resources

# TALKING CHARACTERS

## GET READY!

notebook or paper

pencil

## IGNITE THINKING!

Here are some reminders of the basic rules for punctuating dialogue:

*"I need a new pencil," Jack said.*

*Jack said, "I need a new pencil."*

*"I don't like tomatoes," Jack said.*

*"Do you have any cucumbers instead?"*

*"People who take up the whole sidewalk," Jack said, "kind of drive me nuts."*

## IGNITE THINKING!

Adding dialogue into a narrative makes the story more interesting and the characters come alive! This activity provides great practice writing dialogue for characters.

## LET'S WRITE!

1. Read the example **dialogue** below. As you read, pay attention to how the dialogue conveys how the characters are feeling and what they might be thinking or doing.

**CHARACTER 1:** A boy about 11 years old named Bill

**CHARACTER 2:** A large, friendly dog named Gus

**SETTING:** Home

"Hey Gus, are you ready for school?" asked Bill. Gus, a large golden retriever, attended school with Bill every day because the young boy had lost his sight a few years ago. Gus helped Bill find things like his classroom, the playground, and where to turn in his papers.

"I'm too tired for school today," thought Gus. Then Gus remembered it was Thursday and that meant he could go swimming with Bill after school. Gus was so excited he leapt off his bed and began running around the kitchen.

"Easy Gus," laughed Bill. He knew Gus was excited because today was the day they practiced swimming. Gus loved to swim!

"I can't wait! I can't wait!" thought Gus excitedly in his dog brain. He panted and jumped up on Bill to show his favorite boy how happy he was that it was Thursday!

2. Brainstorm to come up with additional dialogue to add to the story above.
3. Write at least **4 more lines of dialogue** between the characters.
4. Share what you have written with a parent, sibling, or friend.

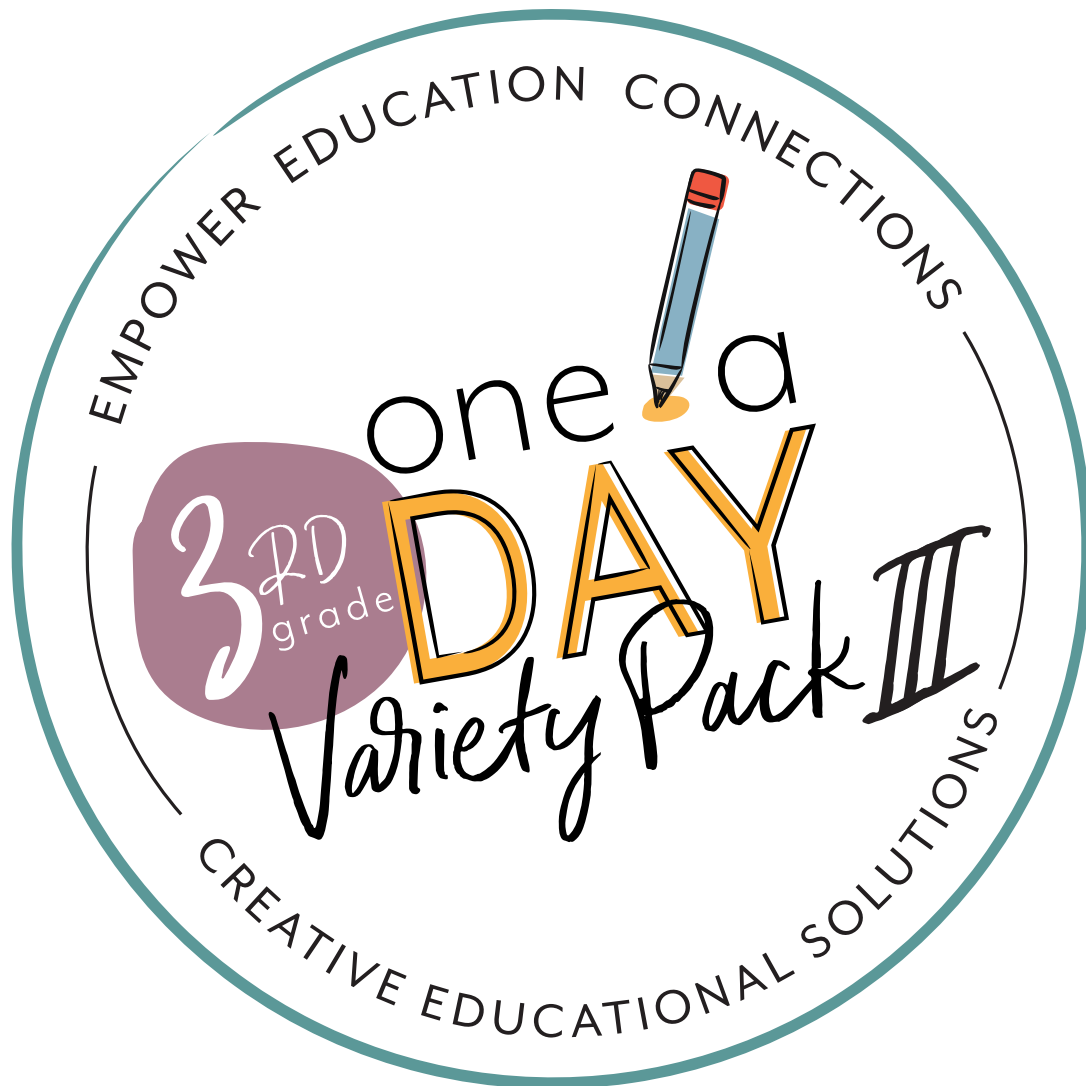


**How does character dialogue help explain what is happening in a story?**



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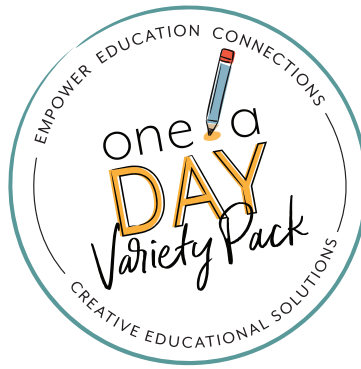
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Our One-A-Day Kits will help you keep education fresh and happening at home during these changing times. The standards-aligned activities in the kits make it simple for you to easily support concepts and enjoy learning conversations with your children.

Each One-A-Day Kit contains two weeks' worth of lessons. Two reading activities, two math activities, and one writing activity per week— **one per school day!** The activities can be done in any order, and you can do them time and time again! For math, play the games over and over. For reading, repeat them again with a new book or story. For writing, choose a new topic or idea to write about! *There's something new to be learned every time through!*

The activities and games in the One-A-Day Kits are enjoyable, flexible, engaging, and easy-to-use. Your child might be able to do them alone, but it's much more powerful as a team! Doing just one activity a day will help your child stay mentally sharp and foundationally strong in their schooling. Just one activity a day will keep your family from being so overwhelmed with hours of tedious worksheets, screen time, boredom, or the pressure to try to be a teacher. Home should be a place of learning and joy. The One-A-Day Kits keep the fun in and the stress out! *You've got this!*

*Happy learning!*  
*The Empower Team*



Hello! Before we start - we want you to know that we're here for you. As parents ourselves, we understand these uncharted waters are challenging - however, if there's one thing we do know, it's education. And as professionals who do education every day - we've pulled together and are doing all we can to bring families hope and answers.

Empower At-Home was born because at the root of everything we do, lies a deep passion for empowering children to learn. Let's be honest – not all of us were meant to be math teachers or

literacy professors. We get it – *that's why we're here*. We've done all the hard work, so you don't have too!

With 13 years of experience, coaching schools and districts on practices, tools and structures that are best for kids — we've adapted our products and practices, and are bringing them home to you!!

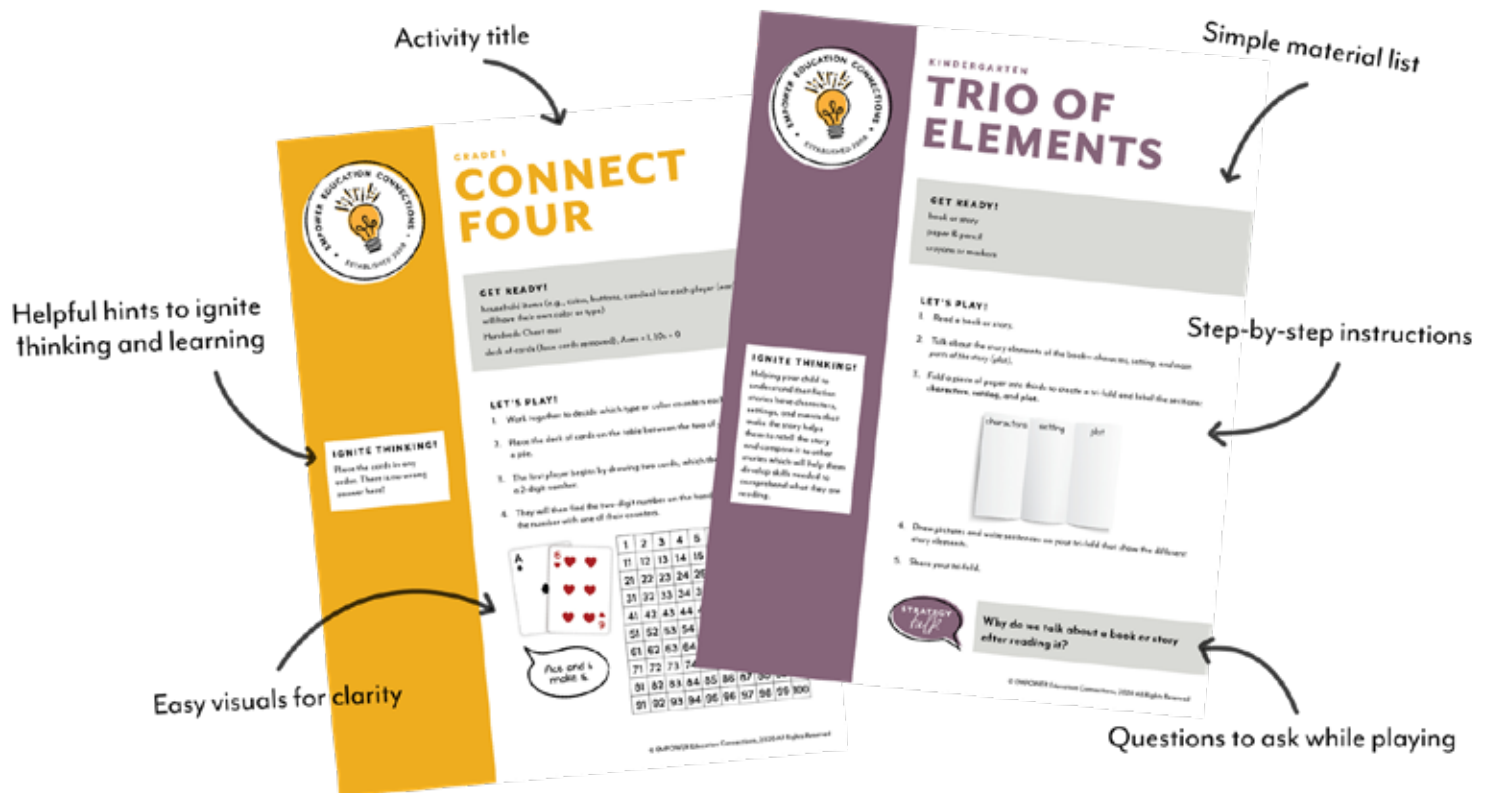
xoxo!  
the Empower Team





## BRINGING OUR SCHOOL PRODUCTS TO YOU

Our products have been successful in classrooms nationwide - and now they've been adapted just for you! Formatted as the examples below, you can rest easy knowing that every lesson is easy, adaptable, fun and flexible + they meet standards nationwide. **Yep. It's a solid win-win-win!!**



# Let's Get Started!

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## You've got this!

*Have questions, need help?*

*Don't hesitate to reach out, we're here for you!*



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## ONE-A-DAY VARIETY PACK I

Made with the family in mind - our at-home products are aligned with standards nation-wide and will give you peace of mind that you are giving your children what they need, in small doses, without sacrificing rigor or engagement!

We've saved you loads of time preparing, searching and scouring the Internet for ideas, and brought the most powerful, fun, easy-to-do, activities right to your table! That's right! 2 weeks of daily lesson - prepped, packaged, and ready to go!



Specific to grade levels preK-8th grade -  
every Variety Pack includes:

- **(4) Literacy activities,**
- **(4) Math Activity,**
- **(2) Writing Activity**
- **How to Instructions**
- **Black Line Masters**



You won't want to miss our Math, Literacy & Writing focused kits -  
with 10 subject specific activities in each pack!



GRADE 3

# BALANCE

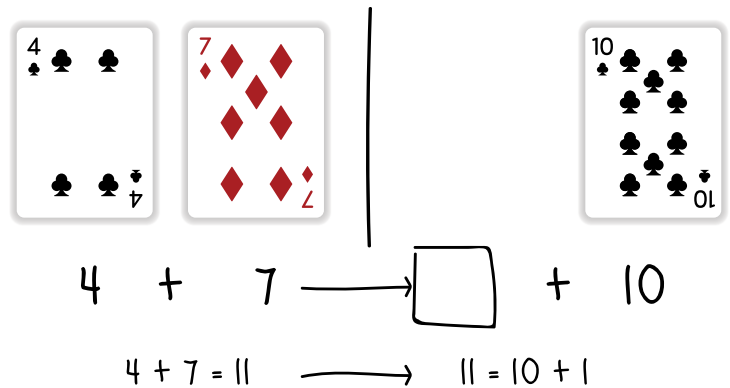
## GET READY!

paper and pencil

deck of cards (face cards removed), Aces = 1

## LET'S PLAY!

1. Each player draws 3 cards and arranges them in an equation at the top of their paper, leaving one space empty (see example below).
2. At the same time, work to find your **missing number**.



3. Share equations and check for accuracy.
4. The player with the lowest answer (missing number) wins the round and collects all of the cards used for that round.
5. Play until all of the cards have been drawn. The player who collects the most cards is the winner!

## IGNITE THINKING!

Look for the number that will make it equal on both sides.

## IGNITE THINKING!

You may use counters to help you find the missing number (**addend**) and check your thinking!

## IGNITE THINKING!

When you are ready to work with 2-digit numbers, play with dominoes instead of cards! Each domino is a 2-digit number.



How did I find the missing number?





GRADE 3

# LUCKY NUMBERS

## GET READY!

paper and pencil

2 dice

## LET'S PLAY!

1. This game is for two players. Before play begins, choose 3 numbers between 2 and 36 to be your lucky numbers. (Each player picks 3.) Record your numbers on your paper.
2. Draw the following table on your paper:

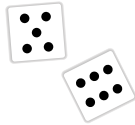
equation	product	points

## IGNITE THINKING!

Some numbers are harder than others to roll. Their probability is less. Why do you think that is?

3. Take turns rolling the two dice.
4. On your turn, roll the dice and **multiply** the two numbers together.
5. Record the multiplication equation on your table.
6. If the **product** is the same as one of your Lucky Numbers, you get a point.

♣ 12 24 30



equation	product	points
$2 \times 6$	12	
$2 \times 3$	6	
$6 \times 5$	30	

7. At the end of play, the player with the most points wins!



**How can you determine which numbers are least likely to be rolled?**

### MIX IT UP!

Try to change your luck! Play with the option to change one or all of your lucky numbers in the middle of the round.



GRADE 3

# NEAREST 100

## GET READY!

deck of cards (face cards and 10s removed), Aces =1

## LET'S PLAY!

1. This game is for 2 players. Players take turns.
2. On your turn, draw 3 cards to form a 3-digit number. For example, the cards 3, 6, and 4 may become the number 346.
3. Determine the amount you need to add or subtract to get to the nearest hundreds number (a number that ends in 00).
4. Say aloud your starting number, amount added or subtracted, and the hundreds number. For example, if your number was 346 you would say, "My starting number is 346. I need to subtract 46 to reach 300."
5. Continue to take turns for 5 rounds, or as many rounds as time allows.

## IGNITE THINKING!

**Rounding** is the action of making a number easier to use while keeping it close to its original value.



**Can you prove one of your answers using a number line?**

## MIX IT UP!

Draw 4 or 5 cards, but still round to the nearest hundred (e.g., 1,342 → 1,300 or 17,342 → 17,300).



GRADE 3

# UP TOP

## GET READY!

paper and pencil

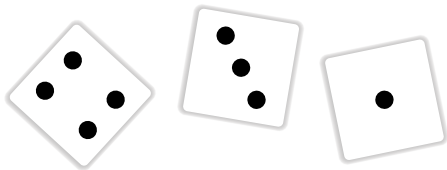
3 dice

## LET'S PLAY!

1. On your paper, draw the following table:

roll	X	÷	highest?

2. Take turns rolling all three dice.
3. On your turn, **multiply** any two of the dice you rolled, then **divide** the product by the third die.
4. Record your roll and equations on your table. The player with the highest **quotient** gets a star.



roll	X	÷	highest?
4, 1, 3	$4 \times 3 = 12$	$12 \div 1 = 12$	★

## IGNITE THINKING!

The **product** is the answer to a multiplication problem.  
The **quotient** is the answer to a division problem.

5. Repeat. The player with the most stars at the end of play is the winner!



**Would you use a higher or lower divisor to get the greatest quotient?**



GRADE 3

# FAMOUS PERSON POSTER

## GET READY!

nonfiction book about a famous person

sticky notes

poster board

crayons and markers

pencil

## LET'S PLAY!

1. Read an informational text about a famous person.
2. Write down **facts** about the person on sticky notes as you read. Write the page number where the information comes from.

pg. 126  
Clara Barton founded  
the American Red  
Cross on May 21, 1881.

pg. 124  
During the Civil War she  
was a battlefield nurse.  
The soldiers called her  
the "Angel of the  
Battlefield."

3. Take another look at the facts you wrote down. Decide which information is most important.
4. Make a poster that shows what you know about the person you selected. Illustrate your poster. Use vivid words and include lots of details about the person.
5. Share your Famous Person Poster with a parent, sibling, or friend.

## IGNITE THINKING!

Try grouping similar things together to make one important fact for your poster.



**Why did you choose this person?**  
**What makes this person famous?**



GRADE 3

# RELATE TO A CHARACTER

## GET READY!

book or story

paper and pencil

## LET'S PLAY!

1. Read a book or a story.
2. Think about the characters in the book. Think about how you are similar to and different from the characters in the story.
3. Make a chart on your paper like the one below. **Compare** yourself to a character in the story. Fill in the columns on the chart using information from the story and information about you.

character from the story	information about me
The boy in the story doesn't have a lot of money.	My family doesn't have a lot of money either.
The boy has three brothers.	I have two brothers and a sister.

4. Share your chart with a parent, sibling, or friend.

## IGNITE THINKING!

It might be helpful to write what you notice about the character as you read. Then you can go back and write how that compares to you.



**Was there anything about the character that was really different from you? What was most similar?**

### **MIX IT UP!**

Fold a blank piece of paper in half. On one side of the paper, draw a picture of the character and write sentences to describe the character. On the other side, draw a picture of yourself and write sentences that describe you.





GRADE 3

# SYLLABICATION

## GET READY!

fiction or informational text with multisyllabic words

index cards

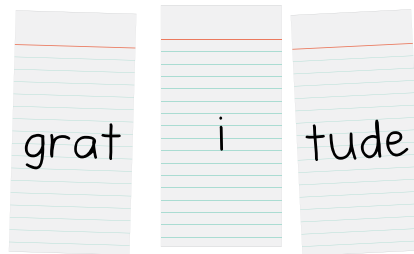
scissors

envelopes

paper and pencil

## LET'S PLAY!

1. This activity is for two players. Search a text to locate at least 10 multisyllabic words.
2. Write each word you found on an index card.
3. Cut each word into **syllable** parts like the example.



4. Put each word (now cut) into an envelope. Exchange your 10 envelopes with your partner's envelopes.
5. Put your partner's words back together. Say each word aloud. Say each word again, clapping each syllable part in the word.
6. Write your partner's words on your paper. Write the number of syllables next to each word.

gratitude 3

## IGNITE THINKING!

Not sure where to break the word into syllables? *Here's a hint:* every **syllable** has a vowel. Check your work with a dictionary.



**Did you notice any patterns as you broke up the words into syllables?**

### **MIX IT UP!**

Write a sentence for each of the words that you matched.



GRADE 3

# WORD PARTS

## GET READY!

informational or fiction text

list of common prefixes and suffixes with meanings

dictionary or glossary

paper and pencil

## LET'S PLAY!

1. Make a chart like the one below on your paper.
2. Read an informational or fictional text. As you read, record any unfamiliar words in the chart. Write the word parts (prefixes and suffixes in the word and their meanings), context clues you found to help you guess or **infer** the meaning of the word, and what you think the word may mean.
3. Use a dictionary or glossary to locate the definition of each word and write it in the correct column on the chart.

word with affixes	prefix or suffix meaning	context clue	my explanation	dictionary definition
disjointed	dis = not ed = past tense	"She closed her eyes, watching the disjointed, fuzzy home videos playing in her mind."	things not together	lacking order and organization
argument				

4. Read your chart to a parent, sibling, or friend. Talk about how the word parts and context clues helped you with your explanation. How are your explanations and the dictionary definitions alike or different?

## IGNITE THINKING!

Don't get discouraged if you come across words you don't know. It happens to everyone! Use these strategies to help you figure out word meanings and add to your brain's personal dictionary!



**How does knowing the meaning of a prefix or suffix help you figure out the definition of a word?**

# BUBBLING UP OPINIONS

## GET READY!

paper and pencil

### IGNITE THINKING!

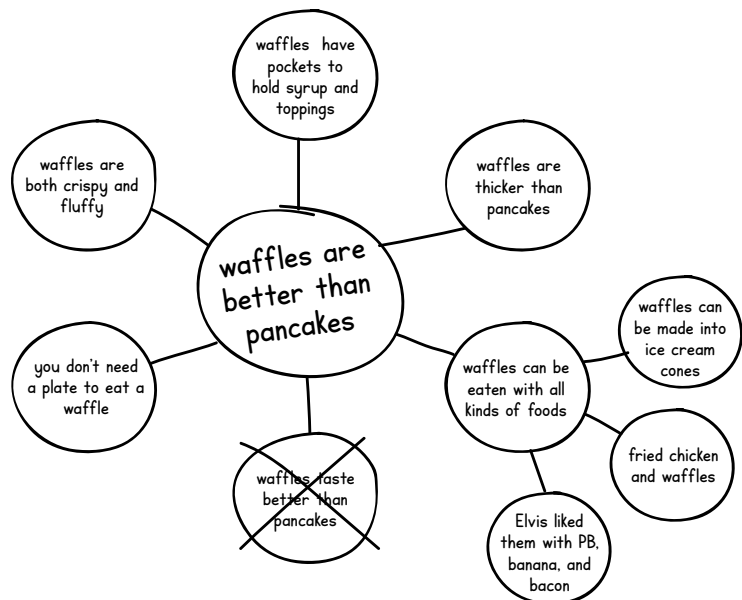
It's not enough to just express your opinion! You need to support your opinion with facts and examples. Using an organizer can help you generate and clarify ideas to support your opinion.

### IGNITE THINKING!

Remember, the middle circle is your **opinion**. The other bubbles should be **facts** to support your stated opinion (not just more opinions!).

## LET'S WRITE!

1. Draw a bubble organizer on your paper like the example below.
2. Study the example bubble organizer to get a better idea of how to use it.
3. Pick one of the topics below and brainstorm some ideas. Remember, it's always easier to write about something you feel strongly about.



4. Write your **opinion** in the middle circle of the bubble organizer (e.g., winter is better than summer).
5. Now fill in **facts** to support your opinion in the bubbles branching out from your opinion bubble (e.g., you can snow ski in winter). Add more fact bubbles, if needed.

6. Share your completed bubble organizer with a parent, sibling, or friend.  
State your case and see if you can convince them you're right!



**Why did you choose your topic?**

### **MIX IT UP!**

Use the ideas in your bubble organizer to write a paragraph to support your opinion.

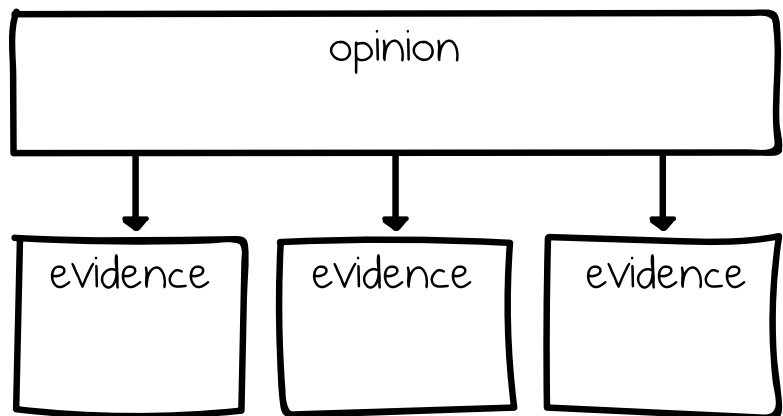
# LETTER TO AN AUTHOR

## GET READY!

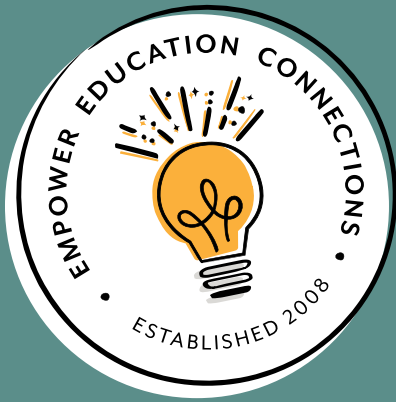
paper and pencil

## LET'S WRITE!

1. Choose an author you're familiar with. Pick an author you would like to write a letter to in order to give your **opinion** of their work.
2. Think about why you like or don't like the author's books. Think of specific evidence and examples to support your opinions.
3. Record your ideas in note form in a graphic organizer like the example below.



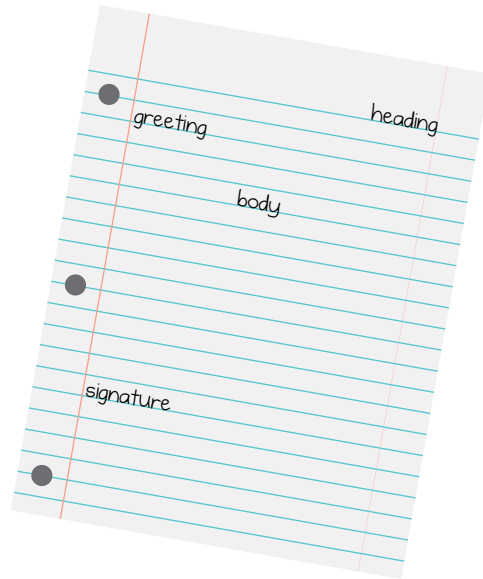
4. Write a letter to the author to express your opinion. Use the notes in your graphic organizer as a guide. Make sure you include an introductory statement to introduce yourself and explain why you are writing, as well as a conclusion statement to thank the author.



## IGNITE THINKING!

State your opinion clearly using complete sentences. Back it up with specific **evidence** and examples, or your opinion won't carry any weight.

5. Share your letter with a parent, sibling, or friend.

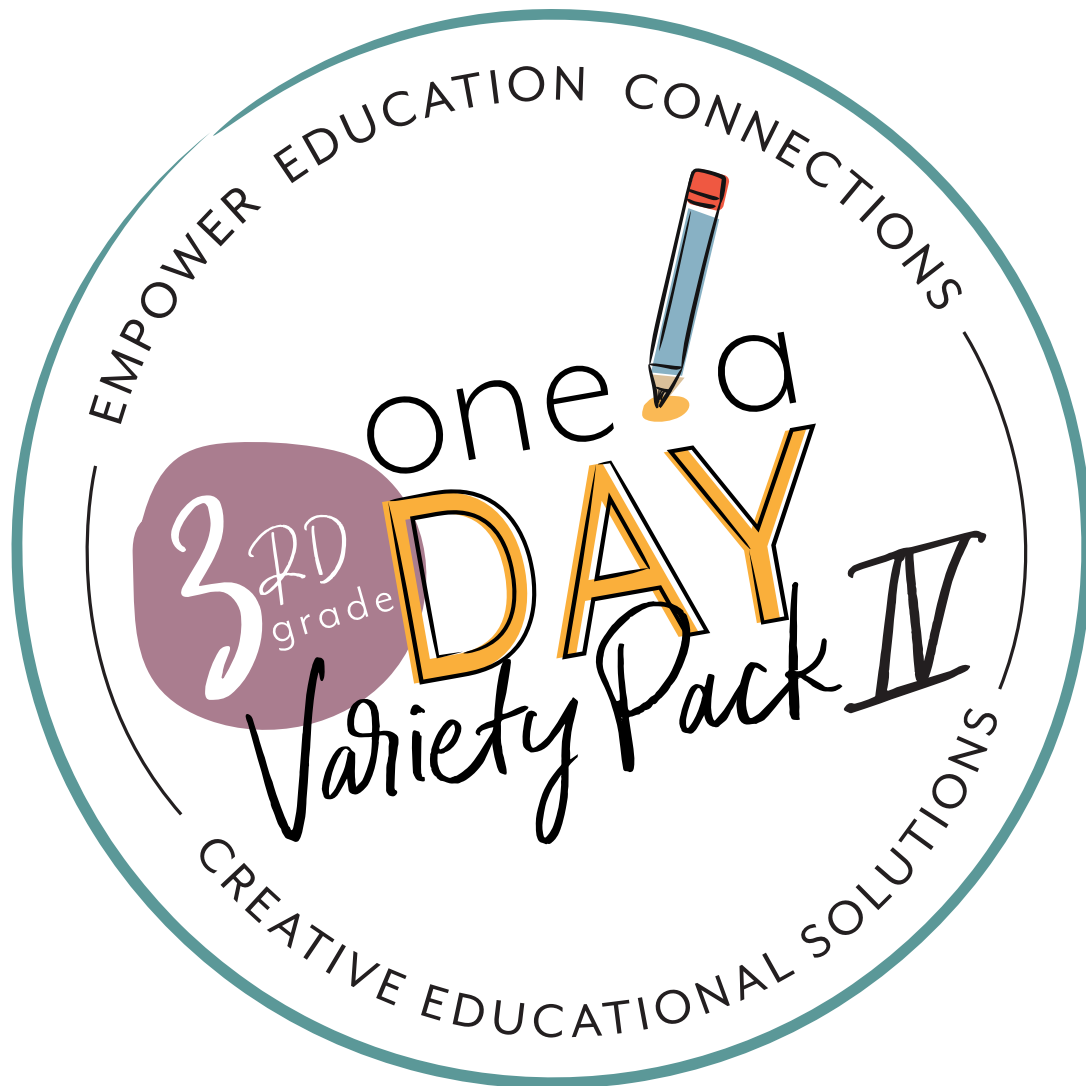


**What would you ask the author if you had a chance to talk to them?**





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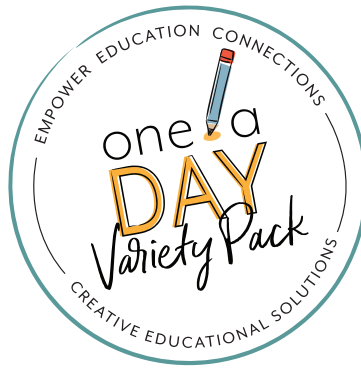
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Our One-A-Day Kits will help you keep education fresh and happening at home during these changing times. The standards-aligned activities in the kits make it simple for you to easily support concepts and enjoy learning conversations with your children.

Each One-A-Day Kit contains two weeks' worth of lessons. Two reading activities, two math activities, and one writing activity per week— **one per school day!** The activities can be done in any order, and you can do them time and time again! For math, play the games over and over. For reading, repeat them again with a new book or story. For writing, choose a new topic or idea to write about! *There's something new to be learned every time through!*

The activities and games in the One-A-Day Kits are enjoyable, flexible, engaging, and easy-to-use. Your child might be able to do them alone, but it's much more powerful as a team! Doing just one activity a day will help your child stay mentally sharp and foundationally strong in their schooling. Just one activity a day will keep your family from being so overwhelmed with hours of tedious worksheets, screen time, boredom, or the pressure to try to be a teacher. Home should be a place of learning and joy. The One-A-Day Kits keep the fun in and the stress out! *You've got this!*

*Happy learning!*  
*The Empower Team*



Hello! Before we start - we want you to know that we're here for you. As parents ourselves, we understand these uncharted waters are challenging - however, if there's one thing we do know, it's education. And as professionals who do education every day - we've pulled together and are doing all we can to bring families hope and answers.

Empower At-Home was born because at the root of everything we do, lies a deep passion for empowering children to learn. Let's be honest – not all of us were meant to be math teachers or

literacy professors. We get it – *that's why we're here*. We've done all the hard work, so you don't have too!

With 13 years of experience, coaching schools and districts on practices, tools and structures that are best for kids — we've adapted our products and practices, and are bringing them home to you!!

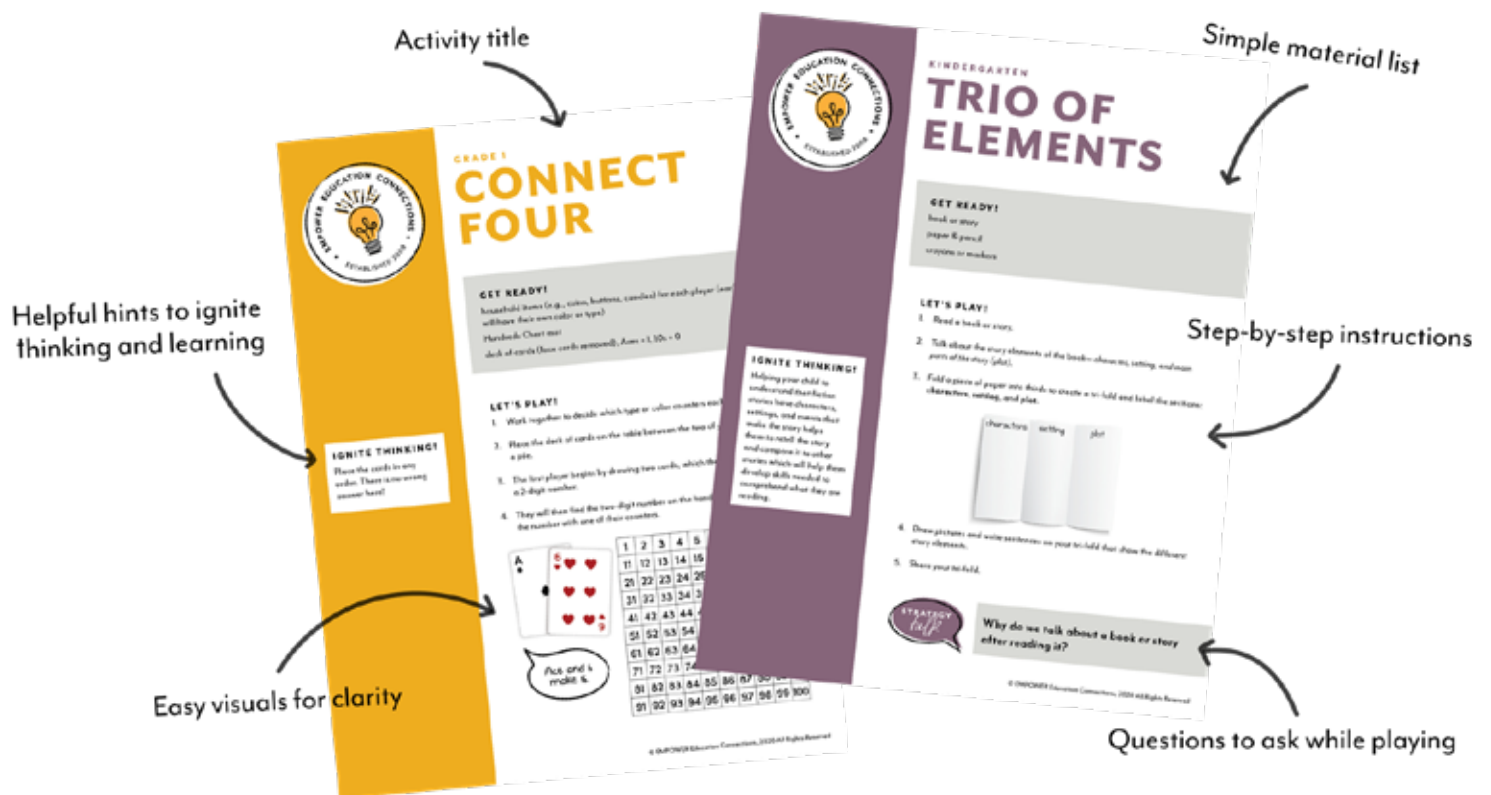
xoxo!  
the Empower Team





## BRINGING OUR SCHOOL PRODUCTS TO YOU

Our products have been successful in classrooms nationwide - and now they've been adapted just for you! Formatted as the examples below, you can rest easy knowing that every lesson is easy, adaptable, fun and flexible + they meet standards nationwide. **Yep. It's a solid win-win-win!!**



# Let's Get Started!

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## You've got this!

*Have questions, need help?*

*Don't hesitate to reach out, we're here for you!*



**empowerec.com**

**info@empowerec.com**

## ONE-A-DAY VARIETY PACK I

Made with the family in mind - our at-home products are aligned with standards nation-wide and will give you peace of mind that you are giving your children what they need, in small doses, without sacrificing rigor or engagement!

We've saved you loads of time preparing, searching and scouring the Internet for ideas, and brought the most powerful, fun, easy-to-do, activities right to your table! That's right! 2 weeks of daily lesson - prepped, packaged, and ready to go!



Specific to grade levels preK-8th grade -  
every Variety Pack includes:

- **(4) Literacy activities,**
- **(4) Math Activity,**
- **(2) Writing Activity**
- **How to Instructions**
- **Black Line Masters**



You won't want to miss our Math, Literacy & Writing focused kits -  
with 10 subject specific activities in each pack!





GRADE 3

# GOING FOR GOLD MULTIPLICATION

## GET READY!

paper and pencil

3 dice

## LET'S PLAY!

1. The goal of the game is to get a higher score than your opponent. Decide who will go first, then take turns.
2. On your turn, roll all three dice.
3. Set aside the die with the highest value. (If two dice have the same value, set only one of them aside.)
4. Roll the remaining two dice.
5. Again, select the die with the greatest value and set it aside.
6. Roll the last die.
7. Now, add the numbers of the first two dice, then multiply the sum by the number on the third die. For example, if you roll a 5, 3, and 6, you would calculate  $5 + 3 = 8$ , then  $8 \times 6 = 48$ .
8. Record your score on your paper.
9. Compare your scores at the end of the round. The player with the highest score wins a point.
10. Play 10 rounds. The player with the most points is the winner!

## IGNITE THINKING!

Remember to add the first two dice and multiply by the third.

## IGNITE THINKING!

If you are not sure how to find the correct answer, try drawing it out, skip counting, or use repeated addition.



**If you multiplied first and then added, would your number be larger or smaller than doing it the correct way? Why?**



GRADE 3

# LUCK!

## MULTIPLICATION

### GET READY!

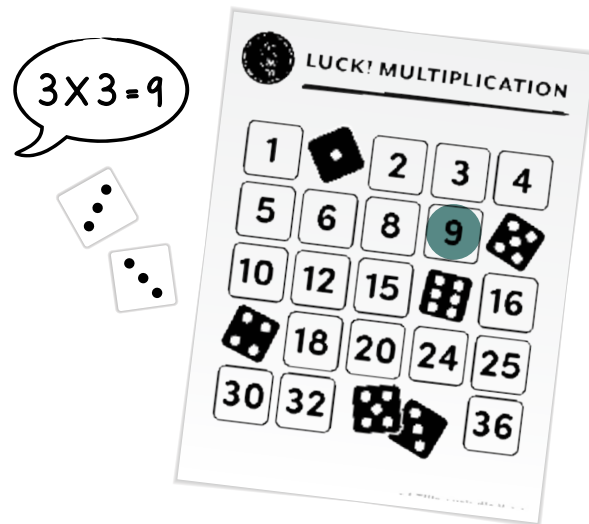
Luck! Multiplication mat for each player

small household items (e.g., buttons, pom-poms, beans)

2 dice

### LET'S PLAY!

1. This game is for two players.
2. On your turn, roll the two dice and **multiply** the two numbers.
3. Find the **product** on your Luck! mat and cover it with a counter.



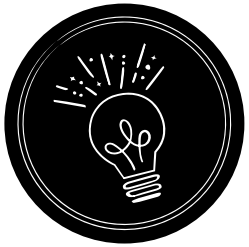
4. Continue to take turns and repeat.
5. The first player to cover all of the numbers on their mat is the winner!

### IGNITE THINKING!

If you don't immediately know the answer to a multiplication problem, give some different strategies a try. You can draw an array, skip count, or something else!

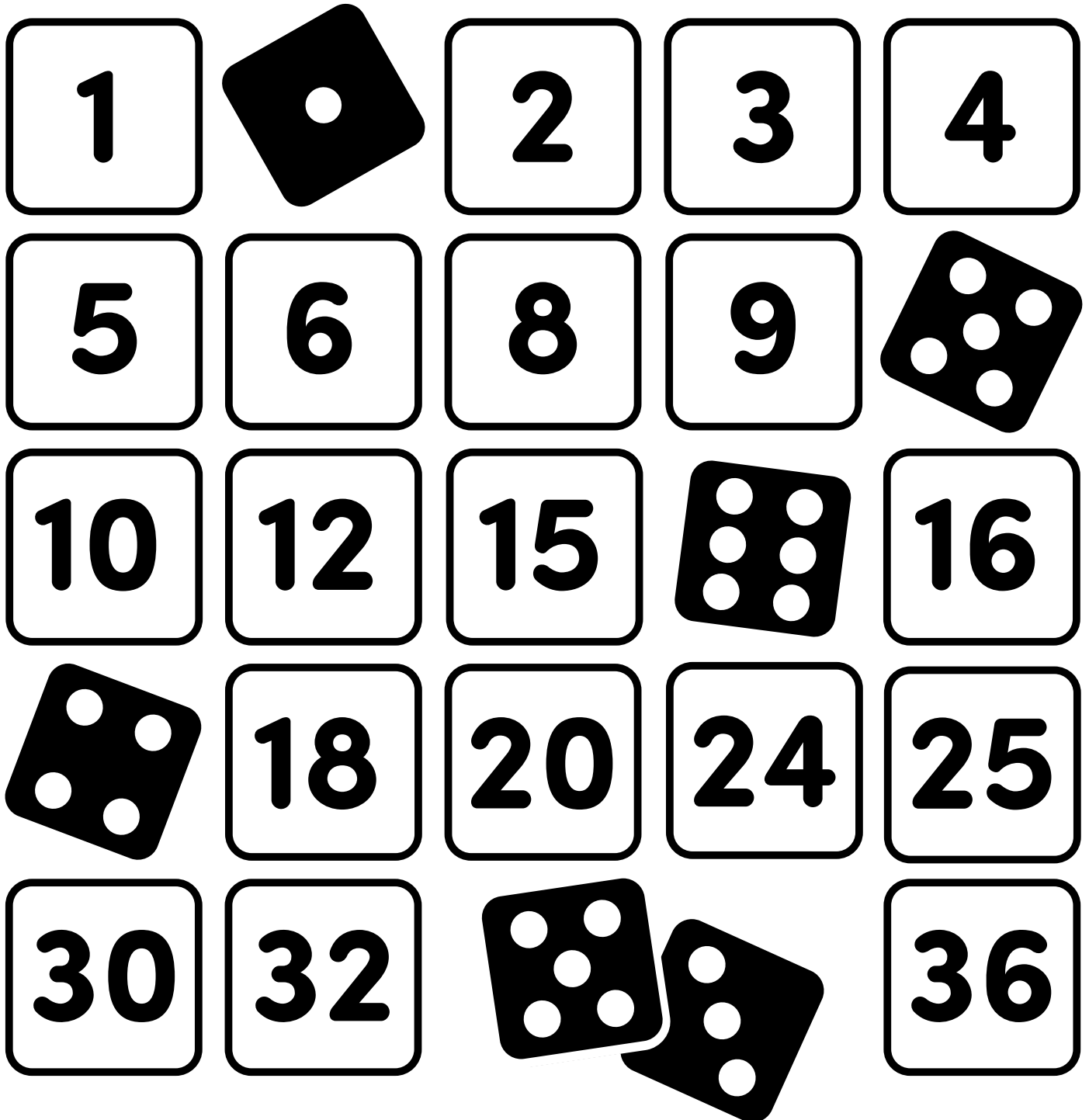


Which number was rolled most often?  
Least often? Can you figure out why?



# LUCK! MULTIPLICATION

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GRADE 3

# TAKE AWAY

## GET READY!

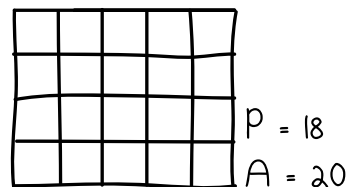
paper and pencil

20 small square crackers, sticky notes, or small squares of cut paper

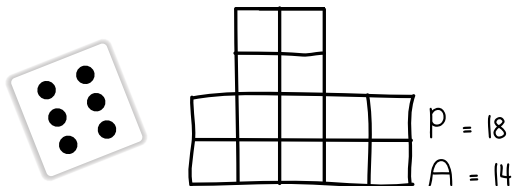
1 die

## LET'S PLAY!

1. This game is for two players. Individually, count out 20 tiles and build a rectangular array.
2. Exchange arrays.
3. Find the **perimeter** and **area** of the array and record it on your paper.



4. Roll the die. (Roll only once. Both players use the same number.)
5. Remove that many tiles from the array to create an irregular polygon.
6. Draw the new irregular polygon. Find the perimeter and area, then record it on your paper.



7. Compare and discuss your results.

## IGNITE THINKING!

**Perimeter** is the distance around a polygon. **Area** is the space contained within.

8. Take turns rolling the die and removing tiles until there are no more tiles to remove.



**Did the perimeter change the same amount as the area?  
Why or why not?**



GRADE 3

# TIME FLIES

## GET READY!

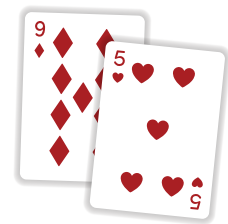
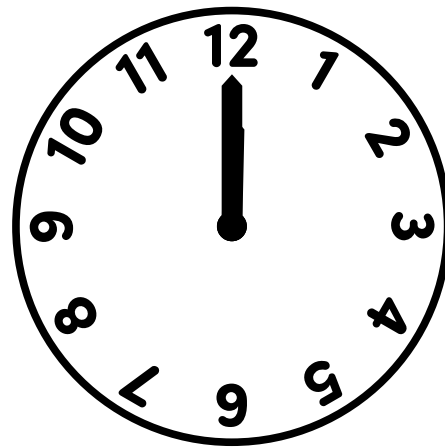
paper and pencil

clock with movable hands or Clock template

deck of cards (10s & face cards removed), Ace = 1

## LET'S PLAY!

1. Each player sets their clocks to 12:00.
2. Taking turns, draw 2 cards to create a 2-digit number, then record the number on your paper. This number is a total amount of minutes. For example, if a 9 and 5 are drawn, then the total is 95 minutes.

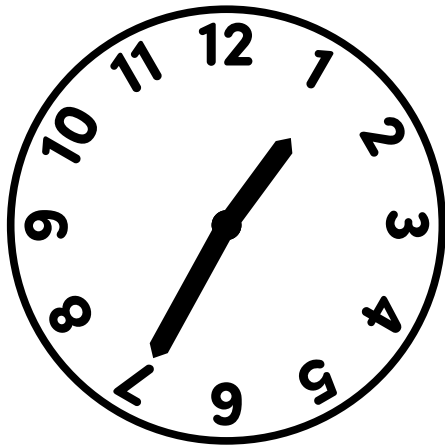


95 min.

## IGNITE THINKING!

Keep the objective in mind as you decide how to arrange the cards to create your 2-digit number. Remember, there are 60 minutes in an hour!

3. Decide whether your total minutes can be converted to hours and minutes. (For example: 95 minutes can be converted to 1 hour 35 minutes.)
4. If your total minutes can be converted to hours and minutes, change the time on your clock to reflect that amount of time has passed (e.g., from 12:00 to 1:35).



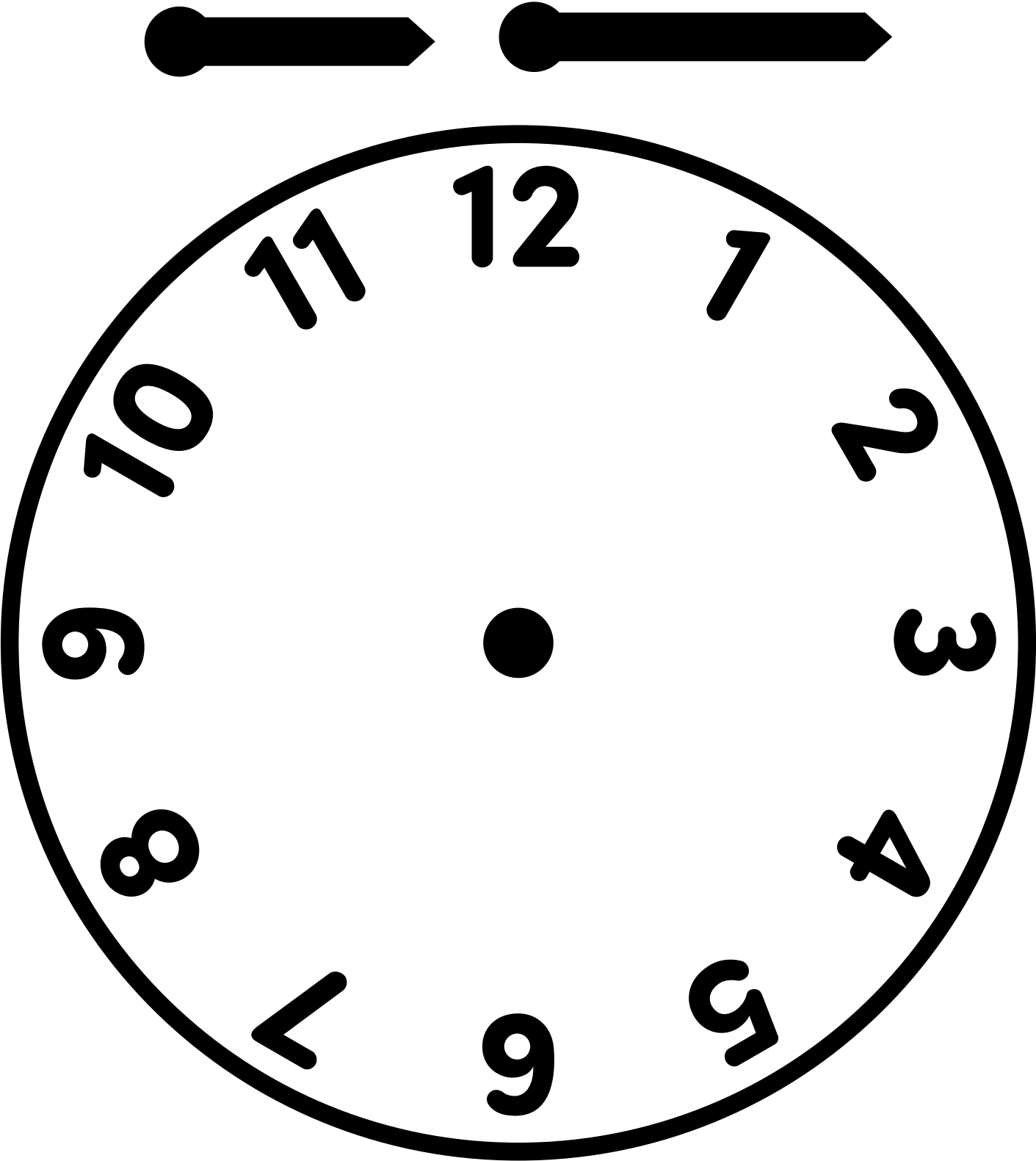
95 min. = 1 hour 35 min.

5. If your minutes cannot be converted to hours (i.e., the total is less than 60 minutes), you don't change the time on your clock for that round.
6. Continue to take turns drawing cards, creating 2-digit numbers, and changing the time on your clocks (if you are able!).
7. The first player to reach or pass 11:00 is the winner!



**How many hours did you move your clock? How many total minutes?**







GRADE 3

# INDEX CARD SUMMARY

## GET READY!

informational text that describes a sequence of events (e.g., steps in a procedure, historical event, development of a scientific idea) or story that is told in a logical sequence

index cards

highlighter

pencil

## IGNITE THINKING!

Summarizing informational text is a great way to learn to **paraphrase** and boost comprehension!

## IGNITE THINKING!

As you summarize each page or chunk of text, consider the following: 1) Is the text about a person, place, or thing? 2) Which person, place, or thing is being discussed? 3) What is the author saying about the person, place, or thing?

## LET'S PLAY!

1. Read or reread an informational text.
2. At the end of each page or chunk of text, **summarize** the page in writing on an index card. Use your own words to summarize the chunk of text in 10 words or less. Write the page number or heading of what you are summarizing.
3. Put the cards in sequential order.
4. Read your summary cards aloud to someone. As you read, check for accuracy.
5. Write a summary of the text. Be sure to use transition words as you write (e.g., first, second, thirdly, next, finally, lastly).
6. Ask someone to read your summary of the text and highlight all of the transition words you used correctly.
7. Continue to revise and edit your summary, if needed, until all of your transition words are correct.



**How did the transition words help you build your summary?**



### IGNITE THINKING!

A **pronoun** is a word that takes the place of a noun, like he, she, they, and this.

GRADE 3

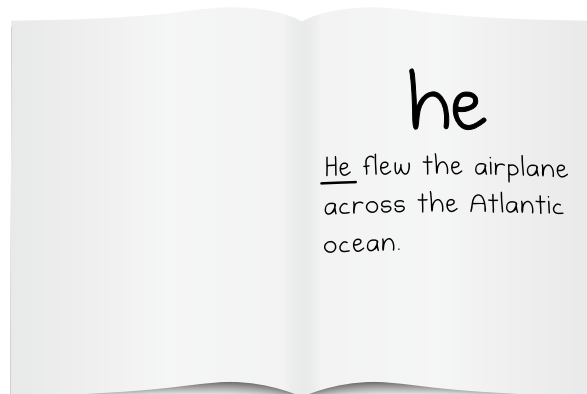
# PRONOUN SEARCH

## GET READY!

newspapers or other printed text  
yellow highlighter  
blank paper and pencil  
8-Page Booklet instructions  
stapler

## LET'S PLAY!

1. Cut an article out of the newspaper or magazine.
2. Read the text you chose.
3. As you read, use a yellow highlighter to highlight any **pronouns** you find.
4. Make an 8-Page Booklet. On the cover of the book, write Pronoun Book.
5. Write one pronoun you found on each page of your book.
6. Write an original sentence using each pronoun (see example).



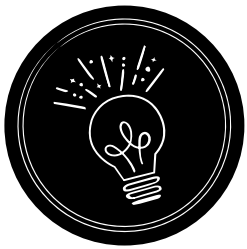
7. Read your Pronoun Book to a parent, sibling, or friend.



**Why is it important to sometimes use pronouns in place of nouns as you write?**

### **MIX IT UP!**

Instead of searching for pronouns, search for nouns, verbs, adjectives, or adverbs.



# 8-PAGE BOOKLET

**1**

Fold a piece of paper in half “hot dog style” (lengthwise) and crease.



**2**

Fold your “hot dog” in half and crease, then fold in half one more time and crease again.



**3**

Open your paper up and you should see eight sections.



**4**

Now fold your paper in half “hamburger style.”



**5**

Cut a slit starting at the folded edge, halfway up to the first crease line.



**6**

Open the paper again and you will see a slit in the center.



**7**

Fold the paper like a “hot dog” once more, with the fold at the top, and you will begin to see a “poof” in the center.



**8**

Hold the two ends of the paper and push your hands together to make the “poof” section spread out even more.



**9**

Push the section all of the way together and fold the front over and crease. The 8-Page Book now stays together without staples.





GRADE 3

# RECIPE

## GET READY!

paper and pencil

crayons or markers, *optional*

recipe book or magazine, *optional*

## IGNITE THINKING!

Recipes are a perfect example of **procedural text**. Procedural texts explain *how* to do something, often step by step. Think of some other types of procedural texts!

## IGNITE THINKING!

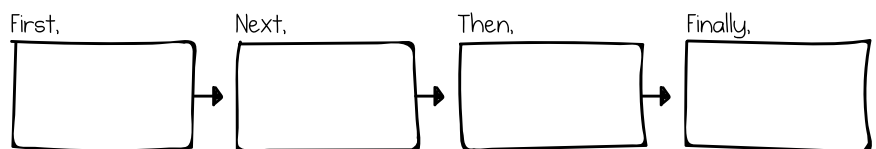
Use present tense action verbs (e.g., pour, cut, measure) when writing directions and procedures.

## IGNITE THINKING!

Don't forget your ingredients list!

## LET'S PLAY!

1. Look through a recipe book or recipes in a magazine. Find a recipe that looks delicious, then read the directions on how to make it.
2. Now think about a food that you know how to make.
3. Think about how to make this food. Think carefully about the precise order of the steps.
4. Create a sequence graphic organizer on your paper like the one below. Use it to plan your ideas and order events. Take another look at the recipe you found for ideas on what to include.



5. Refer to your graphic organizer as you write or type your step-by-step directions. Write sentences that are easy to understand. Include linking words such as first, next, then, and finally.
6. Draw pictures next to several or all of the steps to support the instructions.
7. Read your recipe to a parent, sibling, or friend.



**How do transition words help me  
to read and write procedures?**



GRADE 3

# SUFFIX RACE

## GET READY!

book or story

Suffix Chart mat

timer

pencil

## IGNITE THINKING!

A **suffix** is a word part you attach to the end of a word to make a related word.

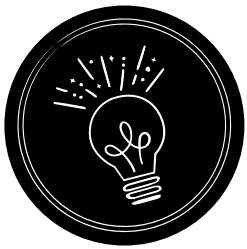
## LET'S PLAY!

1. Work with a partner to practice reading **suffixes** fluently.
2. Read the suffix chart to your partner while they keep track of the time and which suffixes you read correctly.
3. Ask your partner for feedback on how you did.
4. Read the suffix chart 3 times.
5. Record your highest score on your paper.
6. Now write at least 10 words that have a suffix you read. If you have trouble thinking of 10, you may search books to find more. Underline the suffixes you recognize.
7. Share your word list with a parent, sibling, or friend.



**How did the suffix added to the word change the meaning of the word or sentence?**





# SUFFIX CHART

ly	ness	able	ment	ible	score /5
ation	fy	ty	lfy	lty	score /5
ness	able	ment	ible	ation	score /5
fy	ty	lfy	lty	ly	score /5
ty	lfy	lty	ment	ible	score /5

total correct /25      time

**1** round

ness	able	ment	ible	ation	score /5
fy	ty	lfy	lty	ly	score /5
able	ment	ible	ation	ness	score /5
ty	lfy	lty	ly	fy	score /5
ty	lfy	lty	ment	ible	score /5

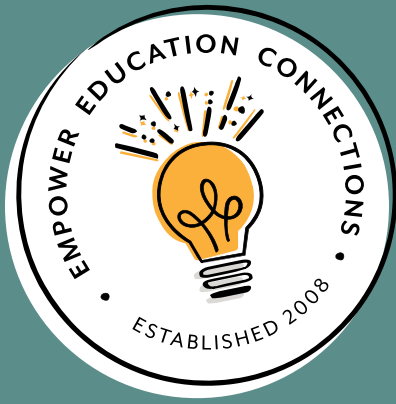
total correct /25      time

**2** round

able	ment	ible	ness	able	score /5
ty	lfy	lty	fy	ty	score /5
ment	ible	ation	able	ment	score /5
lfy	lty	ly	ty	lfy	score /5
lty	ment	ible	ty	lfy	score /5

total correct /25      time

**3** round



GRADE 3

# CINQUAIN POEM

## GET READY!

book or story

paper and pencil

crayons or markers

## IGNITE THINKING!

Choose your favorite scene so you can get lots of good ideas for your poem.

## IGNITE THINKING!

**Abstract nouns** name *emotions* (sorrow, love, happiness, anger), *ideas* (luck, freedom, faith, time), and *qualities* (curiosity, bravery, selfishness, loyalty). They are things you can't see, smell, taste, touch, or hear.

## LET'S PLAY!

1. Read or reread a book or story. Choose a scene that you had a strong emotional response to.
2. Think of an **abstract noun** that fits your emotional response.
3. Write a cinquain poem about the scene you chose. Follow this pattern:

**Abstract noun (write in yellow)**

**Adjective, adjective (in blue)**

**Verb + ing, verb + ing, verb + ing (in orange)**

**Four word free statement (in black)**

**Synonym (for noun at top, in yellow)**

4. Draw an illustration related to the abstract noun written on line one of your poem.
5. Read your poem to a parent, sibling, or friend.



**Did you think of a unique abstract noun to use in your poem?**



GRADE 3

# COMIC STRIP

## GET READY!

blank paper and pencil

scissors

tape or glue

crayons or colored pencils

## IGNITE THINKING!

Brainstorm a variety of characters, events, and solutions before you decide. Have fun thinking up different ideas!

## LET'S PLAY!

1. Fold your paper into fourths. Plan a comic with one or more characters. Think of a **problem** and a **solution**.
2. Think about the most important events that will happen in your comic.
3. Think about your character, the problem, and how it will be solved. What will you draw in each of the boxes?
4. Draw your comic. Write dialogue in speech bubbles.
5. Cut the boxes apart and tape or glue them together to make a strip.
6. Read your comic strip to a parent, sibling, or friend.



**Does your comic strip have a clear beginning, middle, and end?**

## MIX IT UP!

Turn your comic strip into a paragraph. Be sure to use quotes to show the dialogue.



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