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<tr>
<td>LA</td>
<td>Contraction Action</td>
<td>Contraction Action Missing Contractions</td>
<td>CC.3.RF.3a Know and apply grade-level phonics and word analysis skills in decoding words. Identify and know the meaning of the most common prefixes and derivational suffixes.</td>
<td>DE.4.2.1.1 Alphabetic Principle: Use knowledge of common word parts (e.g., compound words, contractions, possessives, prefixes, suffixes, affixes, word roots, base words)</td>
</tr>
</tbody>
</table>
| LA               | I'd Like to Buy a Vowel | I'd Like To Buy A Vowel | CC.3.RF.3c Know and apply grade-level phonics and word analysis skills in decoding words. Decode multisyllable words.  
CC.3.RF.3d Phonics and Word Recognition: Read grade-appropriate irregularly spelled words. | DE.3.2.1.9 Spell phonetically regular words correctly |
| LA/SS            | Walk to School Day  | Syllables in Action                      | CC.3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.  
CC.3.SL.1b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). | DE.3.1.7.1 Participate in conversations with peers and adults  
DE.3.1.7.2 Follow rules for conversation  
DE.3.1.7.3 Participate in a variety of roles in group discussions  
Civics Standard Four: Students will acquire the skills necessary for participating in a group, including defining an objective, dividing responsibilities, and working cooperatively. |
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<td>LA/HE</td>
<td>Build a Healthy Diet</td>
<td>Get In My Belly!</td>
<td>CC.3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</td>
<td>CC.3.SL.1b Follow agreed-upon rules for discussions.</td>
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<td>HE 1: Students will understand essential health concepts in order to transfer</td>
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<td>LA/SCI</td>
<td>Stories in the Snow</td>
<td>The Arctic Adventure! Winter Break Fun!</td>
<td>CC.3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</td>
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<td>DE.3.2.1.6 Vocabulary: Learn and use unfamiliar words that are introduced in stories and texts</td>
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<td>SCI Standard 5 Earth’s Dynamic Systems: Weather influences plants, animals and</td>
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<tr>
<td>LA</td>
<td>A Healthy Week</td>
<td>A Healthy Week! Hopscotch Fun!</td>
<td>CC.3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</td>
<td>DE.3.1.7.1 Participate in conversations with peers and adults</td>
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<td>CC.3.L.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</td>
<td>DE.3.1.7.3 Participate in a variety of roles in group discussions (e.g., active listener, contributor, discussion leader)</td>
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<tr>
<td>LA/HE</td>
<td>TAKE 1! Boot Camp</td>
<td>Kids In Action Fall Fitness Fun!</td>
<td>CC.3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</td>
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<td>LA</td>
<td>Jordan Says</td>
<td>What Do You Think?</td>
<td>CC.3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</td>
<td>DE.3.1.7.1 Participate in conversations with peers and adults</td>
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<tr>
<td>LA/HE</td>
<td>The Hokey-Pokey</td>
<td>Which Organ?</td>
<td>CC.3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</td>
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<tr>
<td>LA</td>
<td>Healthy Spelling</td>
<td>TAKE 10! Crew Spelling Health Reporter!</td>
<td>CC.3.L.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</td>
<td>DE.3.1.1/2/3.37 Conventions (&amp; Style/Voice): Use Standard Written English (SWE) as appropriate for the audience: Use standard spellings of common 3rd grade words (including grade-appropriate homographs and homonyms) and word wall words</td>
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<td>DE.3.2.1.9 Spelling: Spell phonetically for words in other languages</td>
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This table summarizes the curriculum areas, activity cards, worksheets, and corresponding state standards for third grade.
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<td>LA</td>
<td>Word Buddies</td>
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<td>CC.3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.</td>
<td>DE.3.1.7.1 Participate in conversations with peers and adults</td>
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<td>LA</td>
<td>Copy Cat</td>
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<td>CC.3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.</td>
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<td>LA</td>
<td>Spelling For Good Health</td>
<td>Can You Come Play?</td>
<td>CC.3.L.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</td>
<td>DE.3.1.1/2/3.37 Conventions (&amp; Style/Voice): Use Standard Written English (SWE) as appropriate for the audience: Use standard spellings of common 3rd grade words (including grade-appropriate homographs and homonyms) and word wall words</td>
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<tr>
<td>MA</td>
<td>Financial Fitness</td>
<td>A Penny Saved... Making Money!</td>
<td><strong>CC.2MD.8</strong> Work with time and money. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?</td>
<td><strong>DE.3.1.11</strong> Select and use appropriate methods and tools for computing (e.g., mental computation, estimation, calculators, paper and pencil) depending on the context and nature of the computation</td>
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<tr>
<td>MA</td>
<td>Aim For Fitness</td>
<td>Aim For Fitness</td>
<td><strong>CC.3.NBT.2</strong> Use place value understanding and properties of operations to perform multi-digit arithmetic. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.</td>
<td><strong>DE.3.1.2</strong> Connect counting up and counting back to addition and subtraction</td>
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<tr>
<td>MA</td>
<td>Real Life Math</td>
<td>Place Value In Math! Snowboarding Championship</td>
<td><strong>CC.3.NBT.1</strong> Use place value understanding and properties of operations to perform multi-digit arithmetic. Use place value understanding to round whole numbers to the nearest 10 or 100.</td>
<td><strong>DE.3.1.1</strong> Demonstrate an understanding that our number system is based on combinations of 1s, 10s, and 100s—place value</td>
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## TAKE 10!® Third Grade

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<td><strong>MA</strong></td>
<td>Zero In</td>
<td>The Secret Number</td>
<td><strong>CC.2.NBT.2</strong> Understand place value. 2. Count within 1000; skip-count by 5s, 10s, and 100s.</td>
<td></td>
<td><strong>DE.3.1.2</strong> Connect counting up and counting back to addition and subtraction</td>
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<tr>
<td><strong>MA</strong></td>
<td>Race Against Time</td>
<td>Filling Up With Fiber! TAKE! Competition!</td>
<td><strong>CC.3.MD.1</strong> Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.</td>
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<td><strong>DE.3.1.3</strong> Connect skip counting to multiplication</td>
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<tr>
<td><strong>MA</strong></td>
<td>Pumping Up with Spanish</td>
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<td><strong>CC.3.NBT.2</strong> Use place value understanding and properties of operations to perform multi-digit arithmetic. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.</td>
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<td><strong>DE.3.1.2</strong> Connect counting up and counting back to addition and subtraction</td>
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<td>MA</td>
<td>TAKE 10! Patterns</td>
<td>TAKE 10! Home Goals Pump-Up With Math!</td>
<td>CC.3.NBT.2 Use place value understanding and properties of operations to perform multi-digit arithmetic. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.</td>
<td>DE.3.2.2 Describe the patterns that result when skip-counting</td>
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<td>MA</td>
<td>Invisible Jump Rope</td>
<td>3-Minute Challenge Fore! Which Sign?</td>
<td>CC.3.NBT.2 Use place value understanding and properties of operations to perform multi-digit arithmetic. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.</td>
<td>DE.3.1.2 Connect counting up and counting back to addition and subtraction</td>
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<td>MA</td>
<td>Numbers on the Run</td>
<td>TAKE 10! Fun Run!</td>
<td>CC.3.NBT.3 Use place value understanding and properties of operations to perform multi-digit arithmetic. 3. Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations.</td>
<td>DE.3.1.3 Connect skip counting to multiplication</td>
<td>DE.3.2.2 Describe the patterns that result when skip-counting</td>
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<td>MA</td>
<td>Math Recruits</td>
<td>Quench That Thirst! Math Recruits Which Sign, &gt;, &lt;, =?</td>
<td>CC.2.NBT.4 Understand place value. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using &gt;, =, and &lt; symbols to record the results of comparisons.</td>
<td>DE.3.1.2 Connect counting up and counting back to addition and subtraction</td>
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<td>SCI/LA</td>
<td>Working the Land</td>
<td>Making Life Easier!</td>
<td>CC.3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.</td>
<td>SCI Standard 8 Ecology: Plants and animals need enough space and resources to survive. Overcrowding leads to an increased need for resources.</td>
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<td>SCI/LA</td>
<td>Stories in Space</td>
<td>Space City Planner</td>
<td>CC.3.SL.1 Comprehension and Collaboration: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.</td>
<td>SCI Standard 4 Earth in Space: From Earth many objects may be seen in the sky including the Sun, the Moon, stars, and man-made objects. The Sun and Moon appear to move slowly across the sky. The pattern of day and night repeats every 24 hours. The Sun can only be seen in the day.</td>
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<td>SCI</td>
<td>Classify That Animal</td>
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<td>SCI Standard 6 Life Processes: Each plant or animal has different structures that serve different functions in growth, survival and reproduction.</td>
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<td>SCI</td>
<td>Sound Off</td>
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<td>SCI Standard 1 Nature and Application of Science and Technology: Use mathematics, reading, writing, and technology when conducting an investigation and communicating the results.</td>
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<tr>
<td>SS/LA</td>
<td>Role Model Kids</td>
<td>Responsible &quot;Kids&quot; My Role Model Community Action</td>
<td>CC.3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</td>
<td>Civics Standard Four: Students will acquire the skills necessary for participating in a group, including defining an objective, dividing responsibilities, and working cooperatively.</td>
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<td>SS/LA</td>
<td>Marching Through Life</td>
<td>Minda's Time Line</td>
<td>CC.3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</td>
<td>Civics Standard Four: Students will acquire the skills necessary for participating in a group, including defining an objective, dividing responsibilities, and working cooperatively.</td>
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<td>SS/HE</td>
<td>Good Health Round-up</td>
<td>Getting To School Good Health Round-Up Health Lesson</td>
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<td>SS</td>
<td>Oceans of the World</td>
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<td>SS</td>
<td>What on Earth</td>
<td>Planet Earth Across The USA</td>
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<td>Geography Standard 1: Students will develop a personal geographic framework, or &quot;mental map,&quot; and understand the uses of maps and other geographics (MAPS).</td>
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<td>HE/LA</td>
<td>Safety Cheer</td>
<td>First Aid</td>
<td>CC.3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.</td>
<td>HE 1: Students will understand essential health concepts in order to transfer knowledge into healthy actions for life. HE 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</td>
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<td>HE</td>
<td>Sign Up For Fitness</td>
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<td>HE 1: Students will understand essential health concepts in order to transfer knowledge into healthy actions for life.</td>
</tr>
<tr>
<td>HE</td>
<td>What's For Breakfast</td>
<td>Build A Healthy Lunch</td>
<td></td>
<td></td>
<td>HE 1: Students will understand essential health concepts in order to transfer knowledge into healthy actions for life. HE 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</td>
</tr>
<tr>
<td>HE</td>
<td>Fruit &amp; Veggie Fun</td>
<td>Organ Quiz!</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
## TAKE 10!® Third Grade

<table>
<thead>
<tr>
<th>Curriculum Areas</th>
<th>Activity Cards</th>
<th>Worksheets (Supplement to Activity Cards)</th>
<th>Common Core Standards</th>
<th>State Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>HE</td>
<td>Five Food Fun</td>
<td>Puzzled About Food?</td>
<td></td>
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