
Third Grade NO PREP

HOME LEARNING PACKET

3 Weeks of Learning



Created by The Moffatt Girls

Dear Third-Grade Families,

Welcome to the Third-Grade Home Learning Packet!

This packet includes 3 weeks of work from home assignments. Each daily assignment consists of 5 pages of math and literacy.

This packet is designed to serve as a review and extra practice. However, please monitor your child as they complete the assignments and feel free to help your child review any pages they find challenging.

In addition, please also continue to ensure that your child reads independently each day.

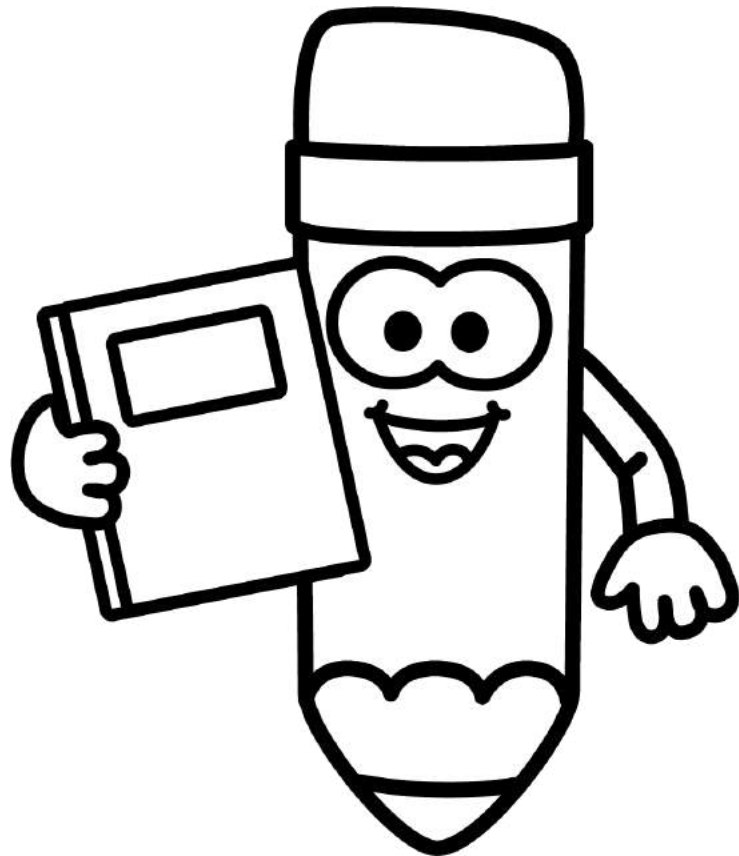
Other ideas to extend learning throughout the day:

- Ask your child questions about the books they are reading. Have them compare the characters, setting, etc. to other books they have read.
- Encourage your child to identify a problem they see around them and work to address it whether that means creating a solution, writing a letter, or asking others to help.
- Ask everyday math problems like, "If we eat 3 yogurts a day how long will 6 boxes of yogurt last us?"
- Encourage your child to make predictions and then evaluate what happened. Ask, "What do you think will happen if we _____?" then ask, "What actually happened? Was it the same or different than your prediction?"

3 WEEKS OF INSTRUCTION

Week 1 Day 1 <ul style="list-style-type: none"><input type="checkbox"/> Identifying Place Value<input type="checkbox"/> Addition<input type="checkbox"/> Making Words<input type="checkbox"/> Parts of Speech<input type="checkbox"/> Reading Comprehension	Week 2 Day 1 <ul style="list-style-type: none"><input type="checkbox"/> Division Models<input type="checkbox"/> Multiplication/Division<input type="checkbox"/> ABC Order<input type="checkbox"/> Aesop's Fables<input type="checkbox"/> Reading Comprehension	Week 3 Day 1 <ul style="list-style-type: none"><input type="checkbox"/> Time to the Minute<input type="checkbox"/> Pictographs<input type="checkbox"/> ABC Order<input type="checkbox"/> Earth Day Writing<input type="checkbox"/> Reading Comprehension
Week 1 Day 2 <ul style="list-style-type: none"><input type="checkbox"/> Multiplication<input type="checkbox"/> Division<input type="checkbox"/> Synonyms<input type="checkbox"/> Homonyms<input type="checkbox"/> Reading Comprehension	Week 2 Day 2 <ul style="list-style-type: none"><input type="checkbox"/> Fractions<input type="checkbox"/> Telling Time<input type="checkbox"/> Making Words<input type="checkbox"/> Journal Prompts<input type="checkbox"/> Reading Comprehension	Week 3 Day 2 <ul style="list-style-type: none"><input type="checkbox"/> Fractions<input type="checkbox"/> Measurement<input type="checkbox"/> Aesop's Fables<input type="checkbox"/> Journal Prompts<input type="checkbox"/> Reading Comprehension
Week 1 Day 3 <ul style="list-style-type: none"><input type="checkbox"/> Sorting Fractions<input type="checkbox"/> Finding the Time<input type="checkbox"/> Antonyms<input type="checkbox"/> Paragraphs: Topics<input type="checkbox"/> Reading Comprehension	Week 2 Day 3 <ul style="list-style-type: none"><input type="checkbox"/> Perimeter<input type="checkbox"/> Pictographs<input type="checkbox"/> Analogies<input type="checkbox"/> Descriptive Sentences<input type="checkbox"/> Reading Comprehension	Week 3 Day 3 <ul style="list-style-type: none"><input type="checkbox"/> Addition (Regrouping)<input type="checkbox"/> Multiplication/Division<input type="checkbox"/> Sentence Detectives<input type="checkbox"/> Journal Prompts<input type="checkbox"/> Reading Comprehension
Week 1 Day 4 <ul style="list-style-type: none"><input type="checkbox"/> Perimeter<input type="checkbox"/> Frequency Tables<input type="checkbox"/> Idioms<input type="checkbox"/> State Crossword Puzzle<input type="checkbox"/> Reading Comprehension	Week 2 Day 4 <ul style="list-style-type: none"><input type="checkbox"/> Place Value<input type="checkbox"/> Arrays<input type="checkbox"/> Plural Nouns<input type="checkbox"/> Journal Prompts<input type="checkbox"/> Reading Comprehension	Week 3 Day 4 <ul style="list-style-type: none"><input type="checkbox"/> Ordering Numbers<input type="checkbox"/> Division Strategies<input type="checkbox"/> Addresses<input type="checkbox"/> Journal Prompts<input type="checkbox"/> Reading Comprehension
Week 1 Day 5 <ul style="list-style-type: none"><input type="checkbox"/> Place Value<input type="checkbox"/> Addition<input type="checkbox"/> Adverbs<input type="checkbox"/> Journal Prompts<input type="checkbox"/> Reading Comprehension	Week 2 Day 5 <ul style="list-style-type: none"><input type="checkbox"/> Subtraction<input type="checkbox"/> Multiplication<input type="checkbox"/> Author's Purpose<input type="checkbox"/> Life Cycle Writing<input type="checkbox"/> Reading Comprehension	Week 3 Day 5 <ul style="list-style-type: none"><input type="checkbox"/> Word Problems<input type="checkbox"/> Roll and Write Times<input type="checkbox"/> Context Clues<input type="checkbox"/> Journal Prompts<input type="checkbox"/> Reading Comprehension

My Home Learning Packet



Name:

Name: _____

Identifying Place Value Set I

Write the **place** of the underlined digit.

5, <u>3</u> 46 <u>hundreds</u>	7,2 <u>1</u> 5 _____	<u>3</u> ,239 _____	1,82 <u>7</u> _____
9,4 <u>7</u> 2 _____	<u>6</u> ,721 _____	4,9 <u>4</u> 8 _____	2, <u>6</u> 54 _____
<u>8</u> ,163 _____	5, <u>5</u> 89 _____	7,2 <u>7</u> 2 _____	3,7 <u>9</u> 1 _____

Write the **value** of the underlined digit.

2,6 <u>4</u> 2 <u>40</u>	<u>7</u> ,921 _____	4, <u>3</u> 54 _____	<u>1</u> ,216 _____
5,58 <u>3</u> _____	3, <u>8</u> 98 _____	9,7 <u>6</u> 7 _____	<u>8</u> ,139 _____
6, <u>4</u> 75 _____	4, <u>6</u> 37 _____	<u>2</u> ,653 _____	5, <u>6</u> 24 _____

Name: _____

Adding 1, 10, and 100

Directions: Fill in the missing numbers in each row.

Number	+1	+10	+100
549	550	559	649
415			515
326		336	
871			971
638			
167			
742			
299			
565			
432			
398			
824			
657			
138			

Name: _____ Date: _____

Making NEW Words



Directions: Cut out the letter tiles at the bottom of the page. Make as many new words as you can with the letter tiles. Write the words on the line and check off the part of speech for each word you make.

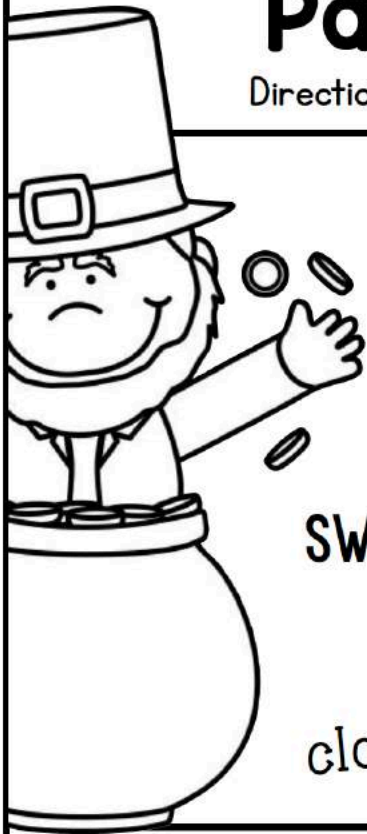
Word: _____ <input type="checkbox"/> noun <input type="checkbox"/> verb <input type="checkbox"/> adjective <input type="checkbox"/> other	Word: _____ <input type="checkbox"/> noun <input type="checkbox"/> verb <input type="checkbox"/> adjective <input type="checkbox"/> other
Word: _____ <input type="checkbox"/> noun <input type="checkbox"/> verb <input type="checkbox"/> adjective <input type="checkbox"/> other	Word: _____ <input type="checkbox"/> noun <input type="checkbox"/> verb <input type="checkbox"/> adjective <input type="checkbox"/> other
Word: _____ <input type="checkbox"/> noun <input type="checkbox"/> verb <input type="checkbox"/> adjective <input type="checkbox"/> other	Word: _____ <input type="checkbox"/> noun <input type="checkbox"/> verb <input type="checkbox"/> adjective <input type="checkbox"/> other
Word: _____ <input type="checkbox"/> noun <input type="checkbox"/> verb <input type="checkbox"/> adjective <input type="checkbox"/> other	Word: _____ <input type="checkbox"/> noun <input type="checkbox"/> verb <input type="checkbox"/> adjective <input type="checkbox"/> other
Word: _____ <input type="checkbox"/> noun <input type="checkbox"/> verb <input type="checkbox"/> adjective <input type="checkbox"/> other	Word: _____ <input type="checkbox"/> noun <input type="checkbox"/> verb <input type="checkbox"/> adjective <input type="checkbox"/> other
Word: _____ <input type="checkbox"/> noun <input type="checkbox"/> verb <input type="checkbox"/> adjective <input type="checkbox"/> other	Word: _____ <input type="checkbox"/> noun <input type="checkbox"/> verb <input type="checkbox"/> adjective <input type="checkbox"/> other
Word: _____ <input type="checkbox"/> noun <input type="checkbox"/> verb <input type="checkbox"/> adjective <input type="checkbox"/> other	Word: _____ <input type="checkbox"/> noun <input type="checkbox"/> verb <input type="checkbox"/> adjective <input type="checkbox"/> other
Word: _____ <input type="checkbox"/> noun <input type="checkbox"/> verb <input type="checkbox"/> adjective <input type="checkbox"/> other	Word: _____ <input type="checkbox"/> noun <input type="checkbox"/> verb <input type="checkbox"/> adjective <input type="checkbox"/> other
Word: _____ <input type="checkbox"/> noun <input type="checkbox"/> verb <input type="checkbox"/> adjective <input type="checkbox"/> other	Word: _____ <input type="checkbox"/> noun <input type="checkbox"/> verb <input type="checkbox"/> adjective <input type="checkbox"/> other

L E P R E C H A U N

Name: _____

Parts of Speech Graphing

Directions: Read the parts of speech. Graph them in the correct column.

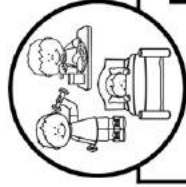


gold OH! green Wow!
hide and teacher
small so rainbow Ouch! coin
SWIM hooray! see or wait
yellow because or
clover think as quick Yes! colorful

Nouns	Adjectives	Verbs	Interjections	Conjunctions

Name: _____

Date: _____



Reading Comprehension Check #1

Directions: Read the passage. Answer the questions.

Defense Against Stress

Nobody likes feeling stressed out. This feeling of worry can cause headaches, stomachaches, and poor sleep. To stay healthy when it comes to stress, follow these tips.

- 1. Get enough sleep.** Your body needs 10-11 hours of sleep each night to be at its best. Lack of sleep can make you grumpy, causing little things to bother you more than they normally would.
- 2. Eat healthy.** This is another way to keep your body at its best. Too much junk food makes you feel sluggish and lazy, making it harder to deal with life's little problems.
- 3. Balance your schedule.** Doing too much is a common cause of stress. Make sure you're not booked up every minute. Choose just the activities that are most important to you, making sure to leave enough time for homework and other responsibilities.
- 4. Exercise.** A good workout is like medicine for your brain. Physical activity creates feel-good chemicals that help you fight stress. It also helps tire you out so you'll sleep well at night.
- 5. Relax.** When you're feeling too stressed, stop and breathe. Slowly inhaling and exhaling will calm your body and mind.
- 6. Talk about your feelings.** Sometimes worries seem bigger in your head than when you say them out loud. Talk to a friend or trusted adult about how you're feeling. Even if they can't solve your problem, talking itself will help you de-stress.
- 7. Have some fun.** Be sure to leave some room on your calendar for fun! Playing with friends, enjoying hobbies, and doing what makes you happy will keep stress away.

1. Under point #1, which word means the opposite of **lack**?

- a. enough
- b. needs
- c. causing
- d. normally

2. How are some of the points on the list directly related to other points on the list?

3. The items listed are numbered 1-7. Does that mean they should be done in that order?

4. Which of these points would make the biggest difference in your life?

Name: _____

Repeated Addition and Multiplication Set I

Directions: Write a multiplication sentence for each addition problem.

A $3 + 3 + 3 + 3$

\times =

B $5 + 5 + 5$

\times =

C $8 + 8$

\times =

D $2 + 2 + 2 + 2 + 2$

\times =

E $4 + 4 + 4 + 4 + 4 + 4$

\times =

F $6 + 6 + 6$

\times =

G $7 + 7 + 7 + 7 + 7$

\times =

H $9 + 9$

\times =

I $12 + 12 + 12 + 12$

\times =

J $10 + 10 + 10 + 10 + 10$

\times =

K $5 + 5 + 5 + 5 + 5 + 5$

\times =

L $11 + 11 + 11 + 11 + 11 + 11 + 11$












\times =

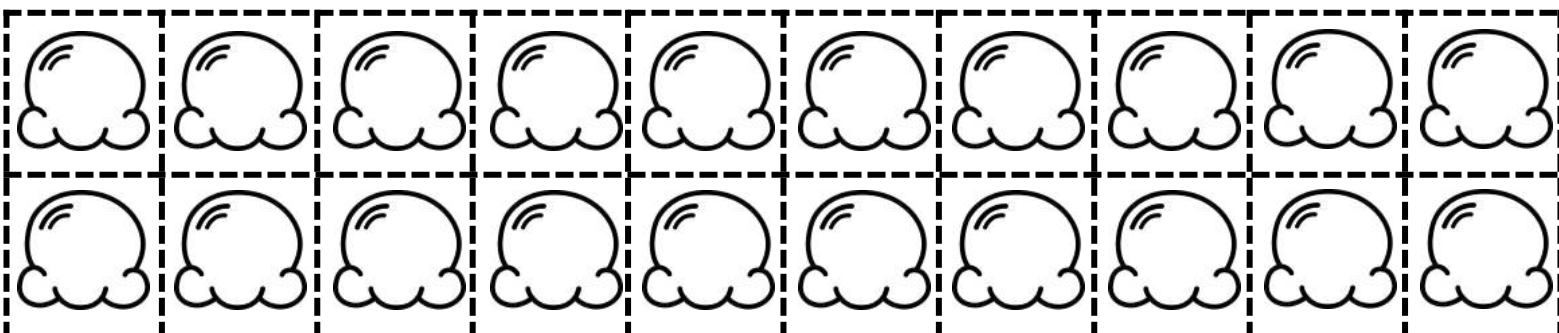
Name: _____

Division Strategies Set I

Cut out the popcorn pieces. Use them to help you complete the table.
An example has been done for you.



Number of Popcorn Pieces	Number you put into each group	Total Number of groups	Draw a Model/Illustration	Write a division sentence
6 Pieces of 	2	3		$6 \div 2 = 3$
12 Pieces of 				
15 Pieces of 				
8 Pieces of 				
10 Pieces of 				
16 Pieces of 				
2 Pieces of 				
9 Pieces of 				
14 Pieces of 				
18 Pieces of 				



Name: _____



Synonyms: Word Acquisition

Directions: Use the words in the word bank to write a synonym for each word.
Next, find the words from the word bank and on the list in the word search.

Word Bank

copy	delay	competitor	schedule	routine
hazard	arrange	dive	entrance	knack
temperature	brilliant	result	swift	limited

Synonym Match Up

1. passage
2. organize
3. climate
4. habit
5. imitate
6. opponent
7. outcome
8. plunge
9. rare
10. nimble
11. clever
12. agenda
13. risk
14. talent
15. postpone

Word Search

X O R G A N I Z E P
 B R I L L I A N T L
 P A J O T W R S I U
 A E P N E D C A K N
 S C L I M A T E R G
 S M O M P I Z Y Q E
 A W P B E M L A N R
 G V P L R I A L D Z
 E E O E A T G H E R
 K P N R T A E A L O
 N N E T U T N Z A U
 A M N O R E D A Y T
 C V T U E A A R D I
 K E P T C R N D I N
 O C B C O R Q C V E
 S L C O M A P J E R
 C E Q M P N P M E I
 H V T E E G O L L S
 E E A S T E S I C K
 D R L W I E T M O J
 U N E I T O P I P H
 L N N F O B O T Y A
 E K T T R U N E K B
 K M W B Q O E D I I
 X R E S U L T Y F T

Name: _____

Homonyms: Find Them and Fix Them

Directions: Read the silly sentences. Rewrite each sentence using the correct words.

1. Due ewe want a peace of pizza?

2. Hour sun does knot no how to right yet.

3. Did ewe by a peace of meet?

4. He flu four for ours on the plain.

5. The be flu over two the flour.

6. Eye eight a bury and a pair.

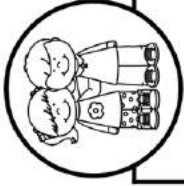
7. They new the weigh to the store.

8. Last knight, eye eight won blew bury.

9. Hour knew dear eight the yellow flour.

10. My ant came hear ate days ago.

Name: _____ Date: _____



Reading Comprehension Check #2

Directions: Read the passage. Answer the questions.

What Is Autism?

Maybe you know someone with autism. Maybe you've heard about "autism spectrum disorder" (ASD). But what is it? And how can you interact with someone who has it?

Autism is a brain disorder. It is something people are born with. No one knows the cause. Autism makes it hard for people to understand the world around them. It makes it hard to interact with others. ASD is called a spectrum disorder because its symptoms vary. Some people have very mild symptoms. Others have severe symptoms.

ASD is often diagnosed when a child is very young. Perhaps a child who should be speaking isn't. The child might not be interested in other people. He or she might play in unusual ways.

A child with autism might have trouble making friends. Some children with ASD have trouble adjusting to small changes in schedule or environment. Things like loud noises, bright lights, or crowds might bother them. They might have trouble controlling physical behaviors, like flapping their hands.

There's no cure for autism. There are many therapies that can help, though. Physical therapy can help a person better control his or her body. Teachers can help people with autism learn to talk or communicate in other ways. Therapists can help them learn to play and make friends.

If you know or meet someone with autism, be kind and patient. Be clear in the way you speak to someone with autism. He or she might not understand joking or sarcasm. Even though that person might seem different, it's never okay to tease or bully.

1. Which of these is a cause of autism?

- a. injuring the brain
- b. being unable to talk
- c. bright lights
- d. no one knows

2. What details from the text support the idea that autism makes it hard for people to interact with others?



3. Ricky has ASD. One Friday, his mom decides not to send him to school. Instead, she surprises him by taking him to the circus. Based on the text, why might this be a bad idea?

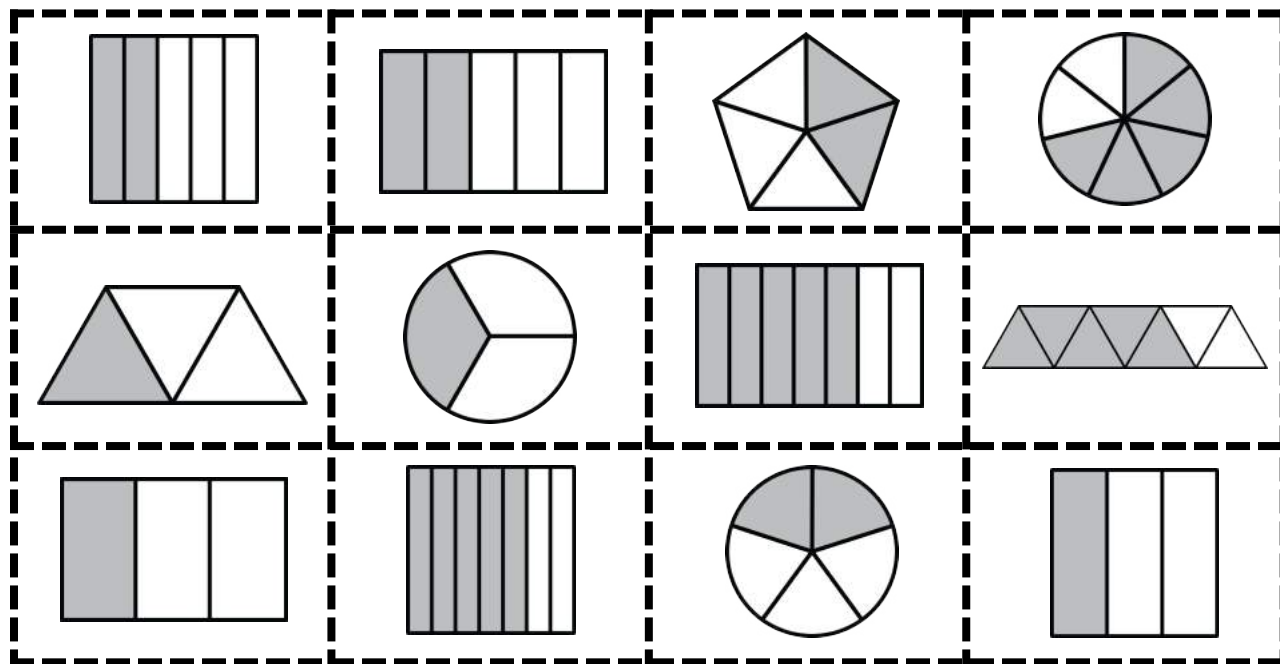
4. The author of the text wants readers to be kind to people with autism. Wouldn't it be better just to ignore them if they don't know how to interact with people? Explain your thinking.

Name: _____

Sorting Fractions Set I

Directions: Cut and paste the fraction to the correct column.

$\frac{5}{7}$	$\frac{1}{3}$	$\frac{2}{5}$

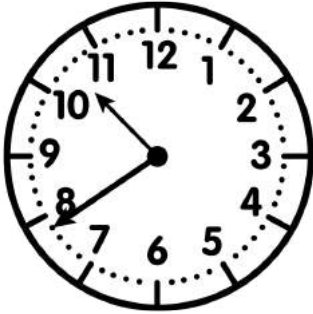


Name: _____

Finding the Time Set I

Directions: Circle the matching time for each clock.

1.



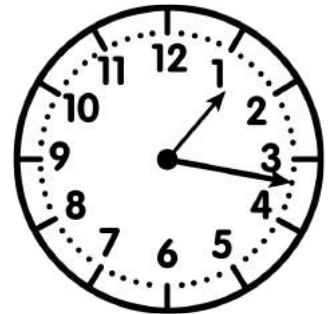
8:52 10:39 10:25

2.



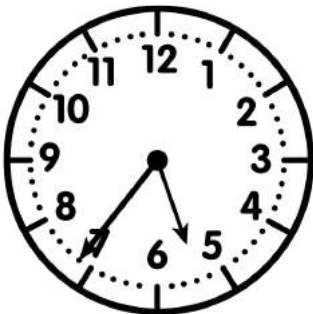
10:55 11:55 11:53

3.



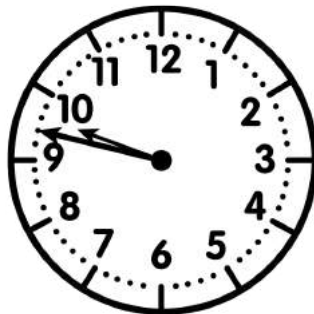
1:16 3:07 1:17

4.



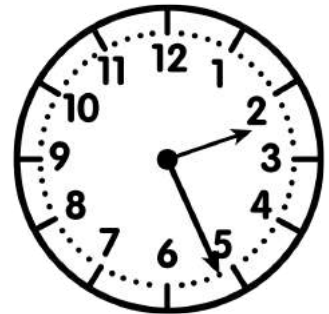
5:36 7:27 5:37

5.



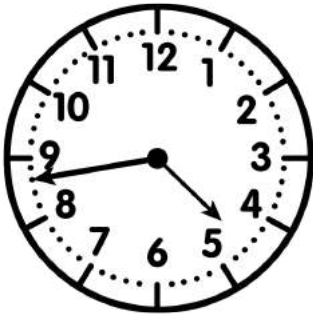
9:46 10:47 9:47

6.



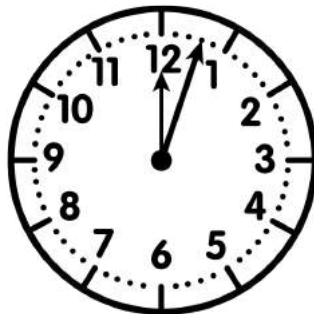
2:26 5:12 5:11

7.



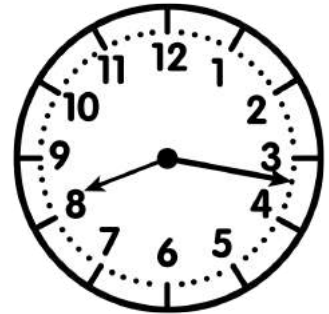
4:43 4:44 8:23

8.



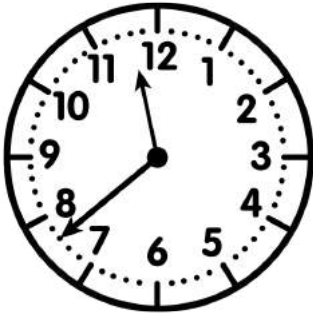
12:02 12:04 12:03

9.



8:16 8:17 3:40

10.



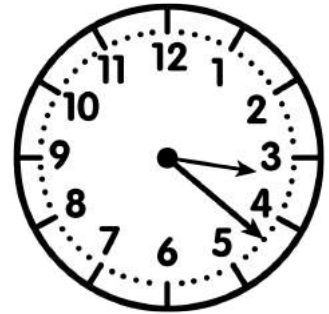
7:57 11:38 7:56

11.



6:34 6:35 7:33

12.



4:15 4:22 3:22

Name: _____



Antonyms: Word Acquisition

Directions: Use the words in the word bank to a matching antonym on the left.
Next, find the words from the word bank and on the list in the word search.

Word Bank

damage	problem	greedy	abandon	unpleasant
mindful	heat	separate	happy	inexpensive
repel	different	noisy	collect	calm

Antonym Match Up

1. combine
2. attract
3. agreeable
4. mend
5. anxious
6. scatter
7. solution
8. valuable
9. typical
10. defend
11. forgetful
12. furious
13. generous
14. quiet
15. freeze

Word Search

Q N F P S I S B R C C A
 A O L K O F E E K O L L
 T I E C L O P V C L V W
 T S P Y U R A I L L L H
 R Y E P T G R S L E A Z
 A K R P I E A N A C C A
 C A Z A O T T E O T I B
 T Z L H N F E P R E P A
 B D Y D Q U L X L I Y N
 U E Z A A L B E V U T D
 R F C M Q G A N E Q Q O
 X E O A E L E I L K V N
 S N M G Z T E A B Y X N
 C D B E E N R G A U Y C
 A U I Z E A G L U X V U
 T S N F R S A D L O P A
 T U E K F A M A A V T M
 E O H T A E H L V Q M P
 R I Y O X L R R A T S W
 Y X E W E P X E D C U U
 G N J Q R N D Y N Z O B
 R A U B U U K A I T R Q
 E J L U F D N I M M E H
 E F U R I O U S H E N M
 D P R O B L E M I N E A
 Y E V H M X U G A D G Q

Name: _____

Name: _____

Paragraphs that Stick to the Topic!

Directions: Under each topic, write three ideas related to the topic.

Choose one topic and write a paragraph on the back of this page.

flowers

1. _____
2. _____
3. _____

bees

1. _____
2. _____
3. _____

spring

1. _____
2. _____
3. _____

birds

1. _____
2. _____
3. _____

rain

1. _____
2. _____
3. _____

dogs

1. _____
2. _____
3. _____

trees

1. _____
2. _____
3. _____

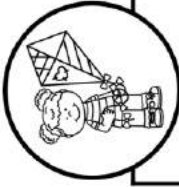
gardening

1. _____
2. _____
3. _____

roller coasters

1. _____
2. _____
3. _____

Name: _____ Date: _____



Reading Comprehension Check #13

Directions: Read the passage. Answer the questions.

Flying a Kite

Spring winds mean it's kite-flying time! Here are some tips to make sure your flight goes just right.

1. Choose the right day. You'll need some wind, but not too much. Don't try to fly a kite in the rain, and never go out if there's lightning.

2. Choose the right place. Open areas like beaches, parks, and fields are good choices that allow wind to blow through. Avoid trees, power lines, hills, and buildings. You don't want anything to block the wind or tangle your kite.

3. Choose the right kite. If you're a beginner, use a kite with just one line (or string). Choose one that's made of a light, flexible but sturdy material.

4. Get help with the launch. Stand with your back to the wind, and unwind the string several feet. Have a friend hold the kite away from you. Allow the wind to pick up the kite. You shouldn't have to run to get it to take off.

5. Control the kite. Don't rush to let out too much line. You'll want to make sure your line doesn't become slack, or the kite will crash. Keeping your back to the wind, slowly let out line to let your kite climb higher. Make sure the line stays pulled taut.

Kites aren't just for flying! Here are some other uses for kites today and in the past:

- Kite surfing
- Kite fishing
- Kite fighting (a sport)
- Human flight
- Scaring birds away from crops
- Delivering mail
- Taking weather measurements
- Learning about flight

1. Which of these is true about the words 'slack' and 'taut'?

- a. They have the same meanings
- b. They have opposite meanings
- c. their meanings are unrelated
- d. they are both types of kites


2. Which of the numbered steps actually has to happen first?

3. What is the purpose of the sidebar in this text?

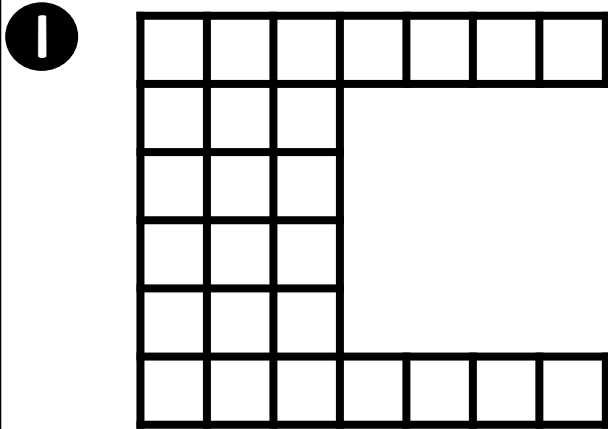
4. How are steps 4 and 5 related?

Name: _____

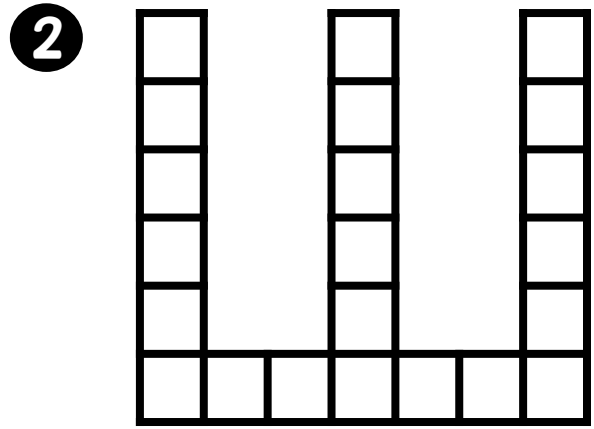
Find the Perimeter Set I

 = 1 sq ft

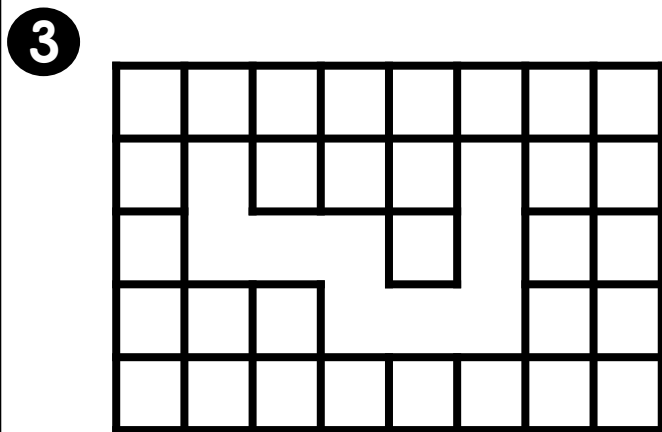
Find the perimeters of the objects shown on the grids below.



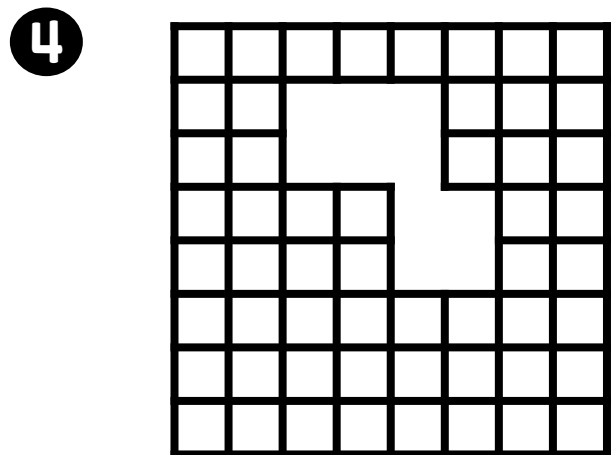
Perimeter = _____



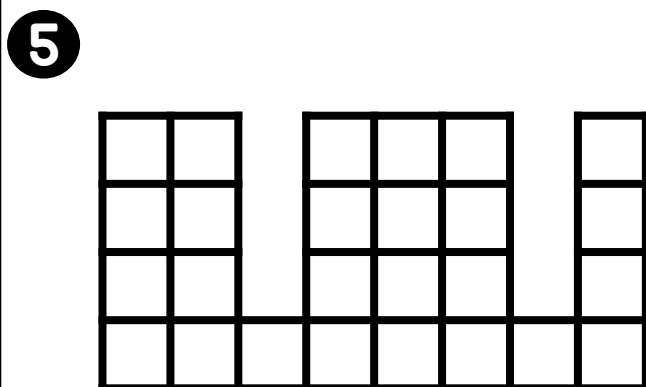
Perimeter = _____



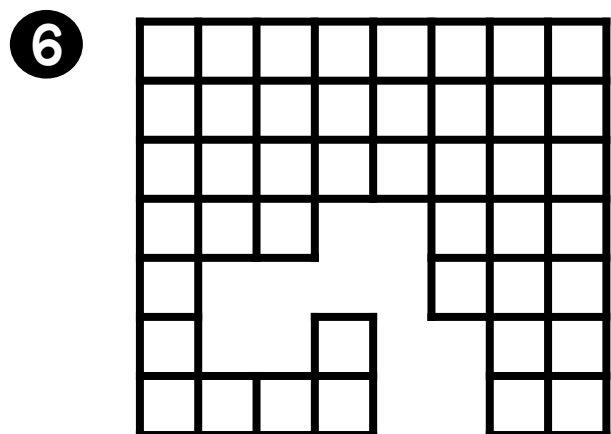
Perimeter = _____



Perimeter = _____



Perimeter = _____



Perimeter = _____

Name: _____

Create a Frequency Table Set I

Use the information to create a tally chart. Then use the tally chart to answer the questions.

Favorite Ice Cream		
Ice Cream	Tally It	Number
chocolate chip	strawberry	chocolate
strawberry	chocolate	vanilla
vanilla	chocolate chip	chocolate chip
chocolate chip	strawberry	chocolate

Favorite Ice Cream		
Ice Cream	Tally It	Number
vanilla		
chocolate		
strawberry		
chocolate chip		

1. What is the most liked ice cream? _____

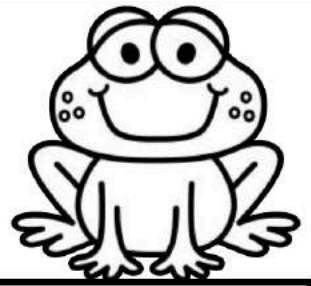
2. What is the least liked ice cream? _____

Name: _____

Idioms

Directions: Read each sentence.

Rewrite the sentence to tell the real meaning.



1. You crack me up.

2. That test was a piece of cake.

3. He is just pulling your leg.

4. It is raining cats and dogs!

5. Don't cry over spilled milk.

6. He is in the dog house.

7. Don't be a back seat driver.

8. She gave me the cold shoulder.

9. That cost me an arm and a leg.

10. My sister spilled the beans.

Name: _____

State Crossword Puzzle

Directions: Use the word bank and a map to help you complete the state crossword puzzle.

Ohio	Nebraska	Alaska	Maine	Florida
Kansas	California	Idaho	Nevada	Texas

Across:

1.



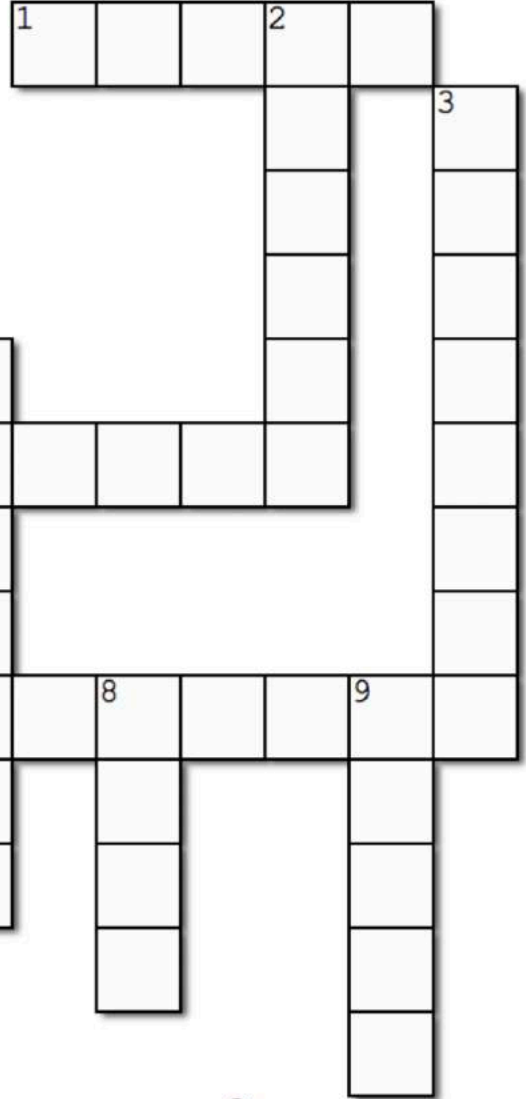
5.



7.

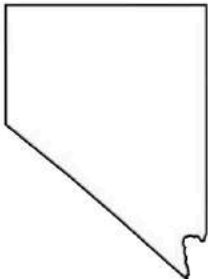


10.



Down:

2.



3.



4.



6.



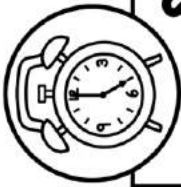
8.



9.



Name: _____ Date: _____



Reading Comprehension Check #1

Directions: Read the passage. Answer the questions.

Spring Ahead in Spring

There are about 195 countries on Earth. About 70 of these adjust the way they use daylight. The United States is one of them. During part of the year, they move an hour of daylight from morning to evening. They do this by changing the clock. It's called Daylight Saving Time (DST).

DST began in Germany in 1916. This was during World War I. Germany found that changing the clock helped save energy. Other countries followed suit. The US began DST in 1918. The nation opted in and out of DST for several decades. These constant changes caused confusion. In 1966, the Uniform Time Act was passed. The law established standards for DST. It also allowed states to opt out if they choose.

Today, Daylight Saving Time in the US begins on the second Sunday in March. People "spring ahead" by moving their clocks forward one hour. This makes the morning feel a little darker. But it makes the evening light last longer. Clocks are to be changed at 2:00 am local time. That means people in New York change their clocks hours before people in California.

To complicate matters, not all states observe DST. Neither Hawaii nor Arizona change their clocks. However, the Navajo Nation in Arizona does observe DST. Around the world, different nations begin and end DST on different days of the year.

In the United States, DST ends on the first Sunday in November. People "fall back in fall" by setting their clocks back one hour.

1. When do DST countries set their clocks ahead one hour?

- a. in the spring
- b. in the fall
- c. during a war
- d. when they need to save energy

2. How did World War I have an effect on Daylight Saving Time?

3. Which paragraph has the most impact on your everyday life?

4. What does "followed suit" mean as it's used in the text? How can you tell?

Name: _____

Place Value: Expanded Form Set I

Directions: Write the number in expanded form.

1. 265 _____

2. 1,322 _____

3. 7,781 _____

4. 3,458 _____

5. 736 _____

6. 4,595 _____

7. 2,943 _____

8. 8,187 _____

9. 974 _____

10. 5,624 _____

11. 149 _____

12. 6,836 _____

Name: _____

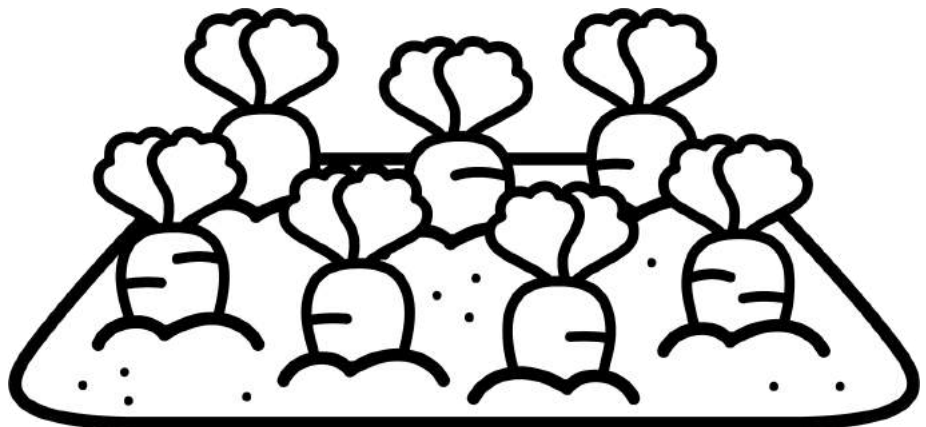
Addition Without Regrouping



Directions: Solve the addition problems. Help the rabbit find his way to the carrots by coloring the matching sum in the puzzle below.

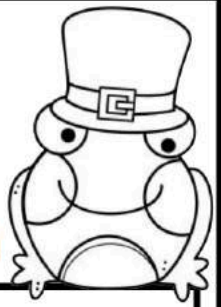
A. $\begin{array}{r} 536 \\ + 42 \\ \hline \end{array}$	B. $\begin{array}{r} 262 \\ + 14 \\ \hline \end{array}$	C. $\begin{array}{r} 333 \\ + 33 \\ \hline \end{array}$	D. $\begin{array}{r} 352 \\ + 46 \\ \hline \end{array}$
E. $\begin{array}{r} 428 \\ + 71 \\ \hline \end{array}$	F. $\begin{array}{r} 621 \\ + 76 \\ \hline \end{array}$	G. $\begin{array}{r} 370 \\ + 19 \\ \hline \end{array}$	H. $\begin{array}{r} 465 \\ + 20 \\ \hline \end{array}$
I. $\begin{array}{r} 732 \\ + 15 \\ \hline \end{array}$	J. $\begin{array}{r} 137 \\ + 61 \\ \hline \end{array}$	K. $\begin{array}{r} 162 \\ + 12 \\ \hline \end{array}$	L. $\begin{array}{r} 522 \\ + 63 \\ \hline \end{array}$
M. $\begin{array}{r} 324 \\ + 22 \\ \hline \end{array}$	N. $\begin{array}{r} 611 \\ + 12 \\ \hline \end{array}$	O. $\begin{array}{r} 435 \\ + 21 \\ \hline \end{array}$	P. $\begin{array}{r} 166 \\ + 33 \\ \hline \end{array}$

222	187	578	276	366
198	747	435	568	398
174	485	389	697	499
585	346	623	456	199
872	675	752	235	388




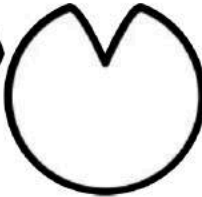

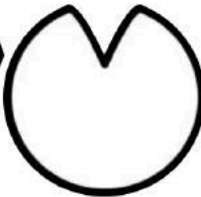



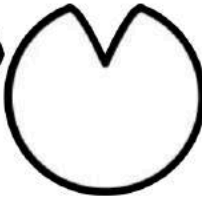
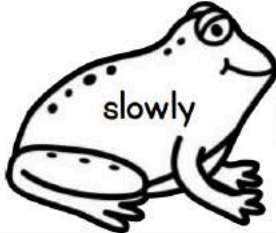
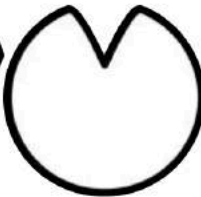
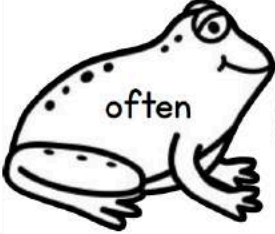


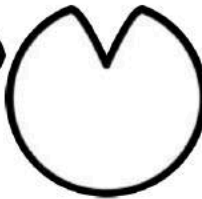

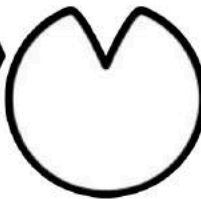



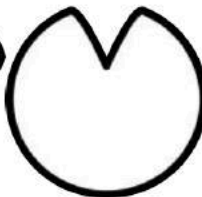

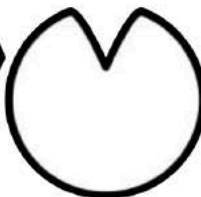
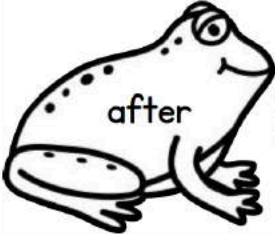

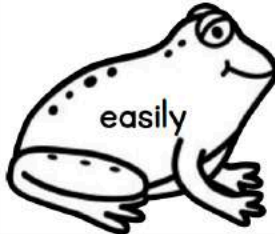
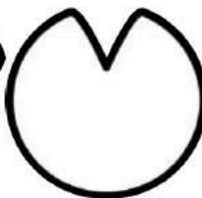

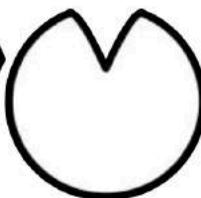
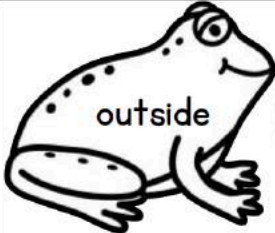
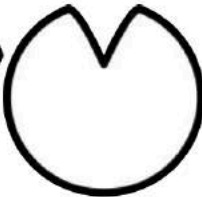

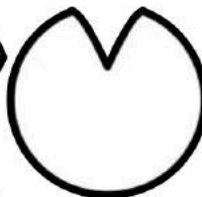

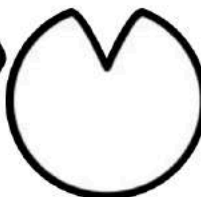
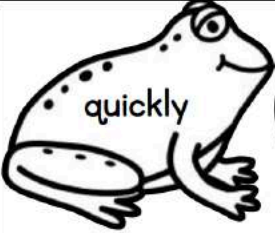

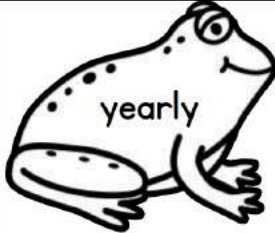
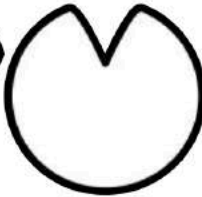
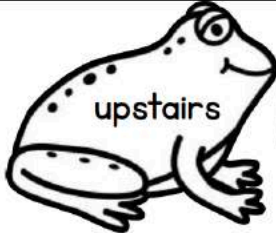
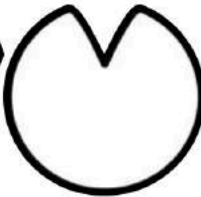


Name: _____

Adverbs: How, When or Where



Directions: Read the word on each frog. Write how, when or where on the lily pad.

Name: _____

Date: _____

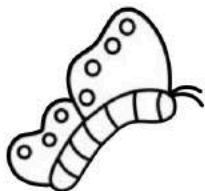
Writing Check List:

- I stayed on topic.
- I used complete sentences.
- I used proper punctuation.
- My spelling is correct.
- I used descriptive language.
- I reread my writing to check for mistakes.

flowers



butterflies



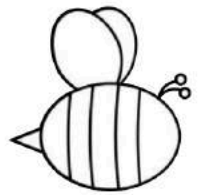
frogs



birds



bees



Name: _____ Date: _____

Reading Comprehension Check #2

Directions: Read the passage. Answer the questions.



Delicious Irish Dishes

St. Patrick's Day is a time for all things Irish. It doesn't matter whether your family is Irish or not. You can enjoy the traditions, legends, and, best of all, Irish food.

The most well-known Irish dish is corned beef and cabbage. It's a tradition to eat it on St. Patrick's Day. Corned beef is a cheap cut of beef packed in salt. The large salt rocks were called "corns." When many Irish immigrants came to America, they often ate corned beef. It was easy to afford. They paired it with cabbage, one of the cheapest vegetables. In Ireland, corned beef is not eaten often.

Irish soda bread is common in Ireland. It is a thick, dark brown bread. It's made with coarse flour. This gives it the dark color and makes it healthier than white breads. The Irish enjoy a slice with butter and marmalade for breakfast. It also goes well with soup or stew for lunch or dinner.

For a heartier breakfast, try the full Irish. It includes bacon, eggs, and sausage. It also comes with baked beans, French fries, and grilled vegetables. Finish it off with toast and a potato hash brown. It will keep you full all morning.

Ireland is famous for potatoes. This starch makes it into many dishes. Potato pancakes are called *boxty*. *Champ* is just like mashed potatoes, but with a pool of melted butter in the middle. *Colcannon* is mashed potatoes mixed with cabbage.

For dinner, Irish meals are based on meat and potatoes, with some other vegetables. Stews are a popular choice. A stew called *coddle* uses leftovers from the week. Leftovers covered with mashed potatoes are called shepherd's pie. Beware if an Irish person offers you "black pudding." It might not be dessert.

1. Which dish from the text is shown in the image?

- a. the full Irish
- b. *boxty*
- c. soda bread
- d. shepherd's pie

2. Why are some words in the text written in italics?

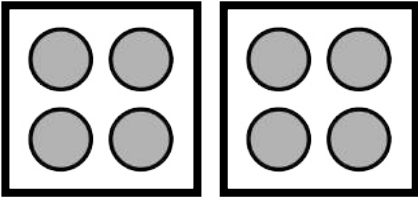
3. How does the author feel about Irish food? How can you tell?

4. Which Irish dish mentioned in the text would you mostly enjoy? Why?

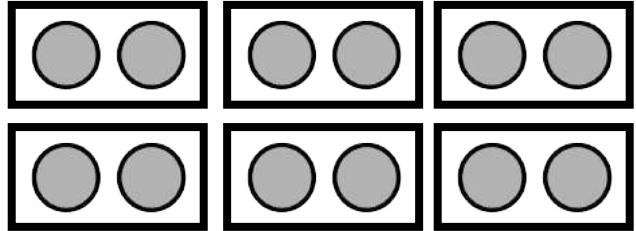
Name: _____

Division Models Set I

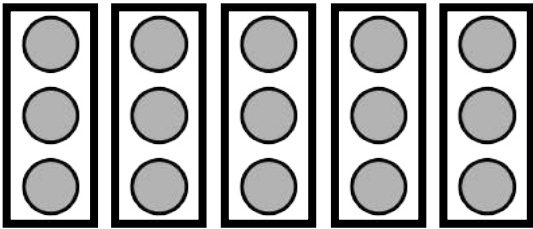
Directions: Read and solve.



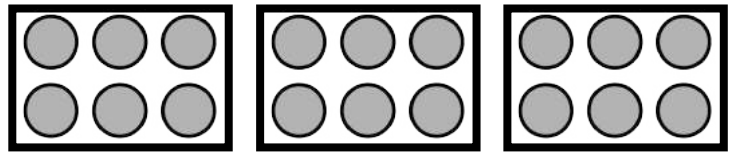
How many in all? ____
How many groups? ____
How many in each group? ____
____ ÷ ____ = ____ in each group.



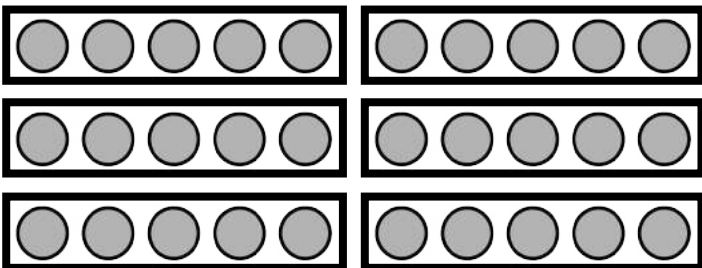
How many in all? ____
How many groups? ____
How many in each group? ____
____ ÷ ____ = ____ in each group.



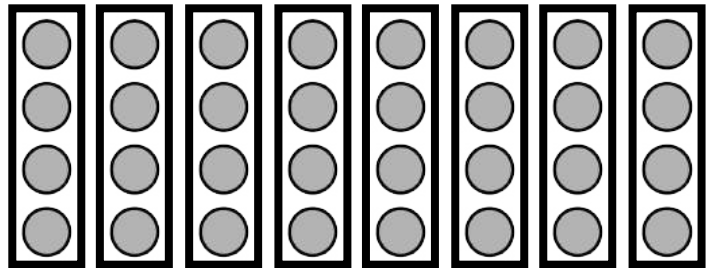
How many in all? ____
How many groups? ____
How many in each group? ____
____ ÷ ____ = ____ in each group.



How many in all? ____
How many groups? ____
How many in each group? ____
____ ÷ ____ = ____ in each group.



How many in all? ____
How many groups? ____
How many in each group? ____
____ ÷ ____ = ____ in each group.



How many in all? ____
How many groups? ____
How many in each group? ____
____ ÷ ____ = ____ in each group.

Name: _____

Multiplication or Division Set I

Directions: Fill in the missing multiplication or division sign.

Set 1

① $4 \square 2 = 2$

② $18 \square 6 = 3$

③ $56 \square 8 = 7$

④ $10 \square 6 = 60$

⑤ $88 \square 11 = 8$

⑥ $12 \square 12 = 144$

⑦ $12 \square 10 = 120$

⑧ $2 \square 2 = 4$

Set 2

① $12 \square 3 = 4$

② $54 \square 9 = 6$

③ $15 \square 5 = 3$

④ $1 \square 2 = 2$

⑤ $7 \square 4 = 28$

⑥ $12 \square 6 = 2$

⑦ $96 \square 12 = 8$

⑧ $9 \square 6 = 54$

Set 3

① $8 \square 2 = 16$

② $10 \square 4 = 40$

③ $9 \square 4 = 36$

④ $30 \square 10 = 3$

⑤ $72 \square 9 = 8$

⑥ $9 \square 5 = 45$

⑦ $11 \square 6 = 66$

⑧ $132 \square 12 = 11$

Name: _____

ABC Order to the 3rd Letter

Directions: Put the words in ABC order.



Word Bank

hammer	haste	hair	hazy	heel
haul	harden	have	hexagon	hero
half	habit	hand	head	hesitate
hail	happy	hat	helpless	hello

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15

16
17
18
19
20

Example

freeze frost fruit frame

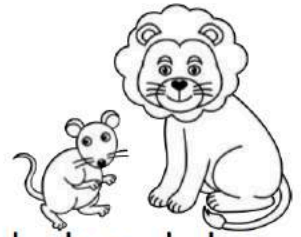
- 1 frame
- 2 freeze
- 3 frost
- 4 fruit



Name: _____

The Lion and the Mouse

Directions: Read Aesop's fable. Answer the questions.



A small mouse crept up to a sleeping lion. The mouse admired the lion's ears, his long whiskers and great mane.

"Since he's sleeping," thought the mouse, "he'll never suspect I'm here!"

With that, the little mouse climbed up onto the lion's tail, ran across its back, slid down its leg and jumped off of its paw. The lion awoke and quickly caught the mouse between its claws.

"Please," said the mouse, "let me go and I'll come back and help you someday."

The lion laughed, "You are so small! How could you ever help me?"

The lion laughed so hard he had to hold his belly! The mouse jumped to freedom and ran until she was far, far away.

The next day, two hunters came to the jungle. They went to the lion's lair. They set a huge rope snare. When the lion came home that night, he stepped into the trap.

He roared! He wept! But he couldn't pull himself free.

The mouse heard the lion's pitiful roar and came back to help him.

The mouse eyed the trap and noticed the one thick rope that held it together. She began nibbling and nibbling until the rope broke. The lion was able to shake off the other ropes that held him tight. He stood up free again!

The lion turned to the mouse and said, "Dear friend, I was foolish to ridicule you for being small. You helped me by saving my life after all!"



1 Where did the story take place? _____

2 Underline the word lair. What does the word mean? Use a dictionary if you need to.

3 Underline the word ridicule. What does the word mean? Use a dictionary if you need to.

4 Why does the lion laugh at the mouse?

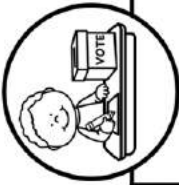
5 What is the moral of the story?

6 What would you say to the lion?

7 Reread the story. Highlight the nouns yellow. Highlight the verbs green. Highlight the adjectives orange.

Name: _____

Date: _____



Reading Comprehension Check #4

Directions: Read the passage. Answer the questions.

Just One Vote

Impeachment begins in the House of Representatives. The members vote whether to charge an official with misconduct. If they vote for impeachment, the case goes to the Senate for trial. Only three US presidents have ever been impeached by the House. None were convicted by Senate or removed from office. The closest call was Andrew Johnson.

In 1865, President Abraham Lincoln was assassinated. Vice President Andrew Johnson became president in his place. Though Lincoln was a Republican, Johnson was a Democrat. He followed Lincoln's plans to heal the country after the Civil War. Many Republicans were upset by these policies. They gave Johnson a hard time. They passed a law saying Johnson couldn't remove any cabinet members without their approval. It was called the Tenure of Office Act.

President Johnson thought the law was unconstitutional. He fired his secretary of war despite the law. The secretary barred himself in his office and refused to leave. Johnson was unable to give the position to Ulysses S. Grant. Republicans in the House brought eleven articles of impeachment against Johnson. In February of 1868, they voted to impeach the president by a large margin. Then the issue went to the Senate.

On March 13, the Senate began the trial. There were 42 Republican senators at the time. If they all voted against Johnson, he would be removed from office. The trial lasted just over two months. In the end, the Senate voted 35 to 19 to remove the president from office. However, they were one vote short of the two-thirds majority needed. Seven Republicans had sided with Johnson. One vote made the difference in keeping President Johnson in office.

President Johnson finished serving his term. He didn't run for re-election. In 1869, Ulysses S. Grant became the next president. Johnson later served as a senator. He was the only US president to do so after his presidency. In 1887, the Tenure of Office Act was repealed.

impeach: charge an official with misconduct

repealed: took back a law so it no longer had legal power

unconstitutional: against the Constitution of the United States

1. How did Andrew Johnson become president?

- a. The Senate voted for him.
- b. He beat Lincoln in an election.
- c. He was vice president when Lincoln was killed.
- d. His side won the Civil War.

2. Why was it important for seven Republican senators to side with Johnson? 

3. Johnson thought the Tenure of Office Act was unconstitutional. What proof is there that he was right?

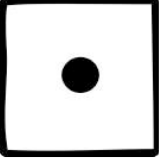
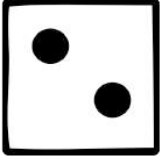
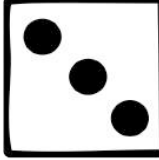
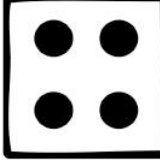
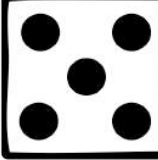
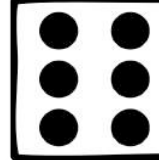
4. How do the ideas in the final paragraph relate to the rest of the text?

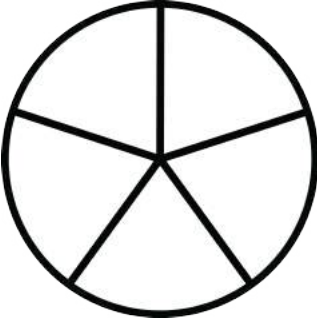
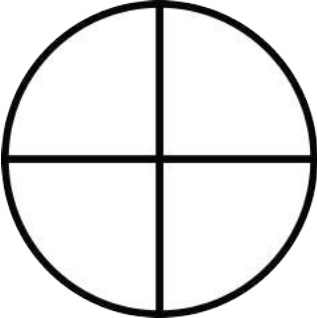
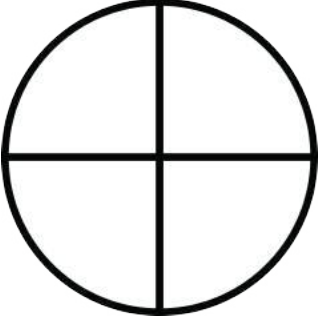
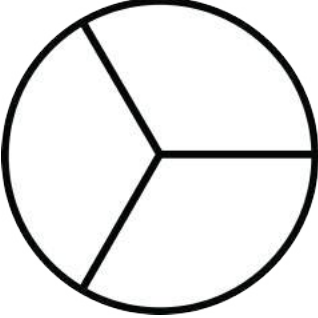
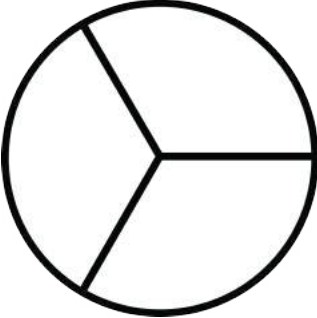
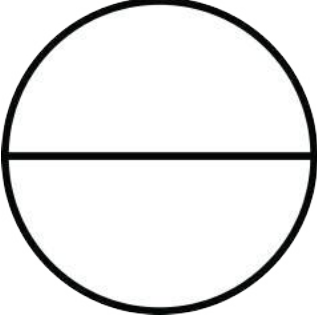
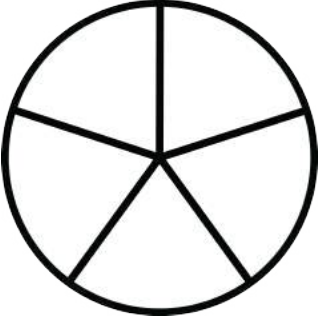
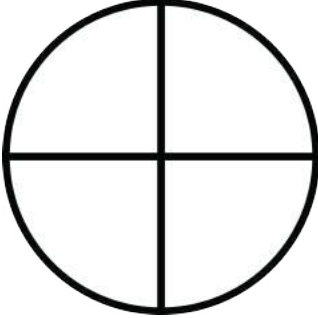
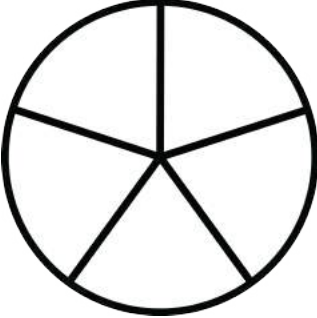
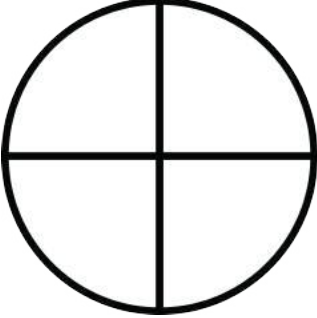
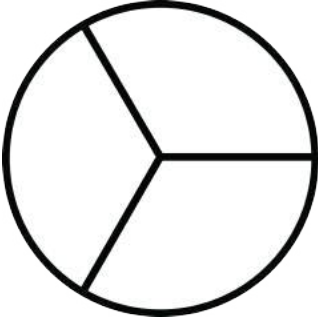
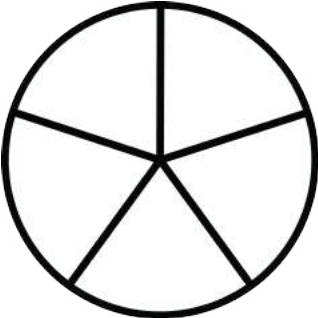
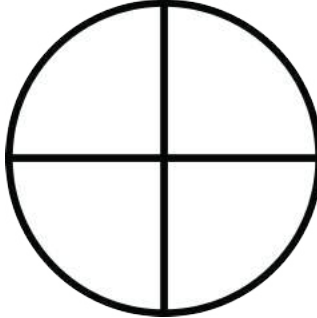
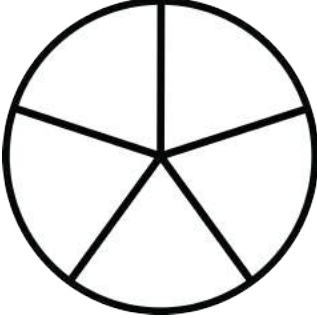
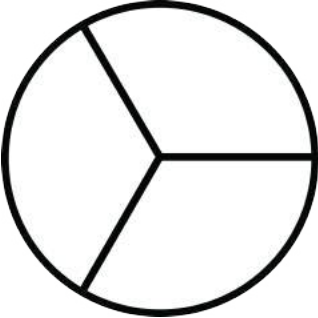
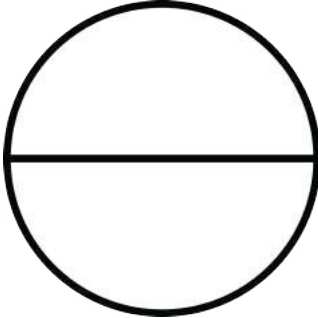
Name: _____



Fractions: Roll and Color Set I

Directions: Roll a die. Find a fraction to match and color.

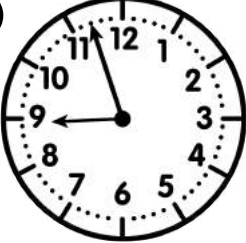
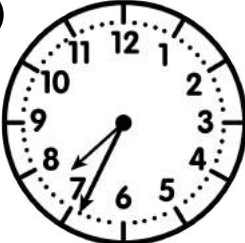
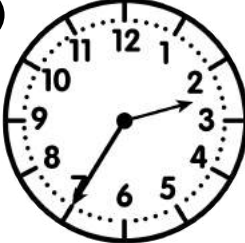
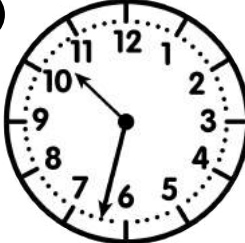
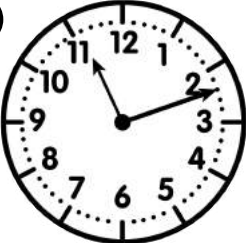
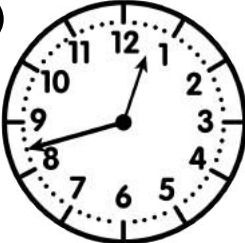
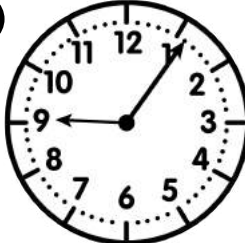
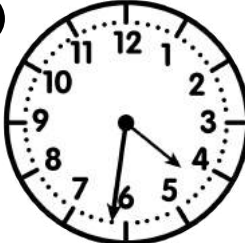
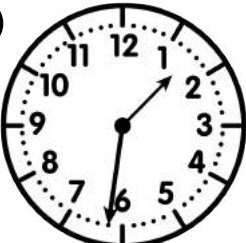
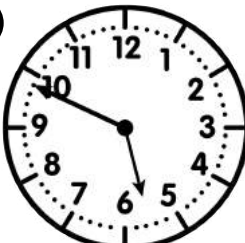
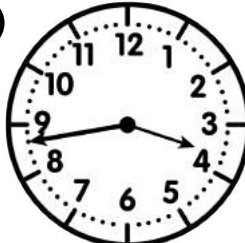
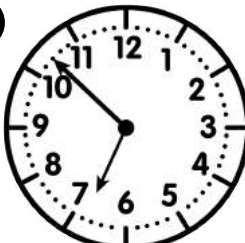
 one-half	 one-third	 three-fourths	 two-thirds	 two-fifths	 four-fifths
--	--	--	--	---	--

Name: _____

Match the Times: Analog and Word

Directions: Write the correct time under each clock.
At the bottom, write the letter that matches the word form.

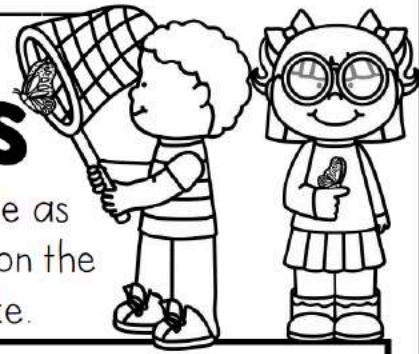
<p>A</p>  <p>___ : ___</p>	<p>B</p>  <p>___ : ___</p>	<p>C</p>  <p>___ : ___</p>	<p>D</p>  <p>___ : ___</p>
<p>E</p>  <p>___ : ___</p>	<p>F</p>  <p>___ : ___</p>	<p>G</p>  <p>___ : ___</p>	<p>H</p>  <p>___ : ___</p>
<p>I</p>  <p>___ : ___</p>	<p>J</p>  <p>___ : ___</p>	<p>K</p>  <p>___ : ___</p>	<p>L</p>  <p>___ : ___</p>

<input type="checkbox"/> one thirty-one	<input type="checkbox"/> two thirty-five
<input type="checkbox"/> seven thirty-four	<input type="checkbox"/> twelve forty-two
<input type="checkbox"/> six fifty-two	<input type="checkbox"/> four thirty-one
<input type="checkbox"/> ten thirty-two	<input type="checkbox"/> eight fifty-seven
<input type="checkbox"/> five forty-nine	<input type="checkbox"/> three forty-three
<input type="checkbox"/> six past nine	<input type="checkbox"/> eleven twelve

Name: _____ Date: _____



Making NEW Words



Directions: Cut out the letter tiles at the bottom of the page. Make as many new words as you can with the letter tiles. Write the words on the line and check off the part of speech for each word you make.

Word: _____

noun verb adjective other

Word: _____

noun verb adjective other

Word: _____

noun verb adjective other

Word: _____

noun verb adjective other

Word: _____

noun verb adjective other

Word: _____

noun verb adjective other

Word: _____

noun verb adjective other

Word: _____

noun verb adjective other

Word: _____

noun verb adjective other

Word: _____

noun verb adjective other

Word: _____

noun verb adjective other

Word: _____

noun verb adjective other

Word: _____

noun verb adjective other

Word: _____

noun verb adjective other

Word: _____

noun verb adjective other

Word: _____

noun verb adjective other

B U T T E R F L I E S

Name: _____

Date: _____

Writing Check List:

- I stayed on topic.
- I used complete sentences.
- I used proper punctuation.
- My spelling is correct.
- I used descriptive language.
- I reread my writing to check for mistakes.

puddles



umbrella



splash



frogs

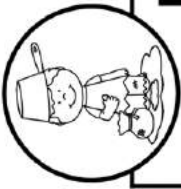


worms



Name: _____

Date: _____



Reading Comprehension Check #6

Directions: Read the passage. Answer the questions.

Planting a Good Story

Have you heard of Johnny Appleseed? Well, there's a dispute about when to honor this legend. Some want to celebrate his birthday, September 26th. That's just about apple-picking time. Others disagree. They want Johnny Appleseed Day to be March 11th. After all, Johnny is known for planting apple seeds. That happens in spring. This isn't the only question when it comes to Johnny Appleseed, though.

Was he a real person? Most people agree that Johnny Appleseed is based on John Chapman. He was born in Massachusetts in 1774. He died in Indiana in 1845.

Did he really plant apple trees? John traveled the American frontier on foot. He slept outside under the stars. He carried a sack of apple seeds with him, which he planted along the way. These weren't tasty apples for eating. They were small, yucky ones that made good cider. Cider was important for pioneers who didn't have clean water to drink.

Did he live up to the legends? John survived the wilderness and walked far. It's a myth, though, that he made it to California. He probably got as far west as Iowa. He did walk barefoot and wear a sack for a shirt. No one is sure about wearing a pan on his head. Years after he died, magazine articles and later a cartoon exaggerated some details about his life.

1. Which of these best sums up the main idea of the text?

- a. celebrating a fun holiday
- b. doing something good for society
- c. exploring new places
- d. separating fact from fiction

2. How did the story of John Chapman grow from history into a tall tale?

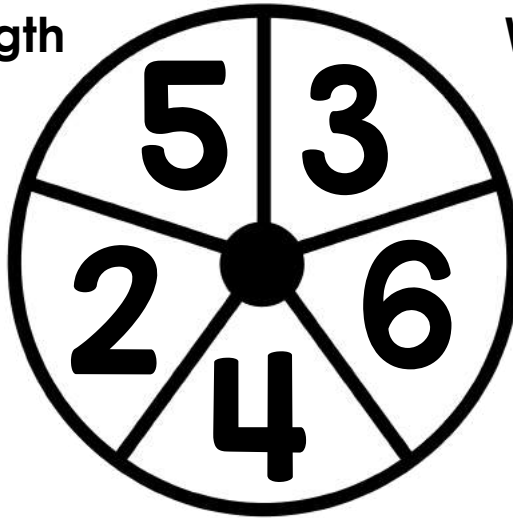
3. What does the word "dispute" mean as it's used in the text? How can you tell?

4. When do you think Johnny Appleseed Day should be held? Why?

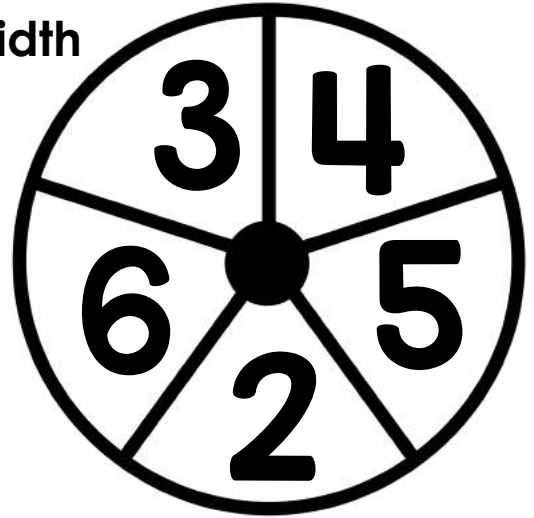
Name: _____

Spin the Perimeter

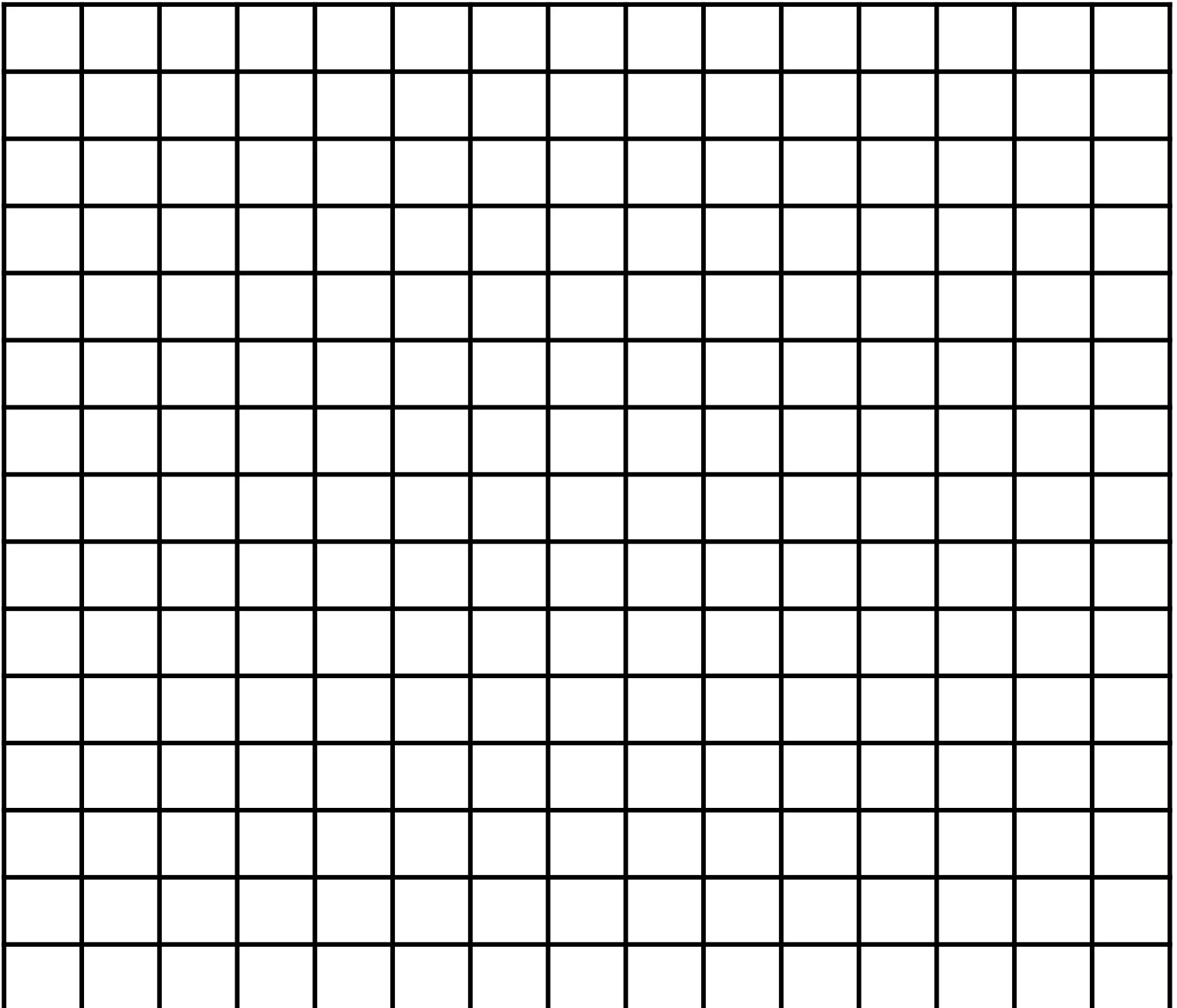
Length



Width








Spin both spinners. Draw a rectangle on the grid with the length and width that matches your spin. Label your rectangle with the area. See how many rectangles you can fit on the grid.



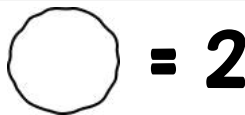
Name: _____

Create a Pictograph Set I

Use the information in the tally chart to fill in the pictograph.

Favorite Pizza Toppings	
pepperoni	
olives	
pineapple	
onions	
cheese	

Favorite Pizza Toppings	
pepperoni	
olives	
pineapple	
onions	
cheese	

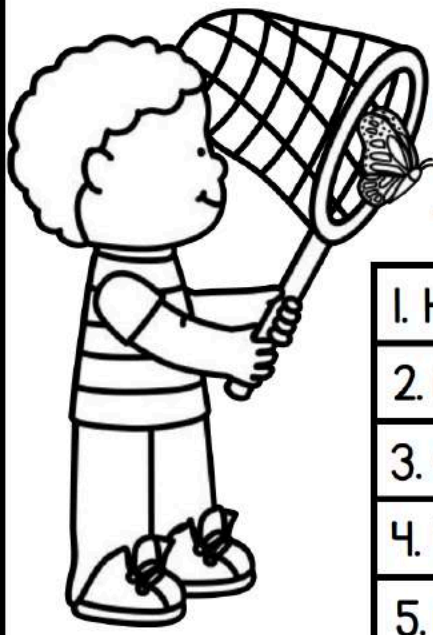


1. What is the most liked pizza topping? _____

2. What is the least liked pizza topping? _____

Name: _____ Date: _____






Analogies



Directions: Complete the analogies below by using one of the words from the box. Color in the words you use to find your way through the maze from the caterpillar to the butterfly.



1. House is to bedroom as school is to _____.
2. North is to south as mean is to _____.
3. Open is to closed as awake is to _____.
4. Toe is to foot as finger is to _____.
5. Laugh is to funny as cry is to _____.
6. Rose is to flower as oak is to _____.
7. Mother is to son as father is to _____.
8. Grass is to mower as hair is to _____.
9. Past is to future as yesterday is to _____.
10. Sew is to cloth as paint is to _____.
11. Egg is to omelet as flour is to _____.
12. Row is to boat as pedal is to _____.

sad	 west	paper	bicycle	 friendly
tomorrow	ocean	scissors	butterfly	tree
asleep	daughter	hand	shoe	classroom
night	 plant	soon	leg	bread
candle	joyful	 insect	grandson	

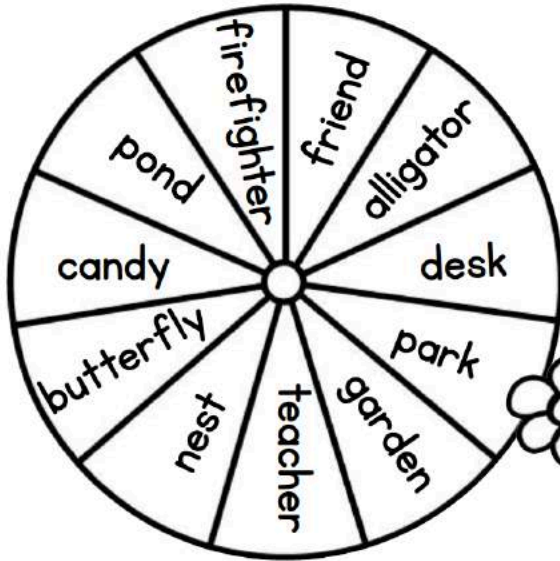
Name: _____

Date: _____

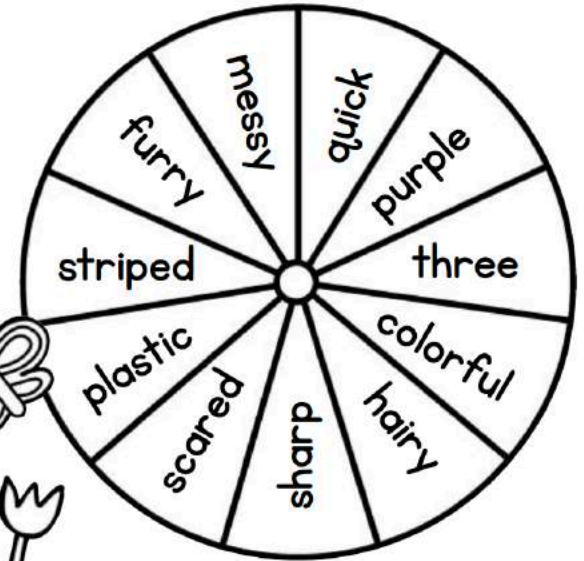
Spin and Write Descriptive Sentences

Directions: Use a paper clip and pencil to spin both spinners.

Write a descriptive sentence using the words from your spin.



Noun



Adjective



1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

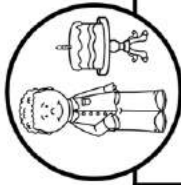
8. _____

9. _____

10. _____

Name: _____

Date: _____



Reading Comprehension Check #7

Directions: Read the passage. Answer the questions.

Happy Birthday, Mr. Rogers!

It's a wonderful day in the neighborhood! You might know those words from *Mister Rogers' Neighborhood*. This TV show ran for 33 years. It made its star, Mr. Rogers, a household name.

Fred Rogers was born near Pittsburgh on March 20, 1928. He grew up playing piano and playing with puppets. He later earned a college degree in music. At that time, television was still new. Right away, Fred knew he wanted to be a part of it.

Fred began working behind the scenes in TV production. He helped produce a show for children. He appeared as Mr. Rogers on a children's show in the early 1960s. He also worked at that time to earn his degree to be a minister.

In 1966, Fred created the show *Mister Rogers' Neighborhood*. Two years later, PBS began airing it throughout the country. Children and parents loved the kind, sensitive Mr. Rogers. The show featured several other characters. Many of them were puppets. Others were celebrities who stopped by to be on the show. Fred wrote more than 200 songs that he sang on the show. He also wrote the scripts and acted as the producer.

Mister Rogers' Neighborhood won many awards. Fred earned a Lifetime Achievement Award. He was given the Presidential Medal of Freedom. He was inducted into the Television Hall of Fame. The Smithsonian Museum displayed one of his famous sweaters. Fred also advised the White House on matters involving children and media.

As Fred got older, he slowed down his filming schedule. He recorded his last episode of *Mister Rogers' Neighborhood* in 2000.

1. What is the overall structure of the text?

- a. chronological
- b. descriptive
- c. cause and effect
- d. compare and contrast

2. Do you think *Happy Birthday, Mr. Rogers!* is a good title for this text? Why or why not?

3. What training did Fred have that would have led to his success on his TV show? 

4. Which of Fred Rogers' awards or honors do you think is the most important? Why?

Name: _____

Place Value: Comparing Numbers Set I

Directions: Write $>$, $<$, or $=$ in each box.

$322 \bigcirc 239$

$27 \bigcirc 65$

$1,256 \bigcirc 1,165$

$4,567 \bigcirc 4,412$

$568 \bigcirc 673$

$88 \bigcirc 23$

$879 \bigcirc 999$

$3,645 \bigcirc 3,456$

$677 \bigcirc 776$

$45 \bigcirc 33$

$987 \bigcirc 978$

$8,773 \bigcirc 8,773$

$635 \bigcirc 655$

$1,852 \bigcirc 1,923$

$89 \bigcirc 57$

$52 \bigcirc 52$

$781 \bigcirc 817$

$3,224 \bigcirc 3,422$

$296 \bigcirc 269$

$6,724 \bigcirc 6,472$

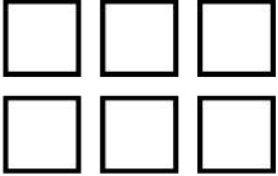
$39 \bigcirc 93$

Name: _____

Arrays: Rows and Columns Set I

Directions: Write the number of rows and columns for each array.
Use the rows and columns to write a multiplication problem.

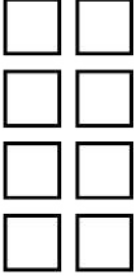
A



____ rows
____ columns

____ x ____ = ____

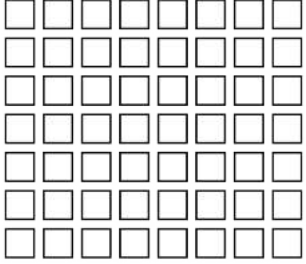
B



____ rows
____ columns

____ x ____ = ____

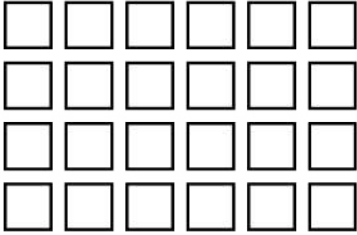
C



____ rows
____ columns

____ x ____ = ____

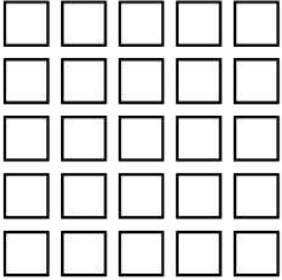
D



____ rows
____ columns

____ x ____ = ____

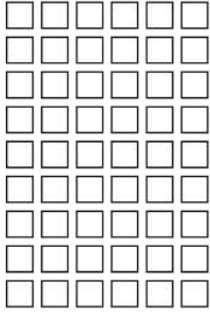
E



____ rows
____ columns

____ x ____ = ____

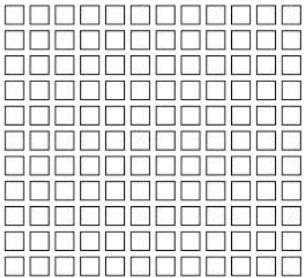
F



____ rows
____ columns

____ x ____ = ____

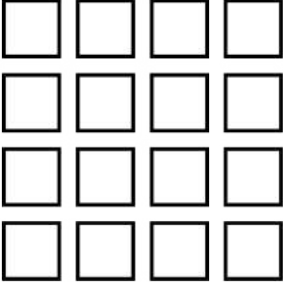
G



____ rows
____ columns

____ x ____ = ____

H



____ rows
____ columns

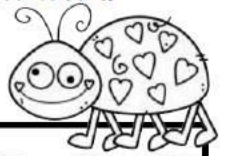
____ x ____ = ____

Name: _____

Date: _____

Regular and Irregular Plural Nouns

Directions: Read the words in the word bank. Write the plural form for each word in the correct column. Find the plural form in the word search.



Word Bank

tooth

flower

child

mouse

insect

goose

umbrella

foot

cactus

hound

body

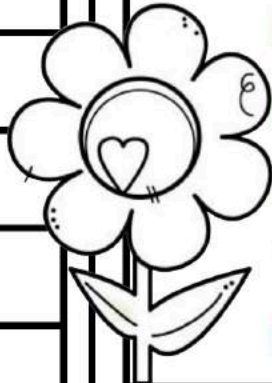
box

sheep

lunch

rabbit

knife



G	N	Q	O	I	P	E	S	E	E	G	D
S	A	L	L	E	R	B	M	U	Y	N	K
J	Q	S	E	Z	S	P	I	F	E	E	T
C	O	H	R	D	K	N	I	V	E	S	C
S	S	R	N	X	S	B	C	F	B	A	S
M	T	U	B	E	N	H	Z	O	C	S	E
E	O	I	C	O	I	Y	D	T	R	R	H
H	C	T	B	L	X	I	I	E	V	P	C
D	S	I	D	B	E	E	W	N	F	P	N
Z	E	R	M	S	A	O	S	W	S	O	U
T	E	E	T	H	L	R	E	G	N	C	L
N	U	V	B	F	Q	Y	Q	K	J	L	Q

Regular Plural Tense

Irregular Plural Tense

Name: _____

Date: _____

Writing Check List:

- I stayed on topic.
- I used complete sentences.
- I used proper punctuation.
- My spelling is correct.
- I used descriptive language.
- I reread my writing to check for mistakes.

can of worms



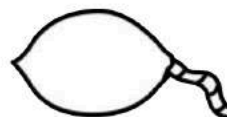
underground



digging



hatching



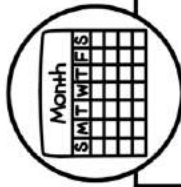
dirt



Name: _____ Date: _____

Reading Comprehension Check #8

Directions: Read the passage. Answer the questions.



How the Calendar Came to Be

Septuplets are seven babies born together. An octopus has eight legs. So why aren't September and October the seventh and eighth months of the year? If a decagon has ten sides, why isn't December month number ten? The answer to these questions has to do with how the calendar came to be.

Long ago, people used the Roman calendar. It included ten months with names. The year began in March, which was named for the Roman god Mars. April, May, and June followed. April probably meant "second." May might refer to the earth goddess Maia. June comes from the name of the Roman goddess Juno. July and August followed. They were originally given names that meant "fifth" and "sixth." It then made sense that September, October, November, and December meant seventh, eighth, ninth, and tenth.

Then came a problem. These ten months only lasted 304 days. The Romans knew that a year had 365 days. They spent the extra 61 days of winter without giving it any name. In addition, their calendar had gotten out of whack with the movement of the Earth. Roman leader Julius Caesar made some changes.

With the help of astronomers, Caesar added January and February to the calendar. He also reset the year to begin on January 1 of 45 BC. This was now called the Julian calendar. It even included a leap year. Later, the seventh month was renamed July in honor of Julius Caesar. The eighth month was then renamed August in honor of his nephew, Augustus.

Over time, small errors in timekeeping began to add up. The calendar was adjusted and reset again in 1582. This Gregorian calendar is the one we follow today. It works well, even if the month names don't seem to make sense.

1. Which of these was not a source of a month's name?

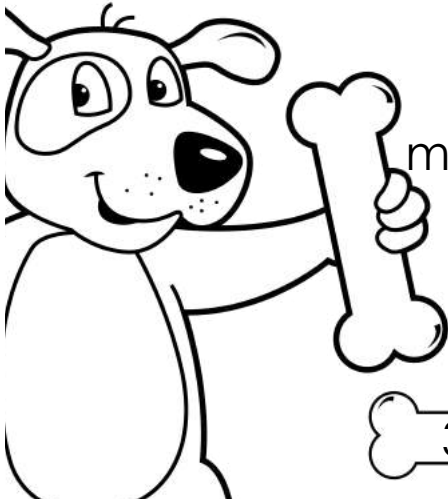
- a. a real person
- b. a mythological person
- c. a number
- d. a type of weather

2. How have changes to the calendar resulted in month names that don't seem to make sense?

3. What is the relationship between the third and fourth paragraphs of the text?

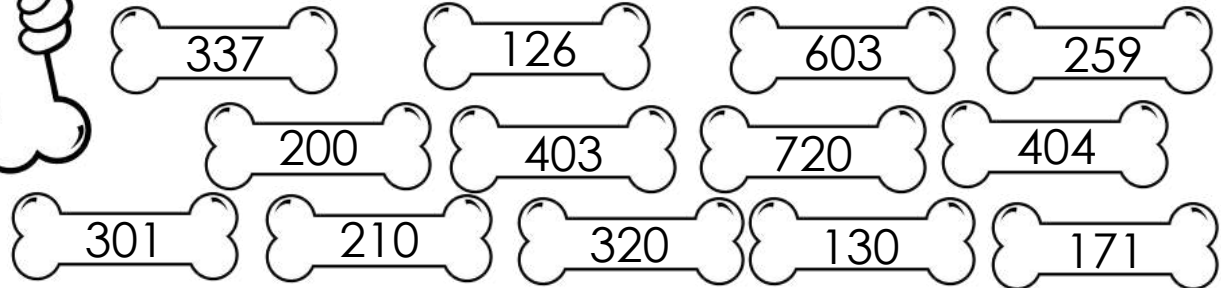
4. Why do you think the author introduced the ideas of septuplets, the octopus, and a decagon into a text about the calendar?

Name: _____



Subtraction Within 1,000 Set I

Directions: Solve the problems. Color a bone to match your answer. One bone will not be colored.



A.

$$\begin{array}{r} 916 \\ - 313 \\ \hline \end{array}$$

B.

$$\begin{array}{r} 920 \\ - 720 \\ \hline \end{array}$$

C.

$$\begin{array}{r} 492 \\ - 321 \\ \hline \end{array}$$

D.

$$\begin{array}{r} 479 \\ - 142 \\ \hline \end{array}$$

E.

$$\begin{array}{r} 379 \\ - 120 \\ \hline \end{array}$$

F.

$$\begin{array}{r} 598 \\ - 278 \\ \hline \end{array}$$

G.

$$\begin{array}{r} 702 \\ - 401 \\ \hline \end{array}$$

H.

$$\begin{array}{r} 890 \\ - 170 \\ \hline \end{array}$$

I.

$$\begin{array}{r} 990 \\ - 780 \\ \hline \end{array}$$

J.

$$\begin{array}{r} 227 \\ - 101 \\ \hline \end{array}$$

K.

$$\begin{array}{r} 375 \\ - 245 \\ \hline \end{array}$$

L.

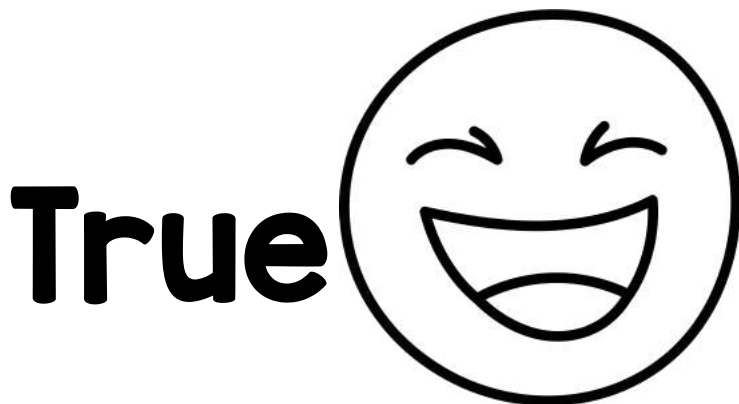
$$\begin{array}{r} 846 \\ - 442 \\ \hline \end{array}$$

Name: _____

Multiplication (True or False) Set I

Multiplication Facts for 2, 3, 4, 5, and 10

Directions: Cut and paste the equation into the correct box.





$2 \times 4 = 10$	$3 \times 4 = 12$	$4 \times 3 = 16$	$2 \times 10 = 20$
$2 \times 5 = 10$	$3 \times 5 = 12$	$5 \times 5 = 25$	$2 \times 5 = 12$
$2 \times 3 = 9$	$5 \times 10 = 50$	$3 \times 2 = 9$	$10 \times 6 = 60$
$4 \times 2 = 8$	$5 \times 10 = 15$	$4 \times 4 = 16$	$10 \times 3 = 20$

Name: _____

Date: _____

Author's Purpose

Directions: Read the text. Decide if the purpose of the text is to persuade (P), to inform (I) or to entertain (E). Color the beginning letter for the each correct answer.

1. Buy one ticket and get one ½ off. Experience the happiest place on earth!	P I E
2. A book with 200 knock-knock jokes.	P I E
3. Try recycling! Help the planet by recycling, reusing or reducing.	P I E
4. The birthday starts at 11:30 and lasts for 2 hours. There will be cake and games.	P I E
5. Shop Toys 4 You this Saturday! All toys are buy one at regular price and get the second one for 50% off!	P I E
6. Preheat the oven to 350 degrees. Mix your ingredients and bake for 25 minutes.	P I E
7. Monarch butterflies can fly at a speed of 12 to 25 miles per hour.	P I E
8. Are you tired of ants invading your house? Buy a bottle of Ant Be-Gone to get rid of these pesky insects.	P I E
9. Come to the biggest mall in America! The Mall of America has everything you need, including a roller coaster!	P I E
10. Rachel heard someone whimpering. She looked into the ditch and saw a puppy! Rachel's mind raced. How was she going to get this puppy out?	P I E
11. Flowers need sunlight, water and nutrients from the soil in order to grow.	P I E
12. The annual garage sale will be next Saturday. Come by and pick up your paperwork and a box of free donuts.	P I E
13. Every new dog owner needs to take their dog to training classes. Best for Pets offers discounts for new customers. Stop on by and sign up today!	P I E
14. When the bell rings, we will practice our drill. Remember to stop, drop and roll.	P I E
15. You make a simple salad dressing with oil, salt and lemon juice.	P I E
16. Tom's foot slipped. He suddenly felt himself falling to the ground. Tom felt his leg. His leg hurt. Was it broken?	P I E

Name: _____

The Life Cycle of a Frog

Directions: Cut and paste the pictures in order. Use the word bank to write what happens in the frog's life cycle.

Stage 1

Word Bank

legs young frog

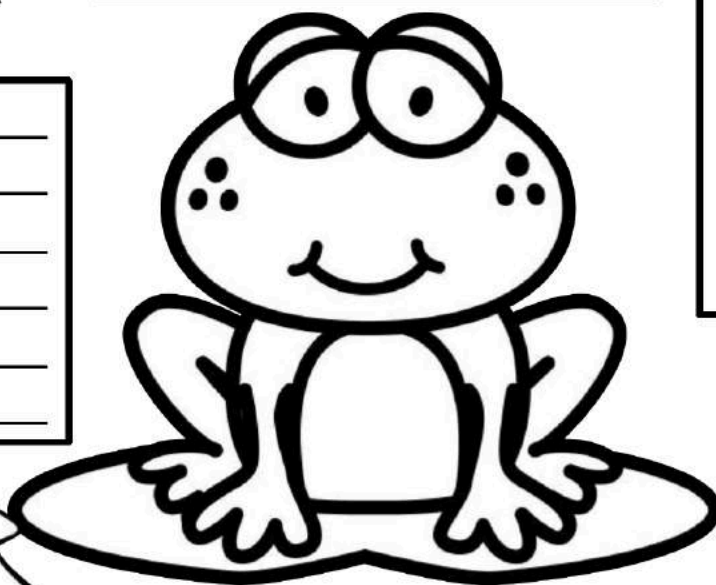
hind legs tadpole tail

front legs egg adult

Stage 2

Stage 6

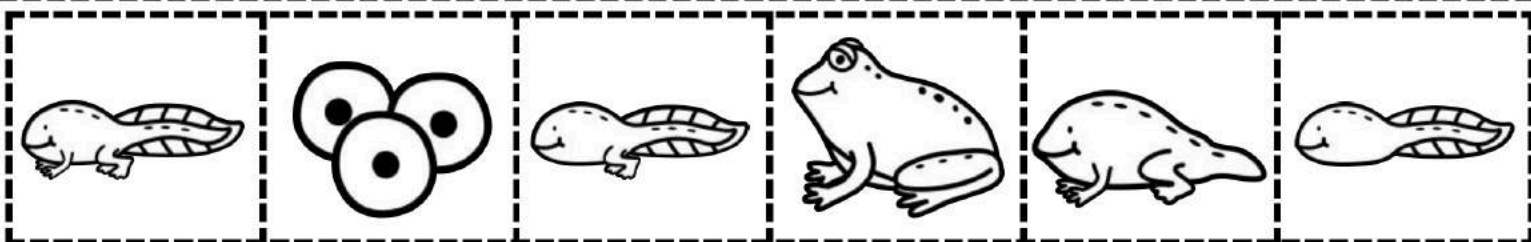
Stage 3



Stage 5

Stage 4

Week 2: Day 5



Name: _____

Date: _____



Reading Comprehension Check #10

Directions: Read the passage. Answer the questions.

No Longer Endangered

March 3rd is World Wildlife Day. It's a time to raise awareness about plants and animals. Most awareness efforts focus on problems. These include pollution, climate change, and hunting. But wildlife awareness isn't all bad news! We can celebrate progress made in protecting animals. Some animals that were once endangered have recovered!

The White Rhino

This animal was discovered in the 1800s in South Africa. Right away, hunters took their toll. It took just 75 years to destroy the species. Scientists thought they were extinct, or lost forever. Then, in 1895, a small group of white rhinos was discovered. For 100 years, they were protected and bred. Today, about 20,000 white rhinos live in protected areas. These are all the southern type. The northern type wasn't as lucky. Only two are left living, and they're both female.

The Island Fox

This cat-sized fox lives on islands off Southern California. In the 1990s, it became almost extinct. Nearby farmers were using pesticides on their fields. These chemicals wiped out the bald eagles living on the islands. Without bald eagles, golden eagle populations grew. While bald eagles eat fish, golden eagles eat foxes. It took little time for the golden eagles to eat almost all the island foxes. People worked hard to save the island fox. Golden eagles were relocated, and bald eagles were brought back. Island foxes were also bred in captivity.

Golden Lion Tamarin

This furry monkey lives in the rainforests of Brazil. Over time, 93% of its rainforest home has been cut down. With no place to live, the monkey population dropped to about 200. It was seriously endangered. Scientists have helped breed this monkey in captivity. There are now about 2,500 of this species. The golden lion tamarin hasn't been taken off the endangered list yet, but it's recovering.

The list of endangered species has grown and changed over time. Hopefully one day soon the list itself will go extinct.

1. Which animal from the text is still endangered?

- a. The southern rhino
- b. A fox
- c. A lion
- d. A monkey

2. What does "extinct" mean as it's used in the text? How can you tell?

3. What does "endangered" mean as it's used in the text? How can you tell?

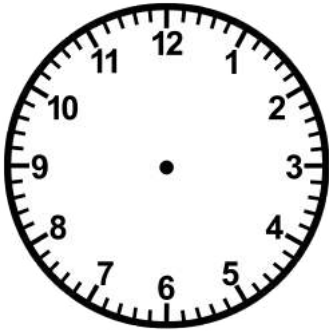
4. Think about what caused these three types of animals to become endangered. Are the causes similar or different? How?

Name: _____

Show the Time to the Nearest Minute: Set I

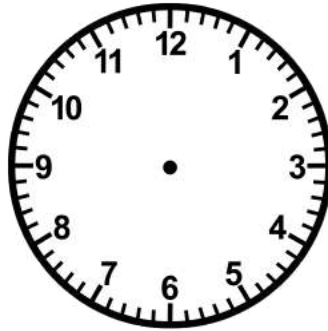
Draw hands on each clock to match the time.

A



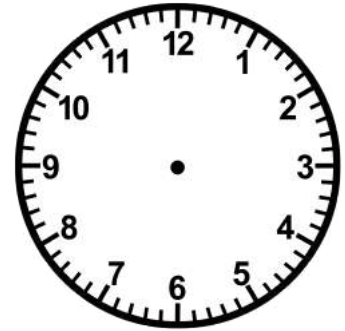
3:29

B



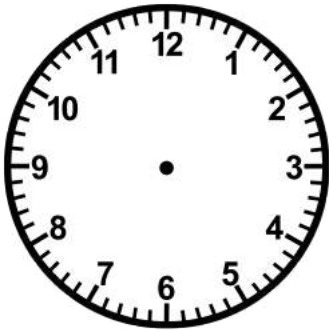
7:35

C



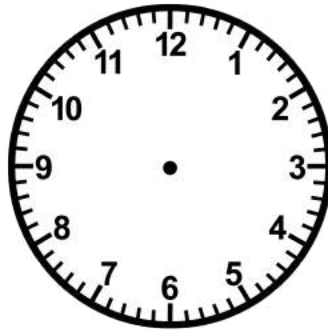
9:10

D



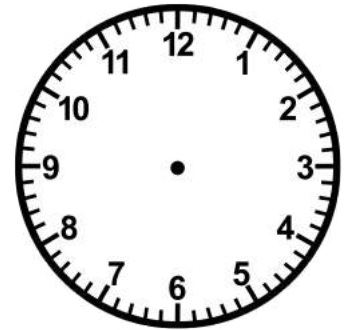
6:44

E



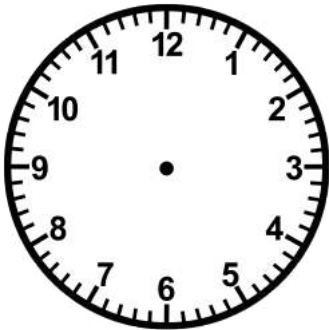
12:28

F



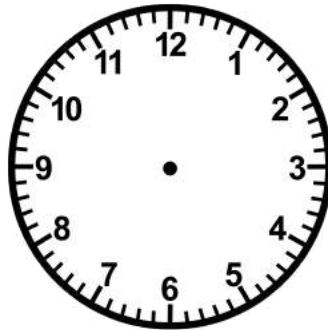
10:14

G



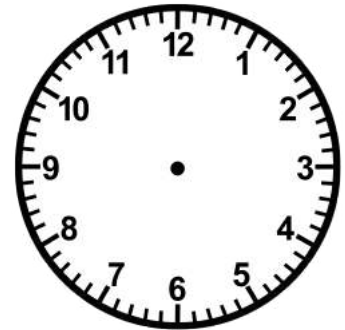
5:00

H



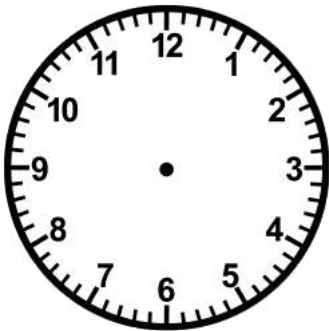
2:42

I



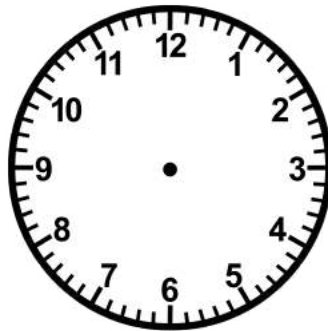
1:20

J



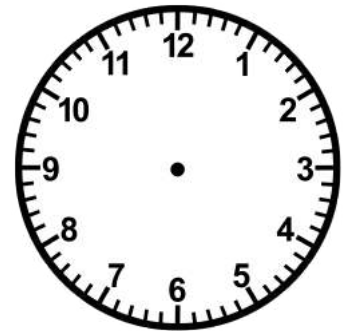
11:55

K



4:23

L



8:19























Name: _____



Analyze and Interpret Pictographs Set I

Use the information on the pictograph to answer the questions.

Number of Donuts Sold

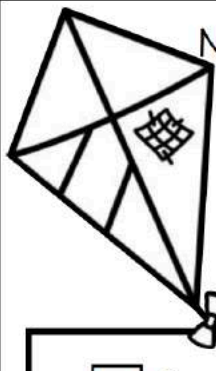
Monday									
Tuesday									
Wednesday									
Thursday									
Friday									

Key:  = 20

1. How many donuts were sold on Wednesday? _____
2. Which day of the week sold the most donuts? _____
3. How many donuts were sold on Monday and Thursday? _____
4. How many more donuts were sold on Wednesday and Friday than on Monday and Tuesday? _____
5. How many donuts were sold during the week? _____
6. How many donuts were sold on Wednesday and Thursday?

7. How many donuts were sold on Tuesday and Friday? _____
8. How many more donuts were sold on Friday than on Tuesday?

9. What day sold the least amount of donuts? _____



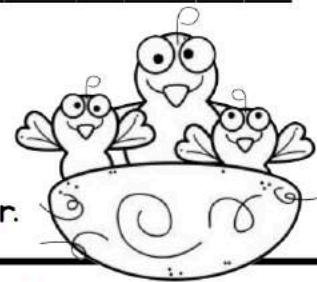
Name: _____

Date: _____

ABC Order

Directions: Read the words in each row.

Write the numbers 1-4 to show the words in ABC order.



fizz

firm

fist

firefly

gap

gallon

gain

game

stretch

stub

string

still

tint

tilt

time

timid

parsley

parrot

passage

part

disguise

disk

dish

dismal

barbecue

band

banner

bark

breeze

brazen

bribe

break

drop

drum

drool

drive

inquire

injure

inherit

inland

lamb

lace

lady

label

make

maid

mail

major

pillar

pinch

pie

piece

segment

seed

select

sell

verbal

vest

veterinarian

verify

Name: _____

Date: _____

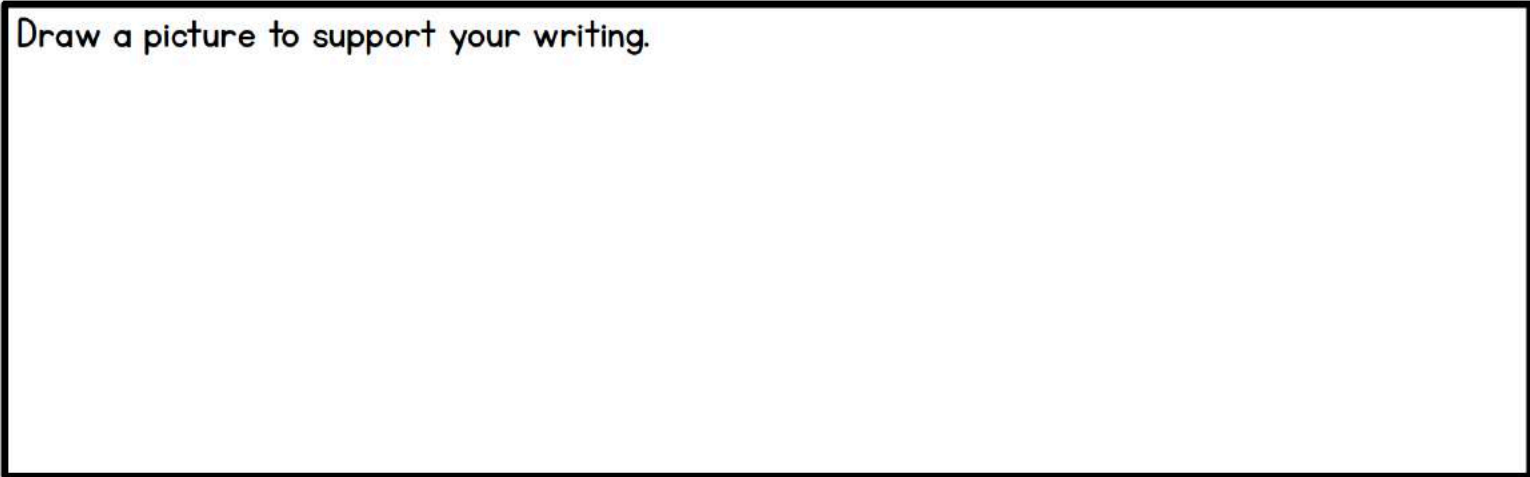
Write about Earth Day

Directions: Use some of the words in the word bank to write about Earth Day.

Word Bank

recycle	water	pollution	planet	trash
reduce	plants	clean	oxygen	litter
reuse	energy	protect	environment	paper

Draw a picture to support your writing.



Handwriting practice area with multiple sets of lines: a solid top line, a dashed middle line, and a solid bottom line.

Name: _____

Date: _____



Reading Comprehension Check #11

Directions: Read the passage. Answer the questions.

Book Review

I recently bought this picture book for my 3-year-old niece. She loves colorful pictures and is learning her ABCs. I thought this alphabet book would be perfect for her. Sadly, *P Is for Pterodactyl* is one of the worst books I've ever read!

First of all, the title is all wrong. It seems like T should be for pterodactyl. I know it does start with a P, but it doesn't sound like that. This could be confusing to a young child. Luckily, my niece loves dinosaurs, so she picked the book up right away.

The problems with this book don't end with the cover. Inside, many of the alphabet pages don't make any sense. The author uses K for knight and T for tsunami. I don't think these words will teach my niece the K and T sounds. The text also says things like, "Y is not for why," and "U is not for you." It's so crazy it's almost funny.

Finally, each page includes more confusing text under the main picture. The page for N includes the following text. "N is for naughty children who sing a solemn hymn when autumn comes to an end." Now that sentence has plenty of silent Ns in it.

The small print on the cover actually says this is "the worst alphabet book ever." I couldn't agree more!

1. Which sentence is a clue that the reviewer might not understand the purpose of the book?
 - a. Luckily, my niece loves dinosaurs, so she picked the book up right away.
 - b. It's so crazy it's almost funny.
 - c. Now that sentence has plenty of silent Ns in it.
 - d. I couldn't agree more.

2. What do you think is the purpose of this book?
How can you tell?

3. What is the main idea of this book review (not the main idea of the book itself)?

4. Do you agree with the reviewer that this book seems terrible? Why or why not?

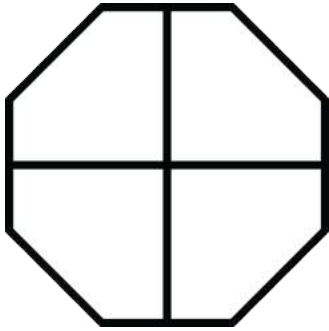
Name: _____

Fractions: Color by Code Set I

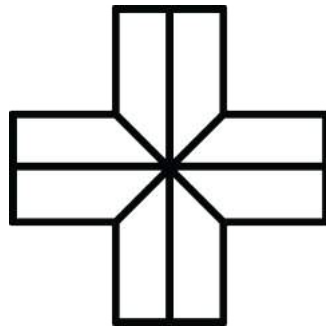
Directions: Use the color code to color the fractions.

R = red	O = orange	Y = yellow	G = green	B = blue	P = purple
---------	------------	------------	-----------	----------	------------

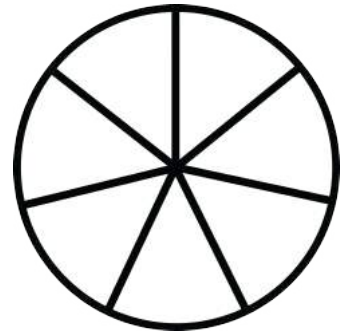
$$R = \frac{1}{4} \quad B = \frac{3}{4}$$



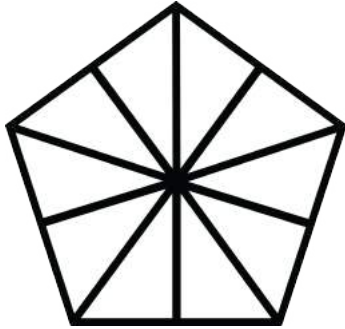
$$G = \frac{5}{8} \quad P = \frac{3}{8}$$



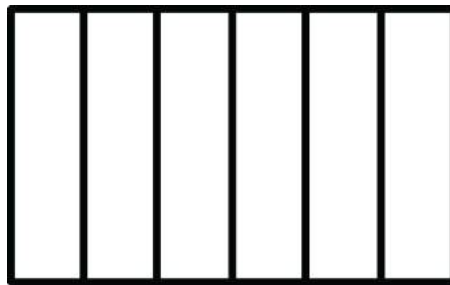
$$O = \frac{1}{7} \quad Y = \frac{6}{7}$$



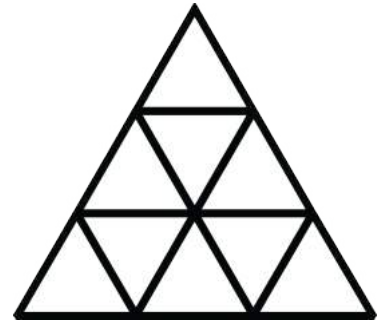
$$B = \frac{3}{10} \quad G = \frac{7}{10}$$



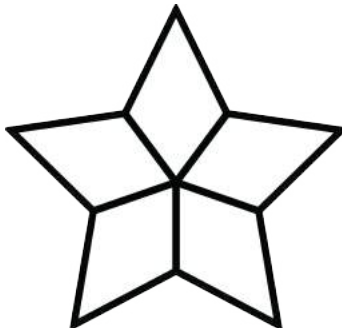
$$Y = \frac{4}{6} \quad R = \frac{2}{6}$$



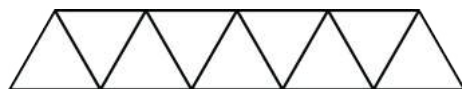
$$P = \frac{4}{9} \quad O = \frac{5}{9}$$



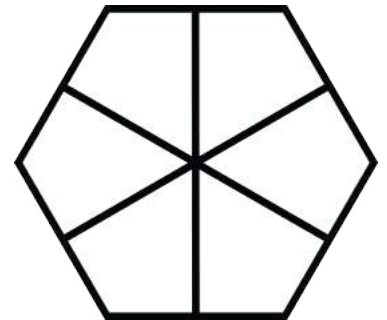
$$O = \frac{1}{5} \quad R = \frac{4}{5}$$



$$B = \frac{3}{9} \quad P = \frac{6}{9}$$



$$G = \frac{3}{6} \quad Y = \frac{3}{6}$$



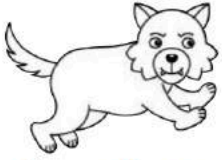
Name: _____

Missing Measurements

Fill in the missing measurements. Find the perimeter of the shapes.

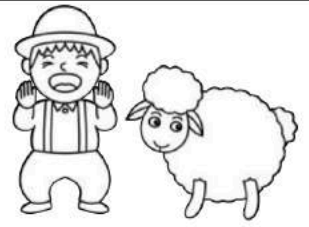
<p>1 square</p> <p>3 in.</p> <p>Perimeter = _____</p>	<p>2 rectangle</p> <p>9 in.</p> <p>Perimeter = _____</p>	<p>3 trapezoid</p> <p>4 in.</p> <p>Perimeter = _____</p>
<p>4 octagon</p> <p>2 in.</p> <p>Perimeter = _____</p>	<p>5 hexagon</p> <p>Perimeter = _____</p>	<p>6 star</p> <p>3 in.</p> <p>Perimeter = _____</p>
<p>7 rectangle</p> <p>2 in.</p> <p>Perimeter = _____</p>	<p>8 square</p> <p>Perimeter = _____</p>	<p>9 hexagon</p> <p>Perimeter = _____</p>

Name: _____



The Boy Who Cried Wolf

Directions: Read Aesop's fable. Answer the questions.



Once there was a shepherd boy who looked after his flock of sheep on a hillside. He was bored, as there was no one to talk to, so he decided to amuse himself by playing a trick on the villagers below. In a loud voice he cried out, Help me! There is a wolf chasing the sheep!

The villagers came running to help the boy chase the wolf away, but when they found there was no wolf they were cross. Don't cry 'wolf,' shepherd boy, said the villagers, when there is not wolf! The villagers went grumbling down the hill.

The next day the shepherd boy was still bored so he decided to play the prank again. Wolf! Wolf! Help me! The wolf is chasing the sheep! He smiled as he watched the villagers run up the hill to help him chase the wolf away.

When the villagers saw that there was no wolf, they became cross. Don't keep crying wolf when there is no wolf they told him. Save your frightened cry for when there is real danger. The naughty boy just grinned and watched the disgruntled villagers go back down the hill.

Later, he saw a real wolf prowling around his flock. Fearful and frightened, the boy cried, Wolf! Wolf!

The villagers thought the boy was playing another prank, so they didn't come. The wolf ate all the sheep.



1 The fable is missing quotation marks. Reread the story and add the quotations marks.

2 Why does the boy cry "wolf" at the beginning of the story?

3 Underline the word disgruntled. What does the word mean? Use a dictionary if you need to.

4 What is the moral of the story?

5 What are the characteristics of a fable?

6 Reread the story. Highlight the nouns yellow. Highlight the verbs green. Highlight the adjectives orange.

Name: _____

Date: _____

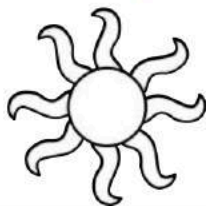
Writing Check List:

- I stayed on topic.
- I used complete sentences.
- I used proper punctuation.
- My spelling is correct.
- I used descriptive language.
- I reread my writing to check for mistakes.

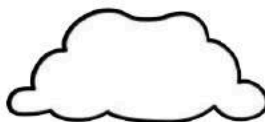
water



sun



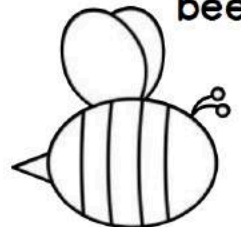
soil



air



bees



Name: _____

Date: _____



Reading Comprehension Check #12

Directions: Read the passage. Answer the questions.

The Clever Octopus

Most of the smartest animals are mammals. Chimps, dolphins, elephants, and pigs are all very clever. But one of the smartest animals is the octopus. This ocean-dweller doesn't even have a backbone! But it has an amazing brain.

The octopus is a member of the cephalopod (**seh**·fuh·luh·paad) animal group. It has a large, round head and eight long arms. The underside of each arm is covered with suckers. The octopus has three hearts and blue blood. There are 300 types of octopus. Some squirt ink when threatened. Others have amazing camouflage and the ability to change color. Still others are highly poisonous.

Scientists have been amazed by the intelligence of octopuses. They can solve problems, use tools, and play games. Octopuses have unique personalities, too. Not only can octopuses solve mazes. They can remember how to solve a familiar maze. This shows they have good memories. Because they are so smart, octopuses are hard to keep in tanks. They are good at escape. They love to take things (like water filters) apart piece by piece.

It's not just the brain of the octopus that's smart. Even its arms are smart! Each arm has a kind of mini-brain in it. It can move without direction from the main brain. It can touch, taste, and smell. An arm that is separated from the body continues the motion of feeding the mouth.

1. How many brains does an octopus have?

- a. one
- b. none
- c. nine
- d. a million

2. Why are octopuses hard to keep in aquarium or science lab tanks?

3. Suppose someone tries to insult you by calling you "octopus brain." How could you respond, based on the information from the text?

4. What is the purpose of (**seh**·fuh·luh·paad) in the text?

Name: _____

Addition with Regrouping Puzzles Set 1

Directions: Solve each problem. Write the sum on each puzzle.



A

$$\begin{array}{r} 863 \\ + 62 \\ \hline \end{array}$$

D

$$\begin{array}{r} 352 \\ + 46 \\ \hline \end{array}$$

E

$$\begin{array}{r} 428 \\ + 71 \\ \hline \end{array}$$

F

$$\begin{array}{r} 621 \\ + 55 \\ \hline \end{array}$$

I

$$\begin{array}{r} 465 \\ + 20 \\ \hline \end{array}$$

J

$$\begin{array}{r} 732 \\ + 14 \\ \hline \end{array}$$

K

$$\begin{array}{r} 611 \\ + 12 \\ \hline \end{array}$$

N

$$\begin{array}{r} 245 \\ + 34 \\ \hline \end{array}$$

O

$$\begin{array}{r} 718 \\ + 20 \\ \hline \end{array}$$



A

$$\begin{array}{r} 469 \\ + 465 \\ \hline \end{array}$$

B

$$\begin{array}{r} 234 \\ + 65 \\ \hline \end{array}$$

C

$$\begin{array}{r} 572 \\ + 17 \\ \hline \end{array}$$

F

$$\begin{array}{r} 599 \\ + 48 \\ \hline \end{array}$$

G

$$\begin{array}{r} 757 \\ + 27 \\ \hline \end{array}$$

H

$$\begin{array}{r} 588 \\ + 68 \\ \hline \end{array}$$

K

$$\begin{array}{r} 578 \\ + 49 \\ \hline \end{array}$$

L

$$\begin{array}{r} 185 \\ + 88 \\ \hline \end{array}$$

M

$$\begin{array}{r} 346 \\ + 52 \\ \hline \end{array}$$

A.	B.	C.
D.		
E.		

F.	G.	H.
I.		
J.		

K.	L.	M.
N.		
O.		

Name: _____

Multiplication or Division Set 2

Directions: Fill in the missing multiplication or division sign.

Set 1

① $6 \square 3 = 18$

② $12 \square 6 = 2$

③ $12 \square 3 = 36$

④ $24 \square 6 = 4$

⑤ $9 \square 4 = 36$

⑥ $63 \square 9 = 7$

⑦ $54 \square 6 = 9$

⑧ $11 \square 4 = 44$

Set 2

① $12 \square 1 = 12$

② $28 \square 7 = 4$

③ $35 \square 5 = 7$

④ $9 \square 7 = 63$

⑤ $72 \square 6 = 12$

⑥ $12 \square 2 = 24$

⑦ $10 \square 1 = 10$

⑧ $5 \square 3 = 15$

Set 3

① $60 \square 6 = 10$

② $9 \square 1 = 9$

③ $12 \square 4 = 3$

④ $7 \square 2 = 14$

⑤ $96 \square 12 = 8$

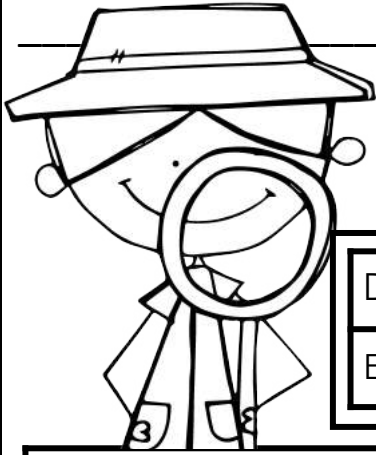
⑥ $27 \square 9 = 3$

⑦ $9 \square 3 = 27$

⑧ $8 \square 4 = 2$

Name: _____

Date: _____



Types of Sentences: Sentence Detectives

Directions: Read the sentences. Write the ending punctuation on the box. Write what type of sentence it is on the line.

Declarative-tells you something

Interrogative-asks something

Exclamatory-shows strong feelings

Imperative-tells you to do something

1. Some birds can't fly

Type of sentence: _____

2. Do not touch a baby bird

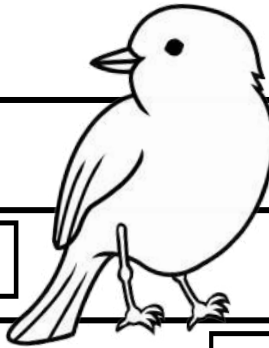
Type of sentence: _____

3. Wow, birds have hollow wings

Type of sentence: _____

4. Did you know that birds have hollow bones

Type of sentence: _____



5. The lion is the second largest cat in the world

Type of sentence: _____

6. Have you seen a lion at the zoo

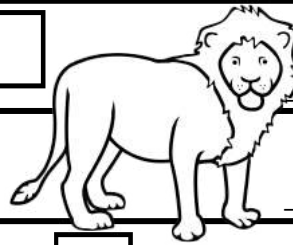
Type of sentence: _____

7. What do lions like to eat

Type of sentence: _____

8. Gee, a lion sleeps 16-20 hours a day

Type of sentence: _____



9. Why do African elephants have large ears

Type of sentence: _____

10. Wow, an elephant can stand 10 feet tall

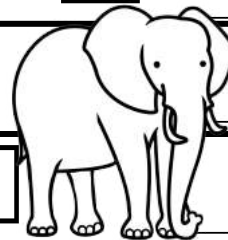
Type of sentence: _____

11. Don't feed the elephant

Type of sentence: _____

12. Do a research report on elephants

Type of sentence: _____



Name: _____

Date: _____

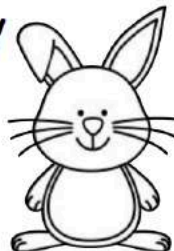
Writing Check List:

- I stayed on topic.
- I used complete sentences.
- I used proper punctuation.
- My spelling is correct.
- I used descriptive language.
- I reread my writing to check for mistakes.

lamb



bunny



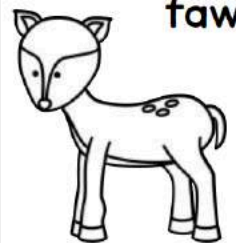
chick



duckling



fawn



Name: _____

Date: _____



Reading Comprehension Check #13

Directions: Read the passage. Answer the questions.

Types of Poems

The United Nations recognizes that poetry binds people together. That's why it designated March 21st as World Poetry Day. It's a time to read, recite, write, teach, and learn about poetry. To help you celebrate World Poetry Day, here are some common types of poems. Maybe you'll be inspired to try writing a few of your own!

Free verse poems might be the easiest to write. That's because there are no rules. This type of poetry has no set structure. The lines don't have to rhyme (but they can). Free verse poems can be long or short. They can be about any topic at all.

Epic poems and ballads are similar types of poetry. Like free verse, they have no strict patterns to follow.

However, their purpose is to tell a story. Epic poems are about heroes and adventures. They are often quite long. A ballad is usually a story about a legend or a folk tale. It is a little more like a song than an epic poem is. Often, it teaches a lesson or has a moral.

Many popular poetry types follow a strict structure. Haiku is a form of poetry from Japan. It has three lines that follow the syllable pattern 5/7/5. Haikus focus on simple observations about nature. A cinquain has five lines. There are different types of cinquains that follow different patterns. Often, these poems rhyme.

These aren't the only types of poems. There are sonnets, acrostics, diamantes, and many others. This World Poetry Day, take time to read or write some of them.

1. A poem called "The Victory of Brave Sir Chuck" would most likely be which type of poem?

- a. a sonnet
- b. an epic
- c. a cinquain
- d. a haiku

2. Based on the information in this text, does a poem have to rhyme? How can you tell?

3. How has the author grouped poem types in Paragraphs 2, 3, and 4? Why does this organization make sense?

4. Suppose your teacher asked you to write a poem for World Poetry Day. Which type would you write? Why?

Name: _____

Ordering Numbers

Directions: Put each set of numbers in the correct order.

Order Least to Greatest

776, 767, 677

Order Greatest to Least

995, 599, 959

Order Least to Greatest

834, 483, 843

Order Greatest to Least

1,212 1,221 1,122

Order Least to Greatest

4,483 4,834 4,348

Order Greatest to Least

3,589 3,958 3,895

Order Least to Greatest

28,936 23,896 26,389

Order Greatest to Least

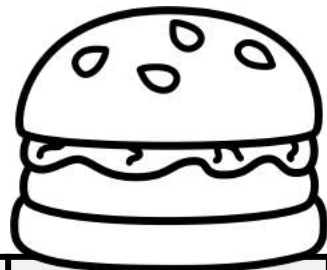
45,712 47,251 41,527

Order Least to Greatest











53,096 50,963 56,309

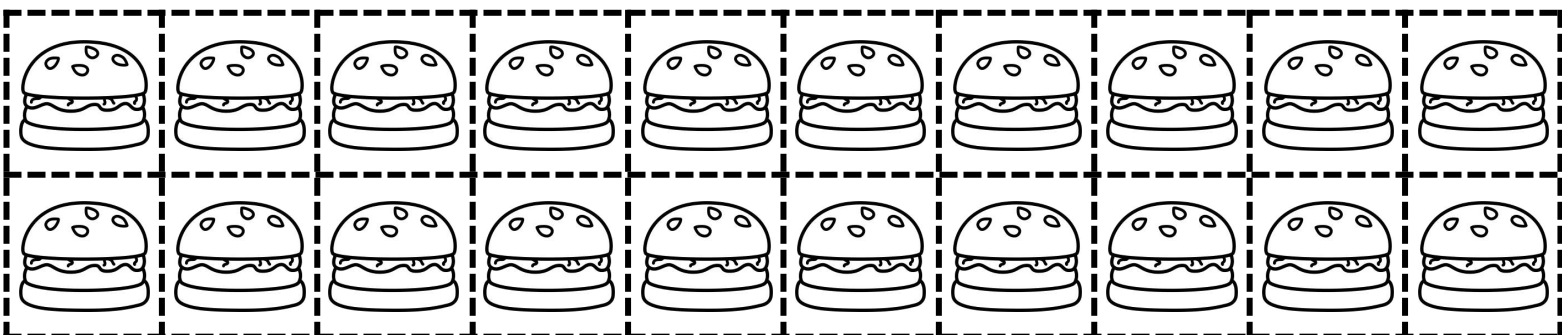
Name: _____

Division Strategies Set 2



Cut out the burger pieces. Use them to help you complete the table.
An example has been done for you.

Number of Hamburger Pieces	Number you put into each group	Total Number of groups	Draw a Model/Illustration	Write a division sentence
4 Pieces of 				
10 Pieces of 				
20 Pieces of 				
12 Pieces of 				
9 Pieces of 				
18 Pieces of 				
8 Pieces of 				
14 Pieces of 				
15 Pieces of 				
2 Pieces of 				





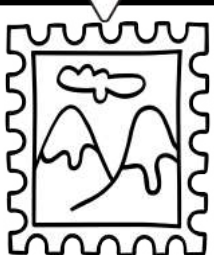
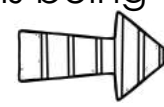
Name: _____

Date: _____

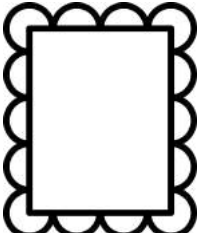
I Can Address an Envelope

There are three different parts of how to address an envelope.
Color by the code.

 green	Mailing Address	 yellow	Return Address	 blue	Stamp
--	-----------------	--	----------------	--	-------

 Return Address: who is sending the letter	The stamp goes in the upper right hand corner. 
<u>John Smith</u> Name	
<u>123 Sky Road</u> Street Address	
<u>Bishop, California 96287</u> City, State Zip Code	
Mailing Address: who the letter is being sent to 	<u>Beth Rose</u> Name
	<u>45 Flower Street</u> Street Address
	<u>Austin, Texas 35269</u> City, State Zip Code

Directions: Fill out the envelope below. Use your name and address for the return address. Write a fake name and address for the mailing address, or use an address that you know. Design a stamp.

<hr/> <hr/> <hr/>	
<hr/> <hr/> <hr/>	

Name: _____

Date: _____

Writing Check List:

- I stayed on topic.
- I used complete sentences.
- I used proper punctuation.
- My spelling is correct.
- I used descriptive language.
- I reread my writing to check for mistakes.


run




jumping jacks



push ups



sit ups

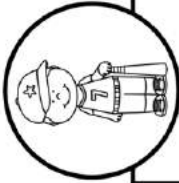


hop



Name: _____

Date: _____



Reading Comprehension Check #14

Directions: Read the passage. Answer the questions.

Opening Day

We're here at Great American Ball Park in Ohio. It's home to the Cincinnati Reds baseball team. All good baseball fans know spring doesn't begin on March 19th. No, the official start is Opening Day. Yes, this is the first day of the new baseball season.

Opening Day is especially exciting here in Cincinnati. The Reds were the first officially recognized baseball team. This gives them the privilege of almost always hosting Opening Day in their home stadium. In more than one hundred years of baseball, the Reds have opened the season on the road just a few times. Though March and April are the rainiest months, rain has postponed Opening Day just seven times over the years. Usually the game has been played the following day.

Opening Day is like a national holiday here in Cincinnati. It has been celebrated with fireworks, parades, and circus acts. Even US Presidents have shown up to throw out the first pitch. George H.W. Bush did it in 2003, and his son, George W. Bush, did it in 2006.

The big excitement, however, happens during the game. Who can forget Opening Day of 1974? Sure it was fun to watch the Reds beat the Braves. But even better was watching Braves great Hammerin' Hank Aaron. During that game, he hit his 714th homerun to tie Babe Ruth on the all-time list. Who knows what this year's game will bring?

1. Which of these most closely matches the meaning of the word "privilege"?

- a. honor
- b. chore
- c. official
- d. present

2. What is Opening Day? Why does it usually happen in Cincinnati?

3. What does the word "postponed" mean as it's used in the text? How can you tell?

4. Which details support the main idea that Opening Day is exciting in Cincinnati?

Name: _____

Word Problems with Arrays Set I

Directions: Read the problems. Draw an array to match the word problem.
Complete the multiplication problem.

1. There were 4 spiders in the barn. Each spider made 3 webs.
How many webs are there in all?

$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

2. There were 6 branches. Each branch had 2 ladybugs. How
many ladybugs were there in all?





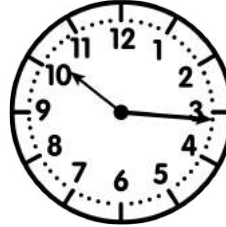
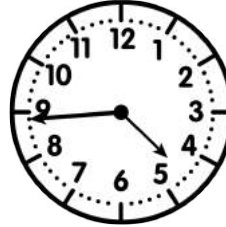


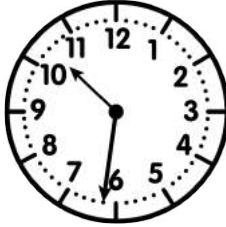
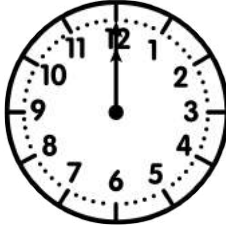
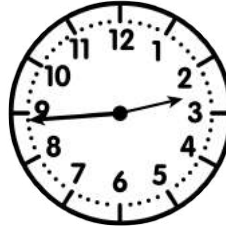
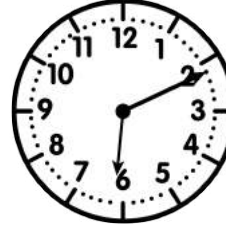

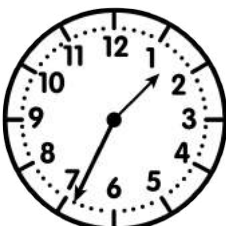


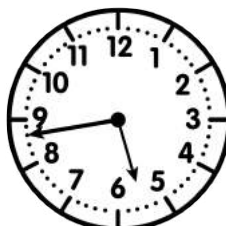
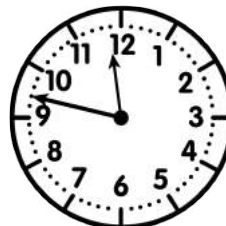

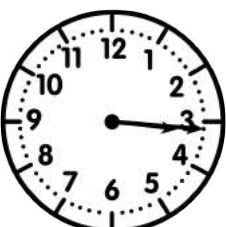

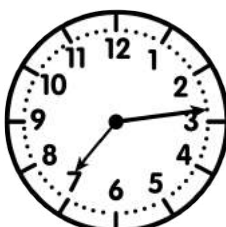

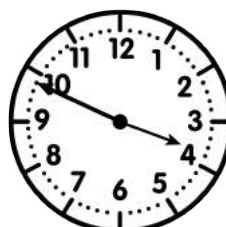
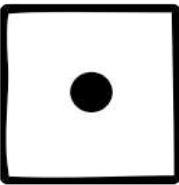
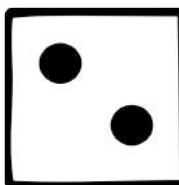
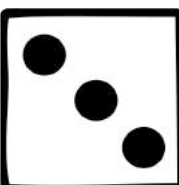
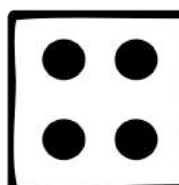
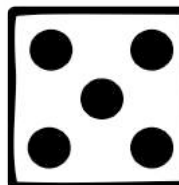

$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

Name: _____

Roll and Write the Time Set 3



Directions: Roll a die.
Write the time under each clock.

 : _____	 : _____	 : _____	 : _____	 : _____	 : _____
 : _____	 : _____	 : _____	 : _____	 : _____	 : _____
 : _____	 : _____	 : _____	 : _____	 : _____	 : _____
 : _____	 : _____	 : _____	 : _____	 : _____	 : _____
					

Name: _____

Context Clues Crossword Puzzle

Word Bank

clean	excited	fell	rotten	edge
drink	skill	silly	complain	baby

Directions: Read the sentences. Use **context clues** to figure out the word in bold. Fill in the meaning with a word from the **word bank**.

Across:

4. Her artistic **ability** was amazing.

5. John was so **enthusiastic** about going skiing that he packed his suitcase early.

8. The **infant** is only two months old.

9. The large pile of books **toppled** over.

Down:

1. The **zany** clown made us laugh.

2. Her room was **tidy**. Everything was in its place.

3. The **putrid** meat smelled awful.

6. Will Jen **grumble** when she has to clean her room?

7. You get a **beverage** with your meal.


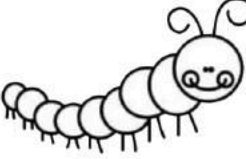


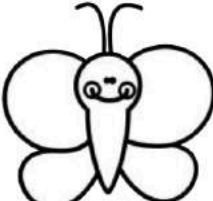
10. He filled the glass to the **brim**.

Name: _____

Date: _____

Writing Check List:

- I stayed on topic.
- I used complete sentences.
- I used proper punctuation.
- My spelling is correct.
- I used descriptive language.
- I reread my writing to check for mistakes.

<p>egg</p> 	<p>caterpillar</p> 	<p>chrysalis</p> 	<p>emerging</p> 	<p>butterfly</p> 
--	--	--	---	--

Name: _____

Date: _____



Reading Comprehension Check #15

Directions: Read the passage. Answer the questions.

Music Matters

Dear School Board Members,

I'm writing to you during Music in Our Schools Month. I want to ask you to protect the music program at Fallsview Elementary.

Schools don't always have enough money to do everything they want to do. Sometimes, programs get cut in order to save money. Too often, music programs are the first to go. This might be because board members don't see the value of music education.

Learning music teaches students important skills. Music education helps students with language, reasoning, and memorizing. It's related to success in math. Students who play an instrument learn the importance of practice. Learning music builds teamwork, confidence, and creativity. It makes it fun for kids to go to school. These skills aren't just useful in the music classroom. They help us in other subjects and in real life.

Please don't cut our music program. Together, we can find other ways to raise the money needed. Students can hold fundraisers, like concerts. We can ask businesses to sponsor our school. Let's start by asking Trumpet Landscaping to buy new trumpets for our band!

Together, I know we can save our Fallsview music program.

Sincerely,

Keisha Winter
Third grader

1. What language shows that this type of writing is persuasive?

- a. I want to ask you
- b. programs get cut in order to save money
- c. It's related to success in math
- d. They help us in other subjects

2. What is the purpose of Paragraph 3?

3. What is the relationship between Paragraph 2 and Paragraph 4?

4. Do you think Keisha's letter is effective? Why or why not?

3rd Grade Home Learning

© Annie Moffatt @ The Moffatt Girls 2020

Terms of Use:

All rights reserved. Purchase of this item entitles the purchaser the right to reproduce the pages in limited quantities for classroom use only. Duplication for an entire school, an entire school system or commercial purposes is strictly forbidden without written permission from the author.

Copying any part of this product and placing it on the internet in any form (even a personal/classroom website) is strictly forbidden and is a violation of the Digital Millennium Copyright Act (DMCA). These items will be located by Google and traced back to the publishing site.

It is my sincere hope that you enjoy this product and find it helpful! If you have any questions regarding this product, please do not hesitate to contact me.

Annie Moffatt

themoffattgirls@gmail.com

Graphics and Fonts from the Following:

