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Name _____

admit
creationconsidered
magnificenthumble
reluctantlypayment
barter

Use a word from the box to answer each question. Then use the word in a sentence.

1. What did you do if you thought hard about a problem? _____

2. What word means a *thing that was made*? _____

3. What word could describe an amazing display of fireworks?

4. What do people do when they make a trade? _____

5. What is another word for *confess*? _____

6. What word could describe something that is small and simple?

7. What is another word for *unwillingly*? _____

8. What word could describe the money you give for a purchase?

Reread

Clever Jack Takes the Cake

How does the way the author repeats words and phrases help you understand Jack's character?



Talk About It Reread the fifth paragraph on page 369. Talk with a partner about what Jack is doing.

Cite Text Evidence What words does the author repeat? Write text evidence and explain how it helps you understand what Jack is like.

| Text Evidence | Jack |
|---------------|------|
| | |

Write The author uses repetition to help me understand that Jack is



Literature Anthology:
pages 366-383



Tip of the Week

When I reread, I can use words and phrases to help me understand more about the character. I look for text evidence to answer questions.



How does the author use language to help you visualize what the bear is doing?



Talk About It Reread page 377. Talk with your partner about what the bear does.

Cite Text Evidence What words and phrases help you visualize what happens to Jack's cake? Write text evidence in the chart.

| Text Evidence | What I Visualize |
|---------------|------------------|
| | |
| | |
| | |
| | |
| | |

Write The author uses words and phrases to help me visualize _____



QUICK TIP

I can use these sentence frames when we talk about the author's word choice.
The author uses words and phrases to...
This helps me visualize...

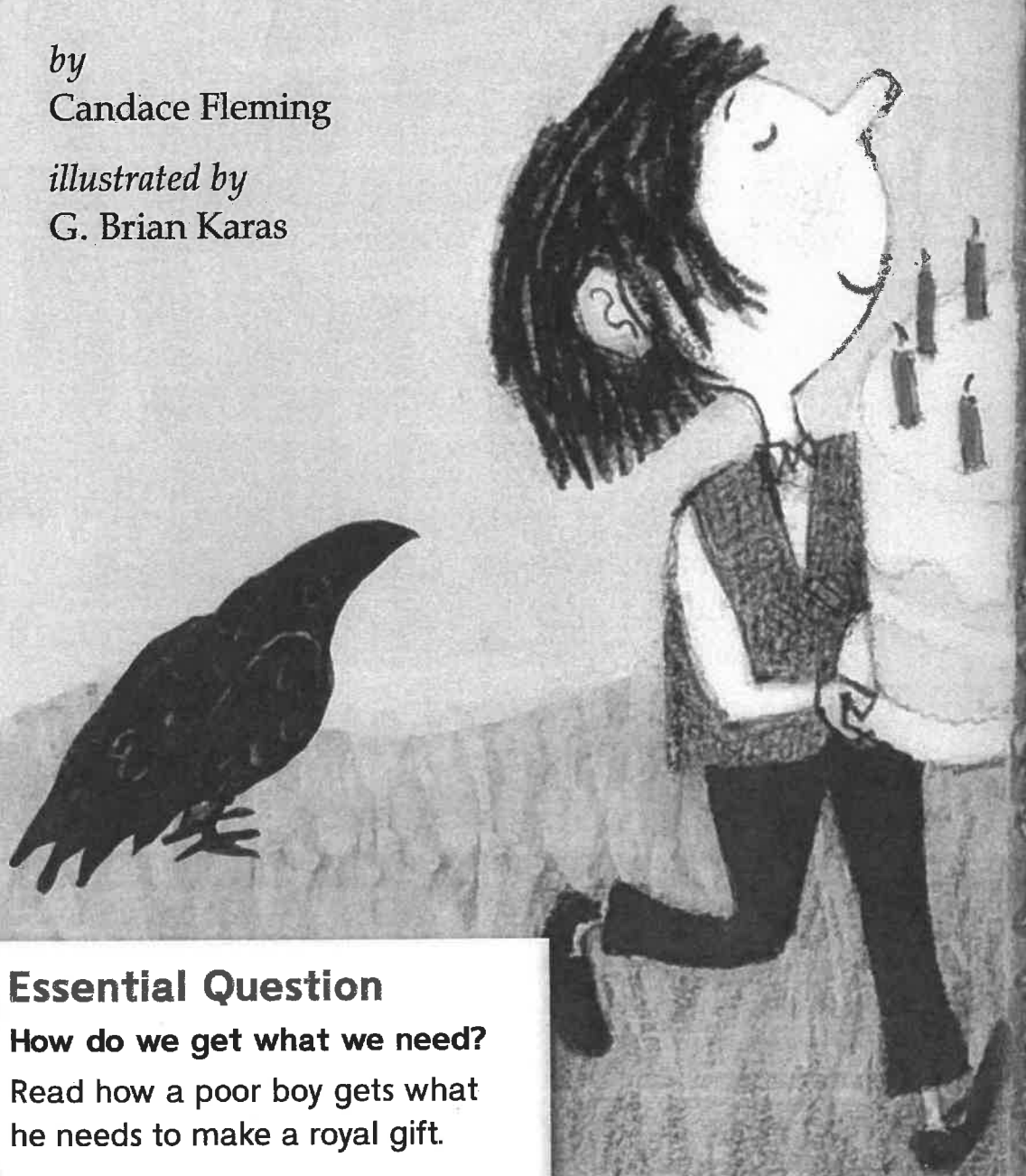
Genre • Fairy Tale

Clever Jack

TAKES *the* CAKE

by
Candace Fleming

illustrated by
G. Brian Karas



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Essential Question

How do we get what we need?

Read how a poor boy gets what he needs to make a royal gift.



Go Digital!

One summer morning long ago,
a poor boy named Jack found an invitation
slipped beneath his cottage door. It read:



His Majesty *the King*

cordially invites

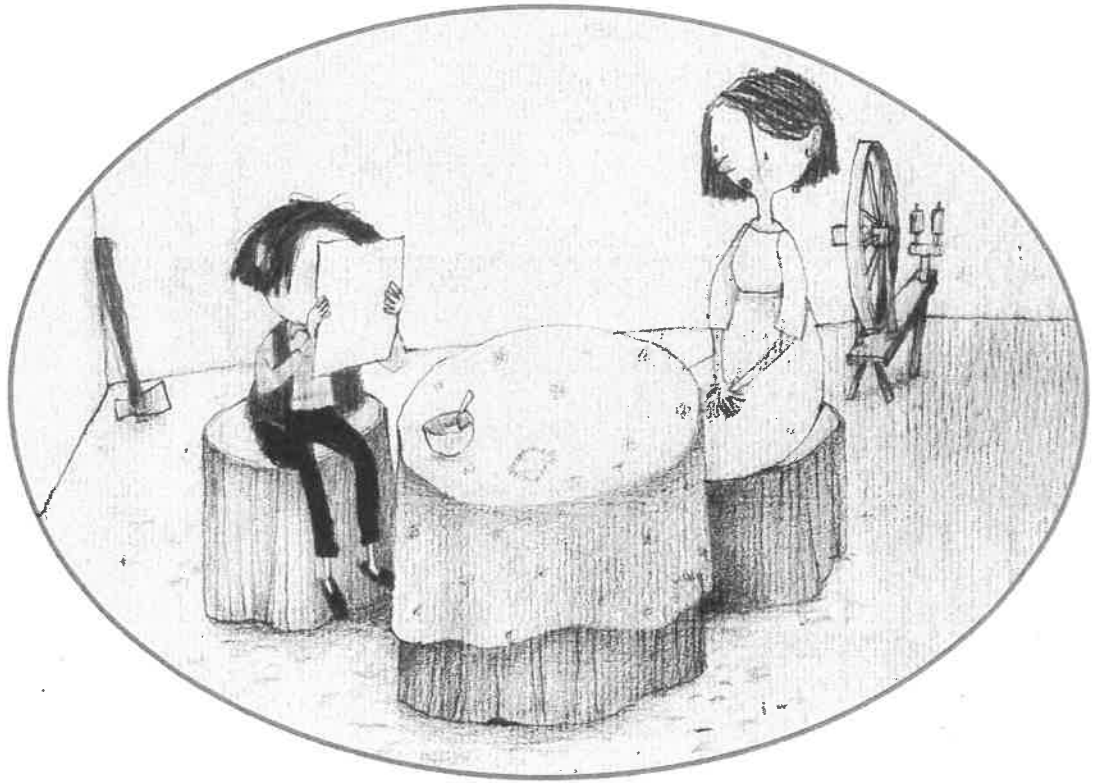
all the children of the Realm

to

the Princess's Tenth Birthday
Party

tomorrow afternoon

in the Castle Courtyard



“A party!” exclaimed Jack. “For the princess!”
His mother sighed. “What a shame you can’t go.”
“Why not?” asked Jack.

“Because we’ve nothing fine enough to give her,” his mother replied. “And no money to buy a gift.”

Jack had to **admit** his mother was right. His pockets were empty except for the matchsticks he always carried. As for their few belongings—a spinning wheel, a threadbare quilt, a pitted ax—what princess wanted those?

The boy thought a moment. “Then I will make her something,” he declared. “I will make her a cake.”

“From what?” asked his mother.
“From the dust in the cupboard?
From the dirt on the floor?”

“I have a better idea,” said Jack.





And that same morning, he traded his ax for two bags of sugar, and his quilt for a sack of flour.

He gave the hen an extra handful of seed in exchange for two fresh eggs, and he kissed the cow on the nose for a pail of her sweetest milk.



He gathered walnuts.

He dipped candles.

And in the strawberry patch, he searched ... and searched ... and searched until he found the reddest, juiciest, most succulent strawberry in the land.



“Delicious!” said Jack as he plucked it from its stem.



STOP AND CHECK

Summarize How did Jack get what he needed to make a cake?
Tell the events in order.



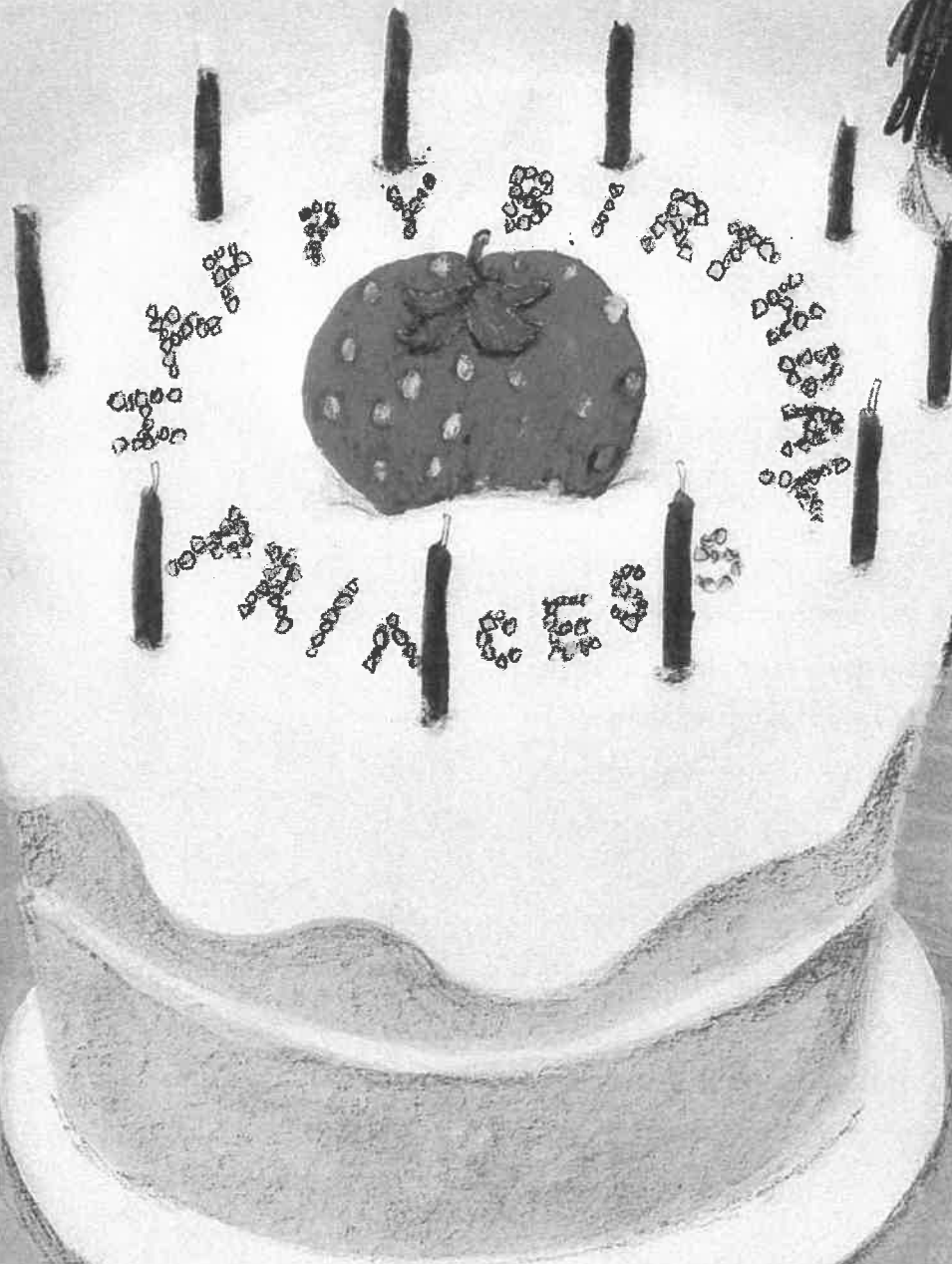
Then he set to work, churning, chopping,
blending, baking.



That same night, Jack stood back to admire his **creation**—two layers of golden-sweet cake covered in buttery frosting and ringed with ten tiny candles. Across the cake's top, walnuts spelled out "Happy Birthday, Princess." And in the very center—in the place of honor—sat the succulent strawberry.

"What a fine, fine gift," said Jack's mother. Jack grinned.

Early the next morning, with combed hair and clean shirt, Jack set off for the castle, holding the cake proudly before him.





Before long, he came to a bloom-speckled meadow.

Perhaps I should pick a bouquet for the princess, thought Jack, just as four-and-twenty blackbirds rose into the air. Like a sudden summer storm cloud, they swirled around the cake, pecking, nipping, flapping, picking.

“Get back!” hollered Jack.

“I’m taking this cake to the princess.”

“Aw-caw-caw-caw-caw!” cackled the birds.

And as quickly as they had come, they were gone, taking with them the walnuts that spelled *“Happy Birthday, Princess.”*

Jack looked at his gift. *“At least I still have two layers of cake, ten candles, and the succulent strawberry,”* he said. Holding the cake proudly before him, Jack continued on to the castle.

Before long, he came to a bridge.



"Toll!" a voice demanded.

Out stepped a wild-haired troll.

"No one crosses my bridge without paying."

"But I haven't any money," said Jack.

The troll licked his lips. "But you do have a cake."

"I'm taking this to the princess," said Jack.

"And just how will you get it there?" growled the troll.

"You and your cake are on *this* side of the river. The princess is on *that* side, and my bridge is the *only* way across."

Jack **considered** the problem. "I will make you a deal. If you let me cross, I will give you half this cake."

"Agreed," grunted the troll.

So Jack slid out one layer and, as the troll slobbered and gobbled, crossed the bridge.





On the other side, he looked down at his gift. "At least I still have a layer of cake, ten candles, and the succulent strawberry," he said.

Holding the cake proudly before him, Jack continued on to the castle.

Before long he came to the forest. No birds chirped here. No squirrels chattered.

As if under a spell, the entire wood lay silent, sleeping. Only the wind seemed to whisper, "Beware! Beware!"

Pulling the cake closer, Jack pressed on.

The road grew narrower. The trees grew thicker. The light grew dimmer. Soon it was so dark that Jack couldn't see the cake in front of his face.

"Turn back!" the wind whispered. "Turn back!"

"I can't!" cried Jack. "I'm taking this cake to the princess."

And he reached into his pocket for a matchstick, struck it on his shoe, and lit one of the ten candles.

The tiny flame cast a magical circle of light. In its warm glow, Jack carefully made his way forward.

But the little candle quickly burned down and—*Pffft!*—snuffed out.

So Jack lit a second candle.

But he had not gone much farther before—*Pffft!*—it, too, snuffed out.

So Jack lit a third ... then a fourth ... then a fifth ... until the tenth and final candle flickered, fluttered, sputtered to its end.



And as it did, the road widened, the trees thinned, and the bright sunlight shone once more.

Jack looked down at his gift. "At least I still have a

Holding the cake proudly before him, Jack continued on to the castle.

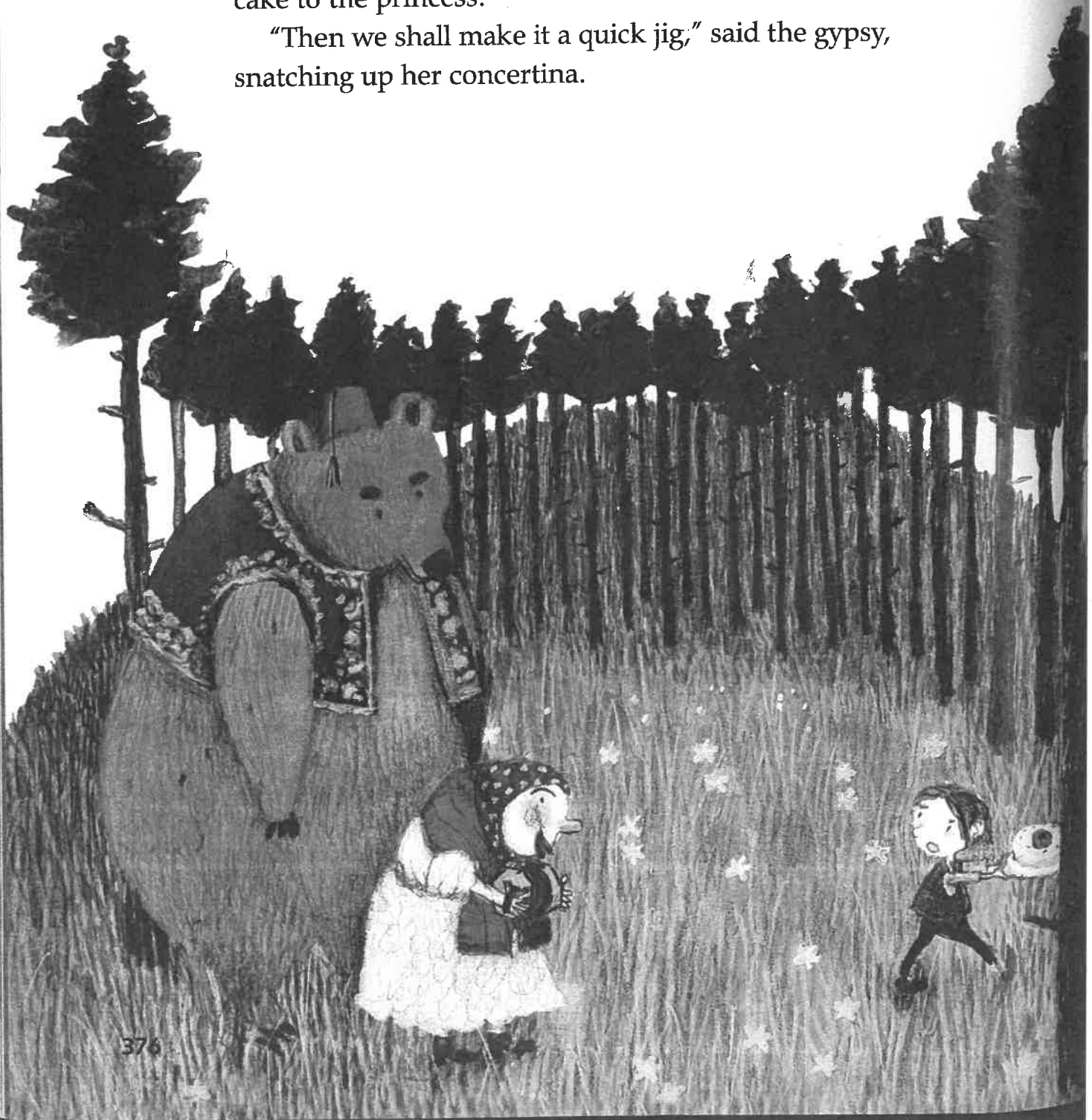
Before long he came to a clearing.

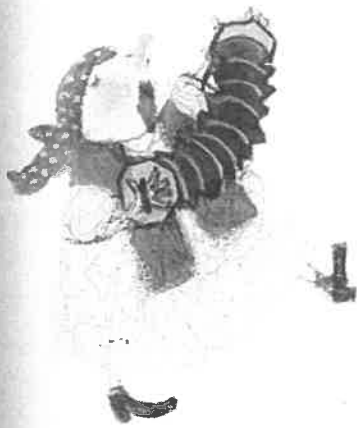
"Good morning, young sir!" called out an old gypsy woman. "Have you come to see Samson dance?"

At the sound of his name, the bear beside her rose up on his hind legs.

"I don't have time," replied Jack. "I'm taking this cake to the princess."

"Then we shall make it a quick jig," said the gypsy, snatching up her concertina.





Oompa-oompa! wheezed the instrument.

Shuffle-shuffle-kick, danced the bear.

Tap-tap-tap, went Jack's foot, as he set down the cake to dance with his new friends.



G-U-U-U-L-P!

"Hey," cried Jack, "that bear ate the princess's cake!"

PATOOIE!"

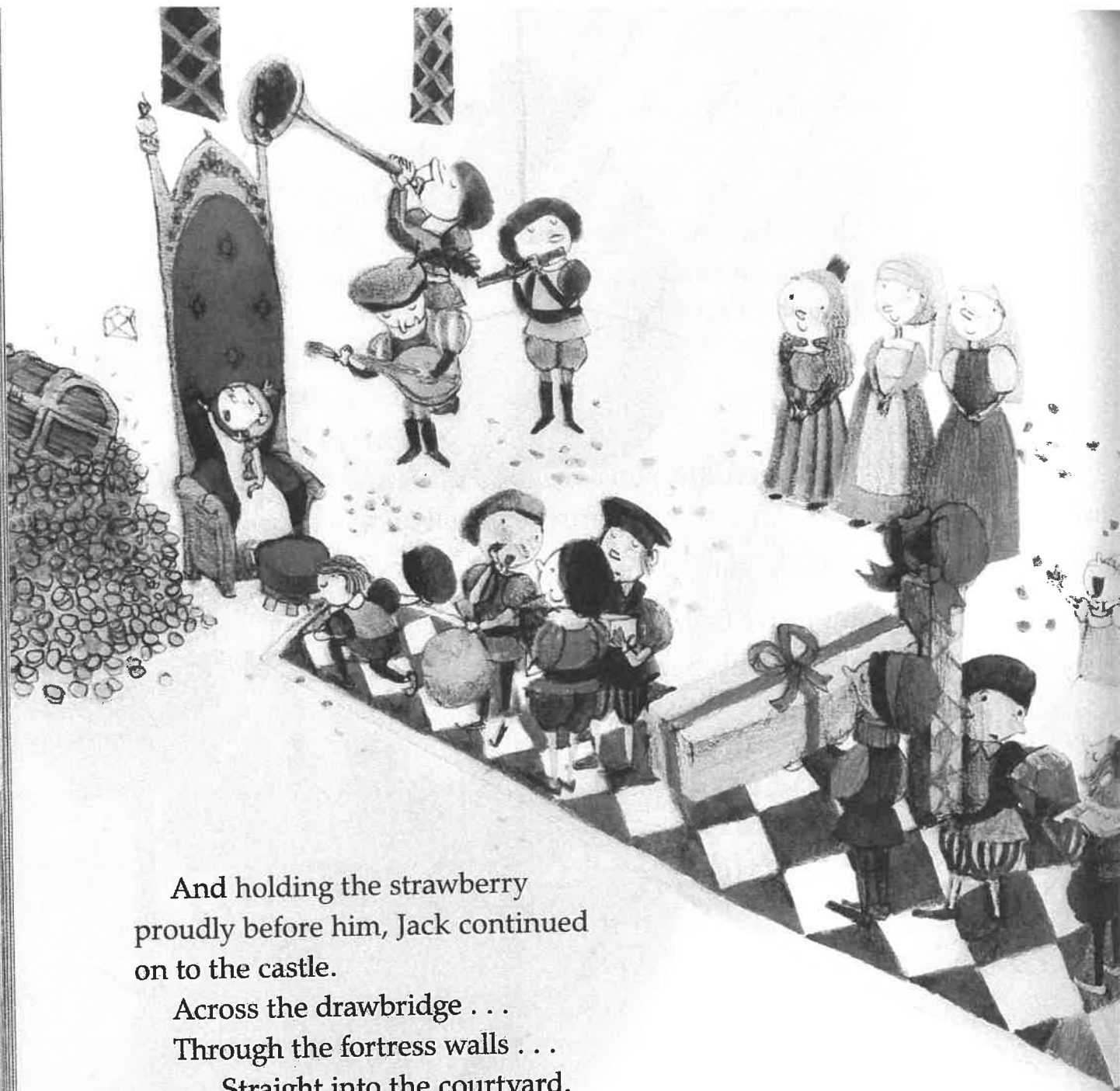
"But not the strawberry," said the gypsy.
"Samson hates fruit."

Jack looked down at his gift, and for several seconds he was unable to speak. Finally, he said, "At least I still have this—the reddest, juiciest, most succulent strawberry in the land."



STOP AND CHECK

Summarize What happened to the cake? Tell the events in order.



And holding the strawberry proudly before him, Jack continued on to the castle.

Across the drawbridge . . .
Through the fortress walls . . .
. . . Straight into the courtyard.

What a sight! There, smack in the center of all the merry festivities, sat the princess on her velvet throne, a long line of guests stretched before her. One by one, they presented her with their gifts, each more fabulous than the last.

But even the most **magnificent** treasures did not seem to interest Her Highness. "More rubies?" she said with a bored yawn. "How tiresome. Another tiara? How dull."

Joining the line, Jack glanced down at his **humble** gift.

"And just what have you brought the princess?" a guard asked from behind him.

"A strawberry," said Jack. "The reddest, juiciest, most succulent one in the land." He held it out for the guard to see.

"That is a fine piece of fruit," agreed the guard. "But I cannot allow you to give it to the princess."

"Why not?" asked Jack.

"Because she is allergic to strawberries," said the guard. "One taste and she swells up like a balloon."

"No!" gasped Jack.

"Yes," said the guard. "I'm sorry, but you'll have to give it to me."

Reluctantly, Jack handed over the strawberry.

"Mmmmm."





Now Jack found himself at the front of the line.

The princess turned her gaze to him. "And what have *you* brought me?" she asked.

Jack gulped. He blushed. He shuffled his feet. "Well?"

Jack took a deep breath and knelt down before her.

"Your Highness," he began, "let me explain what happened."

And he told the princess about trading for the ingredients to bake a golden-sweet cake just for her. He told her about the swirling storm of blackbirds, the wild-haired troll, and the dark, dark wood. He told her about the old gypsy woman and her concertina, and the bear who loved to dance but hated fruit.

"And in the end," said Jack, "I still had the succulent strawberry, but ..." The boy sighed. "You're allergic to strawberries."

He waited for her to yawn.

"So the guard ate it," he concluded.





The princess laughed and clapped her hands in delight.

“A story!”

she exclaimed. “And an adventure story at that! What a fine gift.”

STOP AND CHECK

Reread How did the princess feel about Jack’s gift? Reread to find out.

Then the princess rose from her throne and proclaimed, "Time for birthday cake. And my new friend Jack shall have the honor of cutting it."

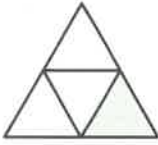


Name _____

On Your Own

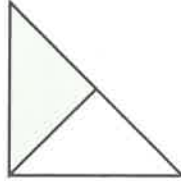
Write the number of equal parts in the whole.
Then write the fraction that names the shaded part.

8.



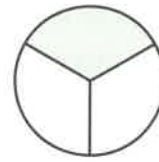
____ equal parts

9.



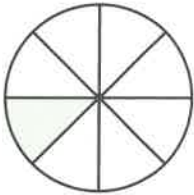
____ equal parts

10.



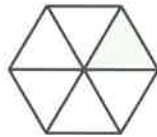
____ equal parts

11.



____ equal parts

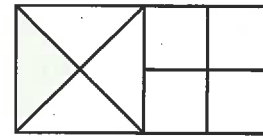
12.



____ equal parts

13.

Go DEEPER

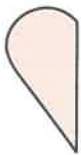


____ equal parts

MATHEMATICAL PRACTICE 4

Use Diagrams Draw a picture of the whole.

14. $\frac{1}{2}$ is



15. $\frac{1}{3}$ is



16. $\frac{1}{6}$ is



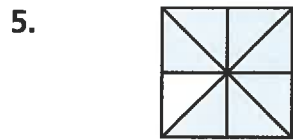
17. $\frac{1}{4}$ is



Name _____

On Your Own

Write the fraction that names each part. Write a fraction in words and in numbers to name the shaded part.



Each part is _____.
_____ eighths



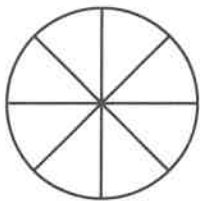
Each part is _____.
_____ thirds



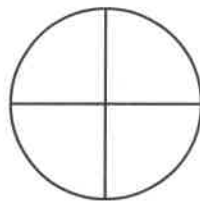
Each part is _____.
_____ sixths

Shade the fraction circle to model the fraction.
Then write the fraction in numbers.

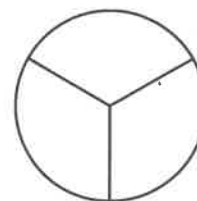
8. six out of eight



9. three fourths



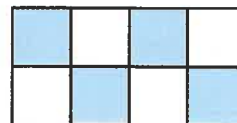
10. three out of three



11. A flag is divided into four equal sections. One section is white. What fraction of the flag is not white?

12. A garden has six sections. Two sections are planted with tomatoes. Which fraction represents the part of the garden without tomatoes?

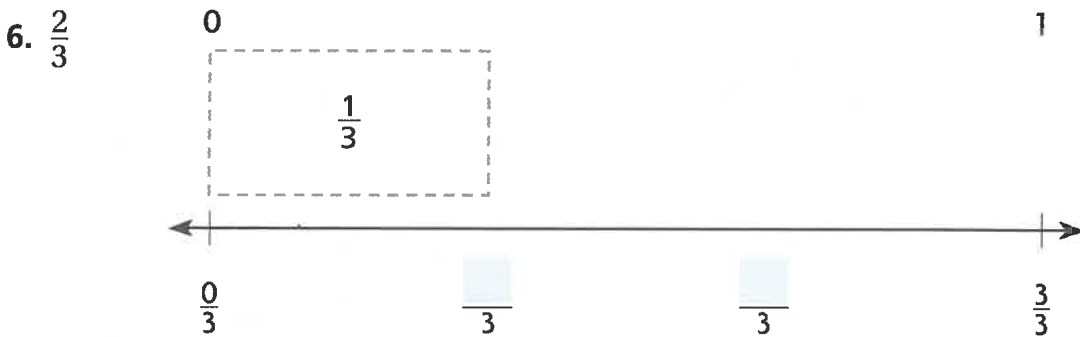
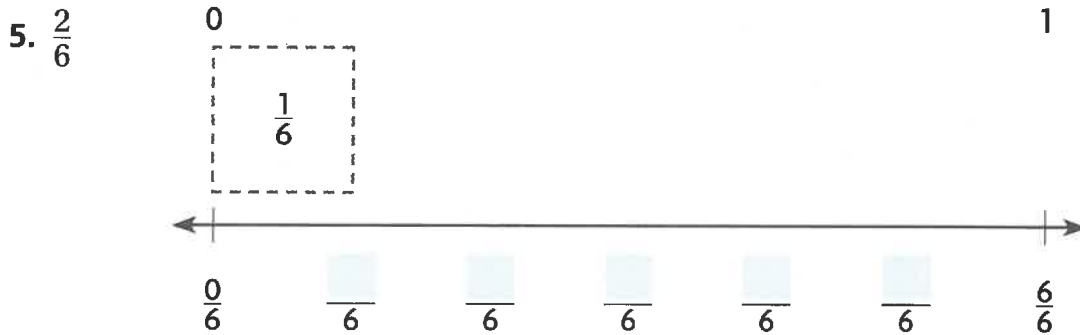
13. Jane is making a memory quilt from some of her old favorite clothes that are too small. She will use T-shirts for the shaded squares in the pattern. What names the part of the quilt that will be made of T-shirts?



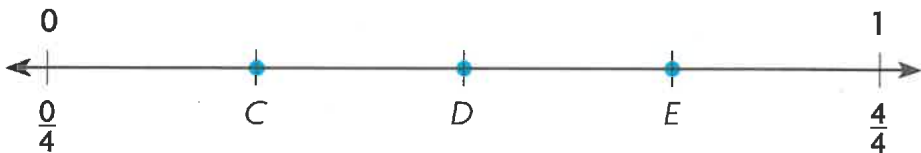
Name _____

On Your Own

Use fraction strips to help you complete the number line. Then locate and draw a point for the fraction.



Write the fraction that names the point.



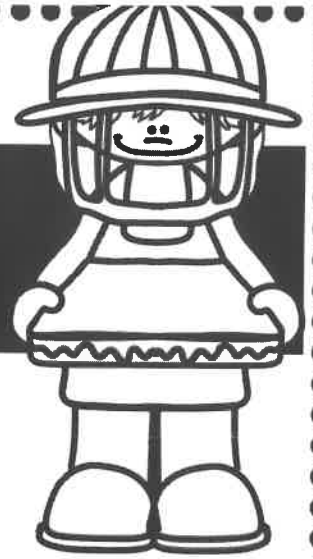
7. point C _____ 8. point D _____ 9. point E _____

10. There is a walking trail at the park. Four laps around the trail is a distance of 1 mile. How many laps does it take to walk $\frac{3}{4}$ mile?
- _____

11. **GO DEEPER** A recipe for pasta makes enough for eight servings. How many servings can be made using $\frac{4}{8}$ of each ingredient in the recipe?
- _____

Name: _____

BEEES!



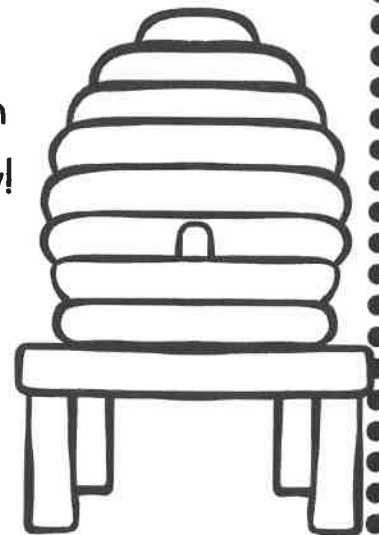
GENERAL BEE INFORMATION



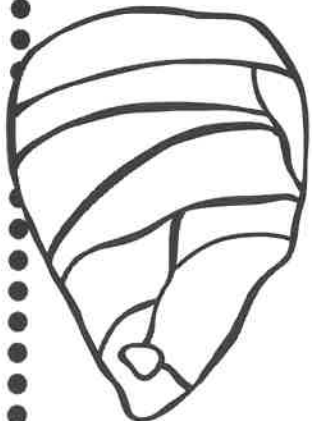
Did you know there are over 20,000 different species of bees? The most common type of bee that people think about is called the honey bee. Bees are very important in our world because they help pollinate flowers, trees, and crops. It is said that one out of every three bites of food that we eat is the result of pollination by bees.

SOCIAL BEES

Social bees live in colonies. There is one queen bee who lays the eggs. She can lay up to 1,500 eggs a day! The worker bees are female bees who collect the food, clean the hive, take care of the young, and make the honey. Drones are male bees who mate with the queen. They live for about 40-50 days.



SOLITARY BEES



Solitary bees are bees that live by themselves. These bees do not produce honey, live in colonies, or have a queen. They are very effective pollinators though! They provide a pollinating service to wildflowers and crops all over the world. They do not swarm or become aggressive. Some female solitary bees like to live in long, hollow tube in order to lay their eggs.

cut out each hexagon to make a minibook.

staple

My BEEBOOK



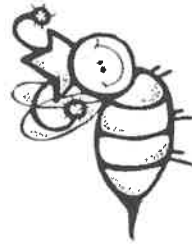
Bees eat nectar which they turn into honey. In the process of going from flower to flower to collect nectar, pollen from many plants gets stuck on the bee's pollen baskets (hairs on the hind legs). Pollen is also rubbed off of flowers. This pollinates many flowers.



Bees are insects. Like all insects, their body has 3 parts: head, abdomen, and thorax. They also have two antennae, compound eyes, jointed legs, and a hard exoskeleton. Bees go through a change called metamorphosis.

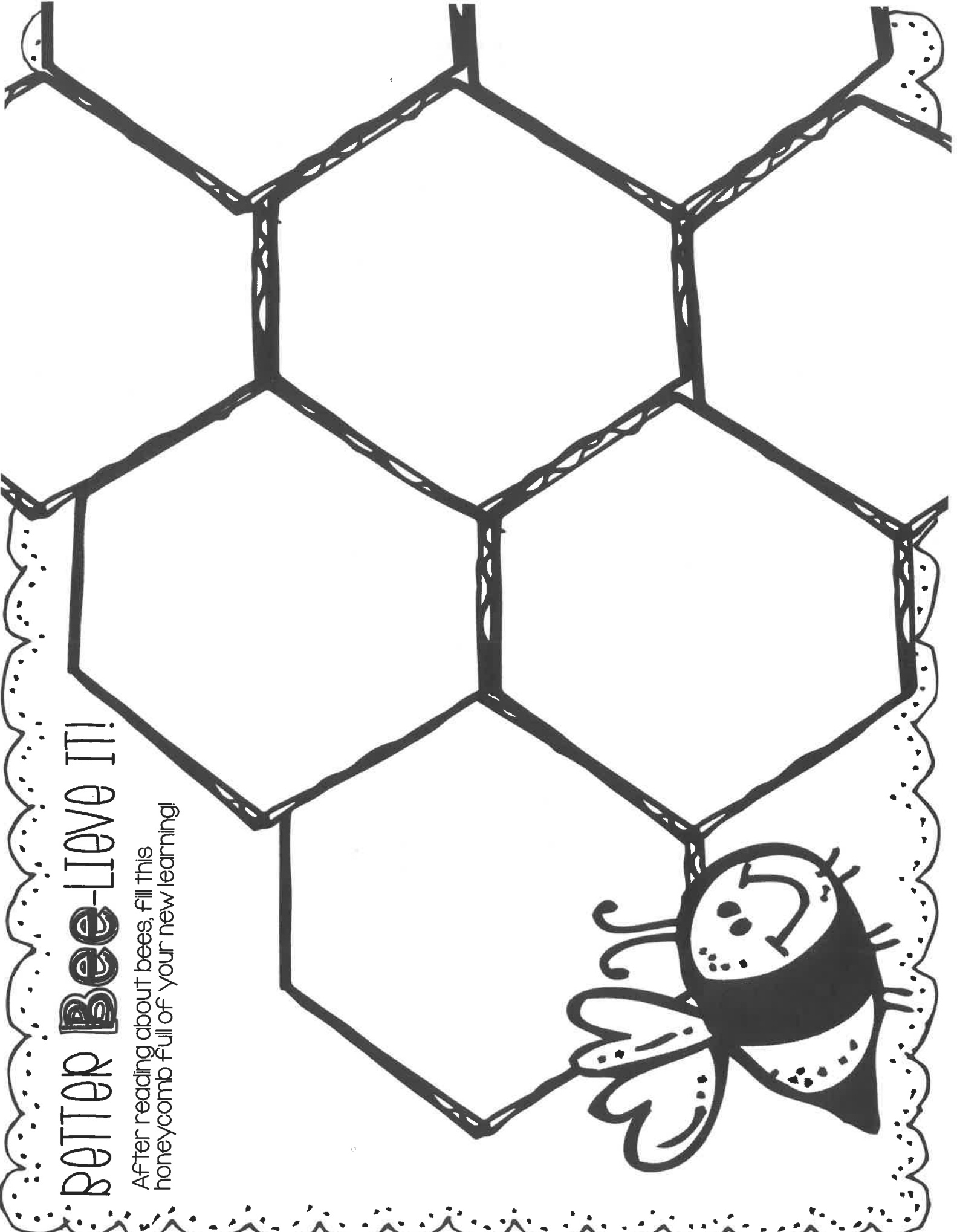
There are three types of bees in a hive. And all the bees are related.

The **queen** lays all the eggs the **worker** bees collect the nectar, guard the hive, care for the babies, and build the honeycombs the **drones** mate with the queen



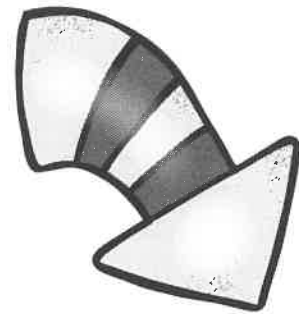
BETTER BEE-LIEVE IT!

After reading about bees, fill this honeycomb full of your new learning!



life cycle of a bee

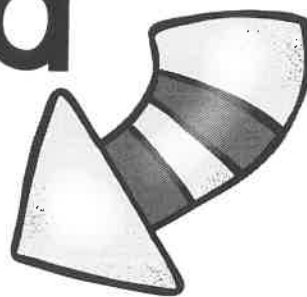
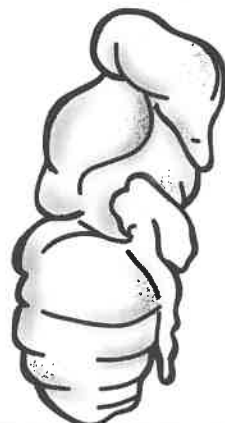
1. egg



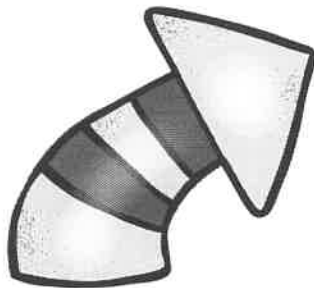
2. larva



3. pupa

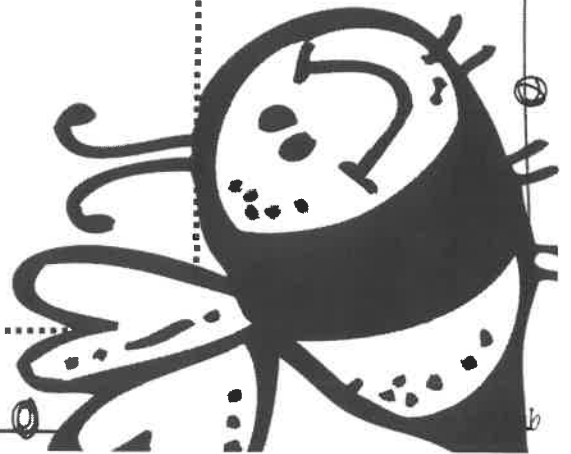
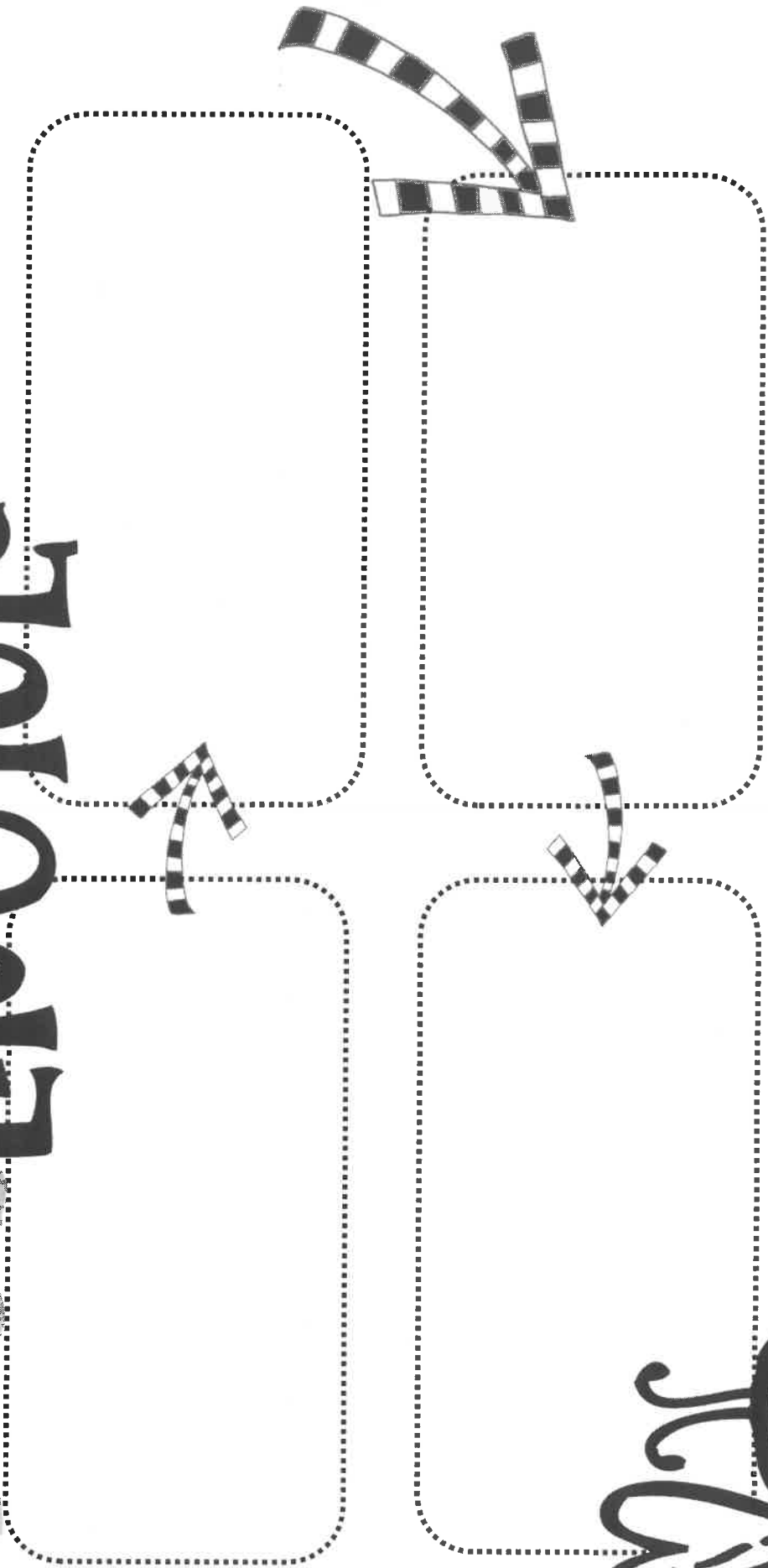


4. adult



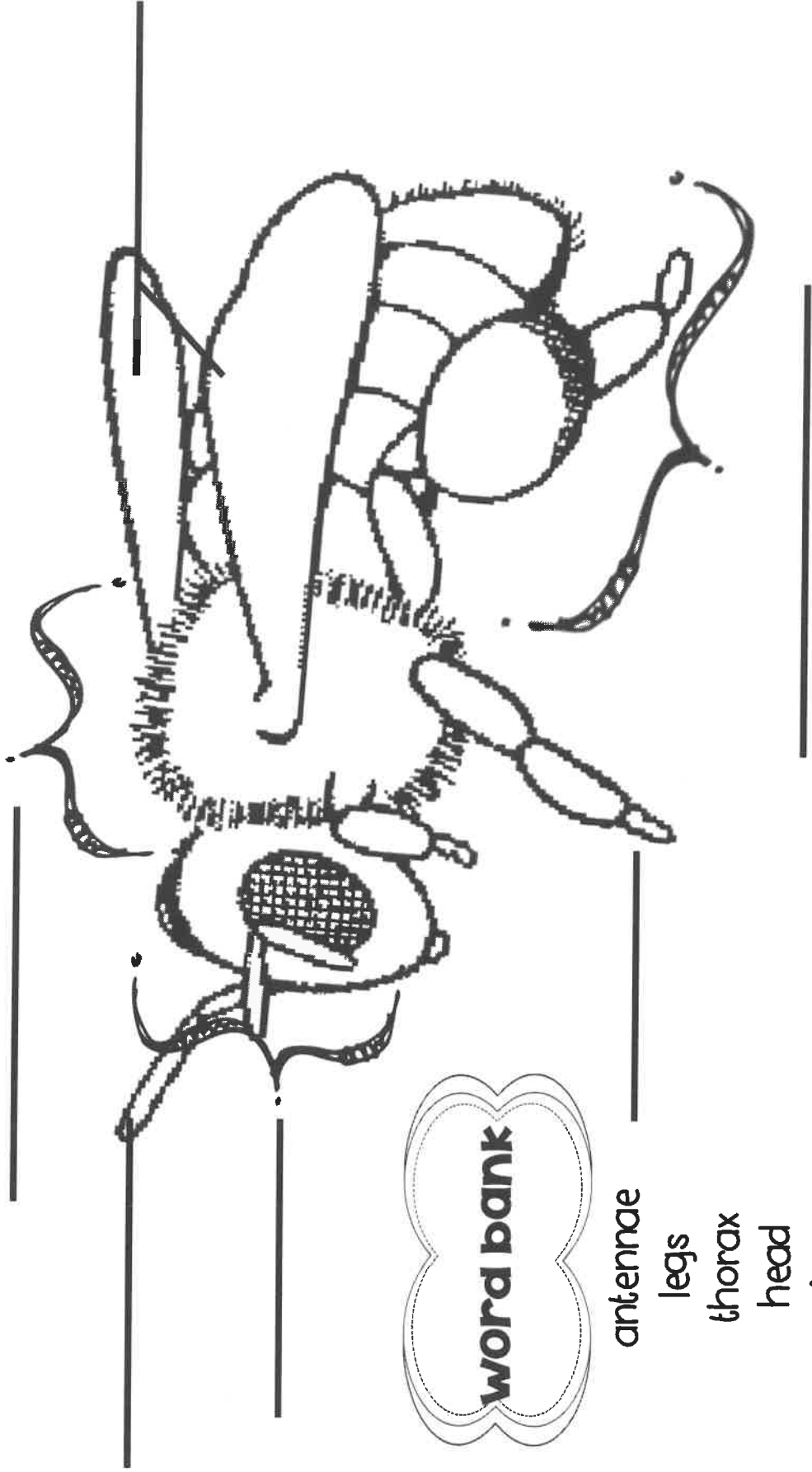
bee life cycle

scientist: _____



Sequence four events of life cycle.

Anatomy of a BEE



word bank

- antennae
- legs
- thorax
- head
- wings
- abdomen

scientist:

President's Job

Name _____



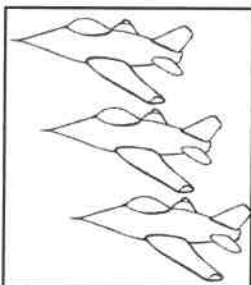
The president has many responsibilities. The president is the chief of state, that means that he represents Americans as he meets with rulers of other countries. In addition, as the chief diplomat, he makes policy about how America will interact with other countries.

5
13
19
27
35
43



He chooses people to be in the cabinet, and gives campaign help to support his political party. He helps congressmen get elected, but does not write laws. He has the power to sign them, or veto them. The president can also choose how to enforce laws.

51
58
63
71
81
89



As Commander in Chief he decides where the military will go and what weapons will be used. He decides how much money to spend on the military. He also recommends how much money to collect in taxes and how to spend that money.

95
102
109
117
125
132

| Words per minute | Day 1 | Day 2 | Day 3 | Day 4 |
|--|-------|-------|-------|-------|
| 1 st Attempt <small>(total words with mistakes subtracted from total)</small> | | | | |
| 2 nd Attempt | | | | |
| 3 rd Attempt | | | | |
| Adult initials | | | | |



Help your child read the entire passage one time.



Have your child read the passage out loud for one minute. Say the word if they get stuck for 3 seconds.



Repeat 3x each day, or until your child can read at 130 wpm and answer questions correctly.



Answer the questions for the day in complete sentences.

Name _____

Adult initials _____

Being a fluent reader makes understanding come more easily. Fluency starts with pace, but also includes accuracy, tone of voice, well placed pauses and the rise and fall of pitch.

Part 1 - Highlight evidence in  red

America's Chief of State is the President of the United States. Match the Chiefs of State for other countries.

- Queen
- Emperor
- Supreme Leader
- Sultan
- President



_____ of Great Britain



_____ of Oman



_____ of Mexico



_____ of North Korea



_____ of Japan

Part 2- Highlight evidence in  green

If a president can't write laws, how could a president affect laws?

Which laws affect your family the most?
Truancy laws? Tax laws? Road laws?

Part 3 - Highlight evidence in  yellow

How does the president influence the economy (money) in America?

What program would you be willing to pay taxes for?

Extend - Application

Leaders of countries are called "Heads of State." When they come to visit America they are often welcomed with a state dinner. What would you feed a visiting dignitary? What kind of music would you have played?



If I Were The President...

If I were the president what would I do?

Could I do anything that I wanted to?

Could I make all the parents give candy for dinner?

Or have enough medals to make everyone a winner?

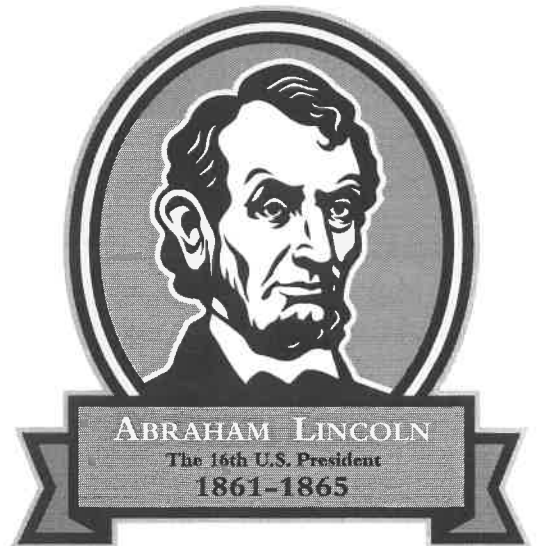
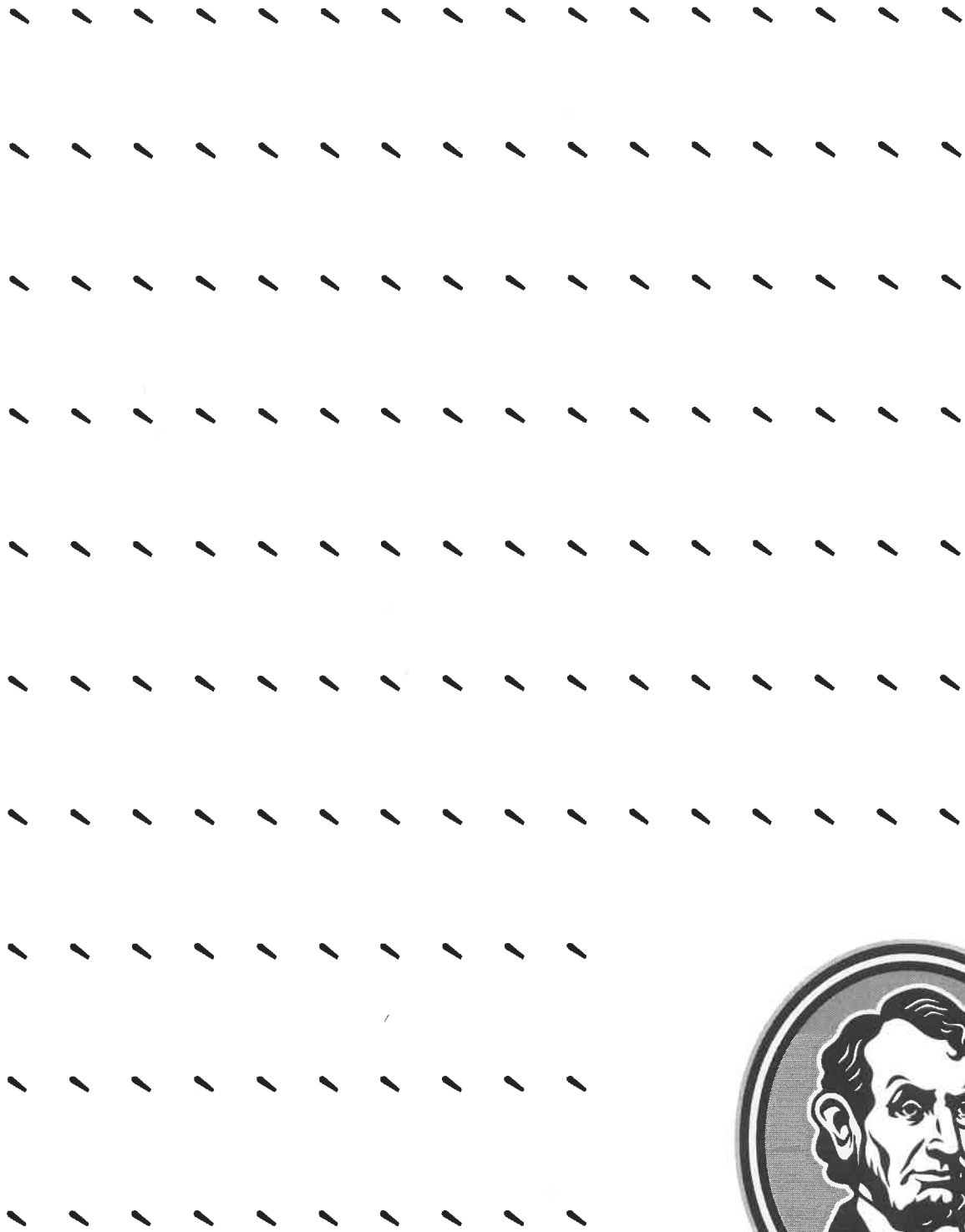
I would want to make playtime last forever
and have enough toys to share with whomever.

I'd be the first president to have my own band,
it would be grand to have control of the land!

If I were the president I would...



A series of 15 rows of slanted lines for writing. Each row contains 15 slanted lines, providing a guide for handwriting practice.



Name: _____

Week 2

Please read for at least 20 min for Daily Reading Log

Keep track of the reading you complete this month by filling in a section of this chart each day you read.

Don't forge

| Date | Book Title and Author's Name | Minutes Read | Student Initials | Parent Initials |
|-----------|------------------------------|--------------|------------------|-----------------|
| Monday | | | | |
| Tuesday | | | | |
| Wednesday | | | | |
| Thursday | | | | |
| Friday | | | | |
| Saturday | | | | |
| Sunday | | | | |

to initials
for you
has read

MY SPRING WRITING NOTEBOOK

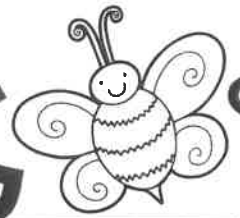


BELONGS TO :

NAME:



NARRATIVE WRITING



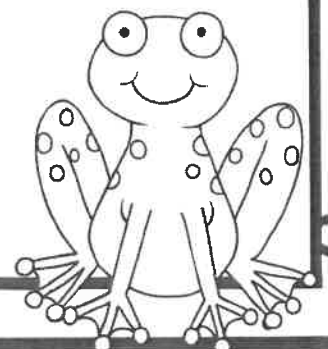
INTRO/ HOOK

DETAIL

DETAIL

DETAIL

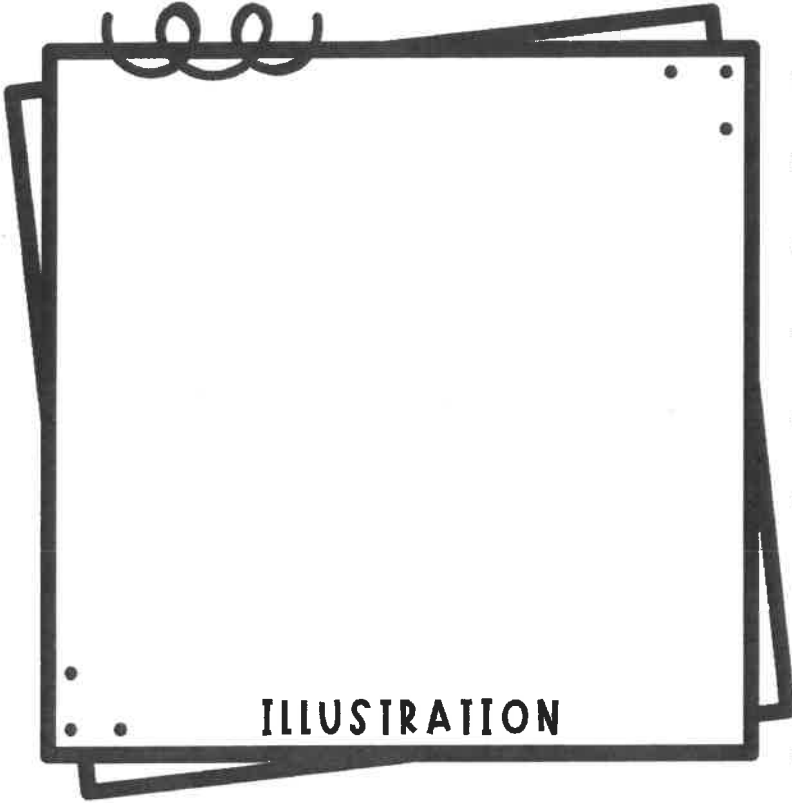
IN CONCLUSION.



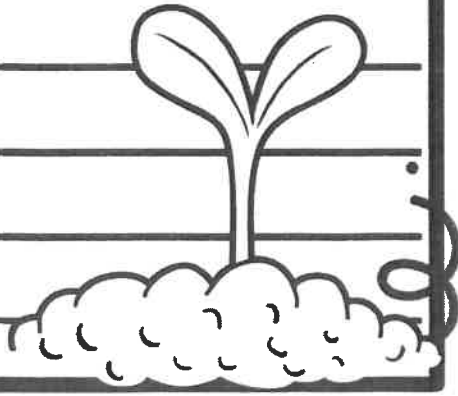
NAME:

WRITING PROMPT

WRITE A STORY FROM THE POINT OF VIEW OF A BRAND NEW
SPRING FLOWER.



ILLUSTRATION



Name: _____

Date you started the book: _____

Date you finished the book: _____

FWAFA 3rd grade Book Report Form

Please mark: Student Read Parent (or other person) read to student

Introduction:

I read _____ by _____.

It is a story about _____

_____. I chose this book because

Setting:

This story takes place _____

Main Characters:

The main character(s) in the story is _____

I would describe this character as _____

This character is important because _____

Plot:

The story is about _____

The biggest problem in the book is _____

Conclusion:

I liked or disliked this book because _____

One thing I learned from this story is _____

From 0-5 how well did you like this book? (5 is the best) Circle your answer.

0—1—2—3—4—5