3RD GRADE
Standards Practice Pack E

READING, WRITING, & MATH

Complete one assignment for reading, writing, and math each day.

**Reading:** Read the selection and answer the questions. When you are finished, be sure to read a great book!

**Writing:** Read the prompt and respond in writing. This is a great opportunity to practice your best writing skills and good handwriting.

**Math:** Complete the standards practice page. Draw pictures or use objects to help you.
Beeep beeep beeep. Aidan's alarm clock rang out with a deafening screech. It was 9 a.m. and much too early for Aidan to be awake on a Saturday. As he lazily sat up and reached for the clock to turn it off, he realized what day it was. His birthday! He rubbed his eyes and stumbled out of bed. The smell of blueberry pancakes hit him as he clambered downstairs, which finally woke him up.

"Happy birthday, Aidan!" his parents excitedly greeted him as he sat down at the kitchen table. His mom turned around to grab a steaming plate of golden pancakes from the counter and set it in front of him. "Hold on, they aren't finished just yet," she told him. He thought she was going to get syrup, but she came back holding a bunch of striped candles.

"Candles in pancakes?" he thought as she pushed 13 candles into the top pancake and lit them with a match. Before his parents could say anything else, he quickly made a wish and blew out all the candles-he didn't want the wax to melt into his delicious breakfast.

"Thank you!" he said with his mouth full. His mom and dad laughed as they watched him scarf down the heap of pancakes.

"Well, even though you have plenty planned for tomorrow, I have a surprise for you today," his dad said. They had planned his party for Sunday, since that was when his older sister was able to come back home from university. "Go get dressed. Your surprise will be waiting for you downstairs when you get back," he told his son.

Aidan rushed upstairs and returned back in five short minutes, with his pant leg still tucked into his sock and a tiny bit of toothpaste at the corner of his mouth.

His mother laughed. "Well, aren't you excited," she said with a smile.

On the kitchen table, Aidan noticed a piece of paper neatly folded into a small square. His dad noticed his gaze. "All right, well, open it up," he told him. Aidan picked it up and unfolded it. On it, his dad had written a short note. He read it out loud. "Just like your favorite literary wizard, this spot is marked by a scar."

"You made me a treasure hunt?!" Aidan asked excitedly. His dad nodded, smiling. He knew Aidan would love it; he was always watching crime movies and reading mystery novels.

Aidan started to think. His favorite literary wizard... that would have to be a character in one of his favorite books: *Harry Potter*. "Obviously," he thought. He fell in love with the series as soon as he started the first book just a couple of years ago. He always secretly identified with the odd boy out who discovered he was a wizard at the young age of 11.

After some thinking, he finally remembered the small lightning mark he had carved into a tree in his backyard after finishing the seventh book in the series-the last one. He ran through the fallen red, orange, and brown leaves-Aidan's favorite thing about fall. There it was: the scar in the clue. He
The Hunt

searched around the tree's base, looking for another piece of paper. He brushed away the leaves and finally found one tucked between two small rocks. He briskly opened it.

"Green is this poet's color of choice; red is the color of his language; add some white and blue, and you have his flag. Oh, and your mom's a fan."

"This is a tough one," thought Aidan. He knew he was searching for a poet. He didn't know what green meant, so he started with red. He thought, "Well, red usually signifies love or anger, but a love poet makes more sense. So red, white, and blue are the colors of his or her flag. America?" He tried to think of some American love poets his mom liked, but he remembered none. After a few minutes, Aidan finally thought of the book on his mother's nightstand: *Twenty Love Poems and a Song of Despair* by Pablo Neruda. "And he's from Chile, so red, white, and blue!"

Aidan ran through the back door and up to his parents' room to find the next clue. He then remembered his mom once mentioned that Neruda used to write with green ink. "Perfect," he thought. The book was right on her nightstand. He opened it, and out fell another piece of paper.

"You're almost there!" his dad called out from downstairs. Aidan peeled open the clue. "For this last clue, remember when your sister was blue and couldn't find her favorite Boo." Aidan started to think about the last part, "her favorite Boo." He thought, "Boo had to be a name, since it was capitalized. Could it be the name of a toy when she was little? No, Melanie only got upset when she lost a book." He thought for a while longer. "That's it!" He remembered the time when Melanie lost *To Kill a Mockingbird*, her favorite book, in which Boo Radley, a mysterious neighbor, rescues the main character from a dangerous fight. She always talked about how the book was an American classic, and Harper Lee, the author, was her idol.

He ran outside to the end of his driveway, where the book fell out of her backpack one day on her way home from school. He crouched down and looked around for another piece of paper, but there wasn't one to be found. Aidan was stumped. At last, he looked up, and out of the corner of his eye, he noticed someone watching him from across the street. He stood up and realized it was his sister.

"Surprise!" she yelled with a huge smile on her face.
1. What does Aidan realize when he wakes up?
   A. It's Christmas.
   B. It's his birthday.
   C. It's Halloween.
   D. It's the first day of school.

2. After breakfast, Aidan rushes to get dressed. What motivates Aidan's actions?
   A. Aidan wants to get his surprise.
   B. Aidan wants to go outside to play.
   C. Aidan wants to eat his pancakes.
   D. Aidan wants to see his sister.

3. In the story, Aidan turns 13. What evidence from the passage best supports this conclusion?
   A. Aidan's mom makes him blueberry pancakes.
   B. Aidan's father surprises him with a scavenger hunt.
   C. Aidan finds three clues on the scavenger hunt.
   D. Aidan's mom puts 13 candles in his pancakes.

4. What do all three clues have in common?
   A. trees
   B. wizards
   C. books
   D. poetry

5. What is this story mostly about?
   A. Aidan goes on a scavenger hunt.
   B. Aidan eats blueberry pancakes.
   C. Aidan learns about Pablo Neruda.
   D. Aidan has a birthday party.
6. Read the following sentences: "Before his parents could say anything else, he quickly made a wish and blew out all the candles—he didn't want the wax to melt into his delicious breakfast. 'Thank you!' he said with his mouth full. His mom and dad laughed as they watched him **scarf** down the heap of pancakes."

As used in this sentence, what does the word "**scarf**" most nearly mean?

A. look at closely  
B. yell loudly  
C. demand  
D. eat greedily

7. Choose the answer that best completes the sentence below.

Aidan's birthday is on Saturday, _____ his party is planned for Sunday.

A. so  
B. but  
C. first  
D. like

8. Why is Aidan's party planned for Sunday?

9. What does Aidan find at the end of his scavenger hunt?

10. Explain whether Aidan is likely surprised to find his sister at the end of the story. Support your answer using information from the story.
"I want a phone!" said Myrna.

"I bet you do," said her dad.

"No, but, Dad. You don't understand. I really, really, really want a phone."

"And I really, really, really want a boat. It's not going to happen."

Myrna and her dad were stuck in traffic. To her, it seemed like they were always stuck in traffic. When he took her to school in the morning-traffic. When he picked her up in the afternoon-traffic. Go to the bank, the grocery, a birthday party, and what felt like ten hours of traffic was their reward.

She was bored, because traffic was boring. And when she was bored, she wanted things. Right now, she wanted a phone. She wasn't sure if her dad understood that. She would have to tell him again.

"I. Want. A. Phone."

"N. O."

"What if I was stuck in a cave?"

"What?" asked her dad, trying not to laugh.
"What if I had a kitten, and the kitten ran away, and I had to run after it. What if the kitten ran into a cave, and I ran after the kitten, and in the cave there was a bear, and the bear trapped me, and-"

"And then you were stuck in the cave." Myrna nodded the way she did when she won an argument, but her dad wasn't through fighting. "Is this a momma bear? I hear they're the fiercest."

"Yes. It's a momma bear, and she's very upset, and she's going to eat me unless I have a phone to call for help."

"If it's a momma bear, then you can use her phone. Everyone knows that moms always carry phones."

Dad was laughing as he said this. Myrna didn't think it was very funny. She slammed her hand down on the glove compartment as hard as she could, which wasn't very hard. Now she was angry.

"If I had a phone, I could play games on it!"

"If I had a boat, I could eat steaks on it. That doesn't mean I'm getting one."

"No, but I mean..." Myrna spluttered. When she was very angry, she spluttered. It was embarrassing. "If I could play games, I wouldn't be so bored when we were in traffic. I wouldn't bother you!"

"I don't mind being bothered. I like talking to you."

"Then I won't say anything at all!"

Dad smiled quietly to himself. "I'm going to call Mom to let her know we'll be late." He reached into his pocket. "Oh, heck. My battery's dead."

"You know...if I had a phone, I could call Mom," said Myrna.

"Don't even."

Myrna grinned. She wasn't getting a phone, but she knew she was right, and that was almost as good.
I Want a Phone! - Comprehension Questions

Name: ___________________________________ Date: _______________

1. What does Myrna want?
   A. a car
   B. a boat
   C. a phone
   D. a kitten

2. Whom does Myrna have a conflict with in this story?
   A. her dad
   B. her mom
   C. a person driving in front of her and her dad
   D. a person driving behind her and her dad

3. The author describes Myrna as "angry." What evidence in the story supports this description?
   A. Myrna tells her dad that if she had a phone, she could call Mom.
   B. Myrna tells her dad that she wants a phone.
   C. Myrna asks her dad, "What if I was stuck in a cave?"
   D. Myrna slams her hand down on the glove compartment as hard as she can.
4. Read these sentences from the text.

She was bored, because traffic was boring. And when she was bored, she wanted things. Right now, she wanted a phone. She wasn't sure if her dad understood that. She would have to tell him again.

'I. Want. A. Phone.'

'N. O.'

'What if I was stuck in a cave?'

'What?' asked her dad, trying not to laugh.

Why might Myrna's dad be trying not to laugh?

A. because he thinks her question is silly
B. because he is bored by the traffic
C. because he thinks it is funny when Myrna is bored
D. because he thinks phones are silly

5. What is a theme of this story?

A. Being right is almost as good as getting your way.
B. If you do not give up, you will someday get what you want.
C. If you use your imagination, you will never be bored.
D. Being kind is more important than being right.
6. Read these sentences from the text.

No, but I mean...' Myrna spluttered. When she was very angry, she spluttered. It was embarrassing.

Based on these sentences, what does the word "spluttered" probably mean?

A. had trouble speaking clearly
B. fell asleep
C. started to smile
D. slowly counted to twenty

7. Choose the answer that best completes the sentence.

Myrna slams her hand down on the glove compartment _______ her dad laughs.

A. before
B. after
C. then
D. so

8. Near the end of the story, Myrna's dad wants to call her mom, but his phone's battery is dead. What does Myrna point out that she could do if she had a phone?

9. Explain how Myrna feels about not getting a phone at the end of the story. Support your answer with evidence from the text.

10. Throughout the story, Myrna and her dad argue about her getting a phone. Explain whether or not the argument is resolved by the end of the story. Support your answer with evidence from the text.
Have you ever heard the phrase "ice age"? It refers to a long period of time when glaciers and ice sheets cover large parts of the Earth. We are actually living in an ice age right now! This ice age began about 2.5 million years ago. Today, large areas of ice cover regions of Antarctica, the Arctic, and Greenland.

The climate changes multiple times during an ice age. It alternates between glacial periods and interglacial periods. During glacial periods of an ice age, temperatures are much colder than they are today. Ice sheets and glaciers expand, covering more of the planet. These periods can last tens of thousands of years. The last glacial period started about 120,000 years ago and ended about 11,500 years ago. During interglacial periods of an ice age, the average global temperature increases. Ice sheets and glaciers get smaller. The climate is warmer and wetter than it is during glacial periods. We are currently living in an interglacial period. It started about 11,500 years ago - when the last glacial period ended. During an ice age, glacial periods generally last much longer than interglacial periods.

Scientists don't completely understand what causes ice ages. But they do believe that one important factor is the amount of light Earth receives from the sun. When the northern part of the world receives less sunlight, temperatures drop, and more water freezes into ice. This can lead to the start of an ice age. When the northern part of the world receives more sunlight,
temperatures rise, and ice sheets melt. This can lead to the end of an ice age. However, there are other factors, too, including changes in the water flow of our oceans. Scientists are working to learn more about how different factors may cause an ice age to begin and end.

The current ice age we're in is not the first the Earth has experienced. At least five major ice ages have occurred throughout Earth's history. The earliest one started over 2 billion years ago!
1. Throughout the Earth's history, there have been long periods of time when glaciers and ice sheets cover large parts of the Earth. What are these periods called?
   A. dark ages
   B. ice ages
   C. cold ages
   D. winter ages

2. The text describes and compares the glacial periods and interglacial periods of an ice age. What is one way these periods are different?
   A. The average global temperature is lower during an interglacial period than a glacial one.
   B. The average global temperature is higher during an interglacial period than a glacial one.
   C. Interglacial periods normally last longer than glacial periods.
   D. More of the Earth is covered by ice sheets during an interglacial period than a glacial one.

3. The Earth has undergone many changes throughout its history. What information from the text best supports this statement?
   A. The Earth may enter an ice age when the northern part of the world receives less sunlight.
   B. During glacial periods, ice sheets and glaciers cover more of the Earth.
   C. The Earth has had at least five major ice ages over billions of years.
   D. Scientists are working to learn more about how different factors may cause an ice age to begin and end.

4. Based on information in the text, what can be concluded about the Earth and the sunlight it received 2.5 million years ago?
   A. The northern part of the Earth was receiving more sunlight.
   B. The Earth was receiving the same amount of sunlight throughout its different parts.
   C. The southern part of the Earth was receiving no sunlight.
   D. The northern part of the Earth was receiving less sunlight.
Ice Ages - Comprehension Questions

5. What is the main idea of this text?
   A. Today, large areas of ice cover regions of Antarctica, the Arctic, and Greenland.
   B. Ice ages alternate between glacial and interglacial periods as the Earth's climate changes.
   C. During an ice age, glacial periods generally last much longer than interglacial periods.
   D. One important factor that may cause ice ages is the amount of light Earth receives from the sun.

6. Read the following sentences from the text.

"During glacial periods of an ice age, temperatures are much colder than they are today. Ice sheets and glaciers expand, covering more of the planet."

Based on the text, what does the word "expand" mean?
   A. get bigger
   B. get smaller
   C. get warmer
   D. get lost

7. Choose the answer that best completes this sentence.

Ice ages alternate between two different periods, ______ glacial periods and interglacial periods.
   A. namely
   B. on the other hand
   C. for example
   D. meanwhile

8. What happens when the northern part of the world receives less sunlight?

9. Describe two ways glacial periods compare to interglacial periods. Use information from the text to support your answer.

10. How might the way the Earth is today compare to the way it was 100,000 years ago? Use information from the text to support your answer.
The janitor is the person who helps keep the school clean. Every morning students come from all over and walk into the school building. A building can get dirty, especially when a lot of people go into it. The janitor sweeps and mops the floors so that the dirt brought in gets cleaned up.

The teacher is the person who runs the classroom. The teacher helps you learn about different topics and gives you assignments. If you don't understand something, you can ask the teacher for help.

The principal is the person who is in charge of the whole school. The principal is the leader of the school. The principal is in charge of all the teachers at the school. The principal is the person whom parents call when they want to talk to someone about the school. The principal
Important People usually sets high expectations for the students and makes sure that learning is happening in the school.

American schools are in a city or town. The city or town has a leader, too. The leader is usually called the mayor. The mayor is in charge of running the government of the city or town. The mayor works with the people in the city or town and the other people in the government to fix the problems of the city or town. The mayor has a lot of responsibility.

An American city or town is located within a state. Just like a city or town has a leader, a state has a leader, too. The leader of a state is called the governor. An American state is a part of the United States. There are 50 states, and each one has a governor. The person who is the leader of the United States of America is called the president. There have been over forty presidents throughout the course of America's history. The first president of the United States of America was George Washington. Who is the current president?
1. Who are some of the people described in the passage?
   A. lawyers, doctors, and bankers
   B. singers, actors, and dancers
   C. janitors, teachers, and principals

2. What does the passage list?
   A. This passage lists some of the different jobs people have.
   B. This passage lists the mayors of America's five largest cities.
   C. This passage lists all the Presidents of the United States.

3. A janitor helps keep a school clean. A teacher helps students learn at school. A principal is in charge of all the teachers at a school.

   What can be concluded from this information?
   A. Principals often work with janitors but do not often work with teachers.
   B. Many janitors want to become teachers, and many teachers want to become principals.
   C. People can work in the same place and do different things.

4. Which job mentioned in the article is not a job that involves leadership?
   A. janitor
   B. principal
   C. mayor

5. What is this passage mainly about?
   A. the responsibilities of janitors and governors
   B. different people and their jobs
   C. how a janitor keeps a school clean
6. Read the following sentences: "The city or town has a leader, too. The leader is usually called the mayor. The mayor is in charge of running the government of the city of town."

What does the word "leader" mean above?

A. someone who helps children learn
B. someone who has power over other people
C. someone who does not get along with other people

7. Choose the answer that best completes the sentence below.

The principal makes sure learning is happening in the school, ________, the principal is in charge of the teachers.

A. but
B. before
C. so

8. What is the leader of a city or town called?

9. What are some of a mayor's responsibilities?

10. The title of this passage is "Important People." Are the people described in it important? Explain why or why not, using evidence from the passage.
Objects in the world rarely appear to be just one shade. Because of the sun, or any source of light, different parts of an object may look darker or lighter. Have you ever seen a ball sitting in the sun? Usually the bottom areas are much darker than areas near the top. Or think about a tall building on a sunny day. One side may look brighter than the other side. That's because of the direction of the sunlight!

When drawing, artists can use lines to show these different shades of light and shadow. They may draw several straight lines next to each other. The closer these lines are to each other, the darker they look as a group. The more spread out the lines are, the lighter they look as a group.

One way to create shadow in a drawing is to use cross-hatching. To do this, an artist draws straight lines going in different directions on top of each other. For example, imagine that an artist wants to make an area of a drawing very dark. The artist could first fill in the area with many horizontal lines. Then the artist could fill the same area with many vertical lines. This area would appear darker than an area with only horizontal lines.
1. What can artists use lines to show?
   A. different colors of the rainbow
   B. different shades of light and shadow
   C. different weights of objects
   D. different temperatures of an object

2. The text says that different parts of an object in the world can look darker or lighter. What can cause this difference in shade?
   A. the weight of the object
   B. the size of the object
   C. the sun or another source of light
   D. the weather near the object

3. The fewer lines an artist draws in a single area, the lighter that area will look.
   What evidence from the text supports this conclusion?
   A. "The more spread out the lines are, the lighter they look as a group."
   B. "Artists can use lines to show these differences in light and shadow."
   C. "One way to create shadow in a drawing is to use cross-hatching."
   D. "Objects in the world rarely appear to be just one shade."

4. When an artist uses many lines to create shadow in part of a drawing, what has a major effect on how dark that part looks?
   A. how long the lines are
   B. how straight the lines are
   C. how much time was spent drawing the lines
   D. how close together the lines are

5. What is the main idea of this text?
   A. Artists can use lines in a drawing to create shades and shadows.
   B. The sun can make different parts of an object look darker or lighter.
   C. The closer together lines are, the darker they look as a group.
   D. Artists can use cross-hatching to create shadow in a drawing.
6. Read these sentences from the text.

"Objects in the world rarely appear to be just one shade. Because of the sun, or any source of light, different parts of an object may look darker or lighter."

Based on these sentences, what might the word "shade" mean?

A. level of warmth
B. size and weight
C. feeling or texture
D. level of darkness

7. Choose the answer that best completes the sentence.

Lines that are close together look darker as a group, _____ lines spread out from each other look lighter as a group.

A. for example
B. finally
C. while
D. then

8. What can artists use to show different shades of light and shadow in a drawing?

9. Why might an artist use cross-hatching in a drawing?

Support your answer with evidence from the text.

10. Imagine that there is a box with a light shining onto its right side. The front side of the box looks a little darker than the right side. And the left side of the box looks very dark. Describe how an artist might use lines in a drawing to create the different shades on the right, front, and left sides of the box.

Support your answer with evidence from the text.
Write about someone that you think is a hero. Tell why she or he is a hero to you.
Write about someone that you think is a hero. Tell why she or he is a hero to you.
Name:

What are some of the things you learned to do when you were younger? Write about them.

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What do you like to make that takes a long time? Draw a picture of you making it. Label your picture.
Choose a book you have read. Write about it. What is the book about? Who was your favorite character? Would you tell a friend to read this book? Why or why not?
Grade 3 Mathematics Homework • Distributive Property

Solve the problem.

Mrs. Brown bought cupcakes for a party. The cupcakes were sold in trays of 6. She bought 6 trays of cupcakes.

Draw an array to show the total number of cupcakes she bought. Draw a line in the array to break it apart into two facts you know. Record your two equations and solve.

\[(\text{___} \times \text{___}) + (\text{___} \times \text{___}) = \text{__________}\]

Fill in the blanks to show how the distributive property is used to solve the equations.

\[9 \times 6 = (9 \times \text{_______}) + (9 \times \text{_______})\]

\[9 \times 6 = \text{_____}\]

\[4 \times 7 = (4 \times \text{__________}) + (4 \times \text{_______})\]

\[4 \times 7 = \text{_____}\]
Grade 3 Mathematics Homework • Distributive Property

Solve the problem.

The Ravens and Steelers scored 8 touchdowns between both teams at the football game. Each touchdown is worth 6 points.

Draw an array to show the number of points scored by both teams. Draw a line in the array to break it apart into two facts you know. Record your two equations and solve.

\[( \_ \times \_ ) + ( \_ \times \_ ) = \_ \_ \_ \_ \_ \_ \]

Fill in the blanks to show how the distributive property is used to solve the equations.

\[3 \times 7 = ( \_ \_ \_ \) + ( \_ \_ \_ \times 7)\]

\[3 \times 7 = \_ \_ \_ \]

\[4 \times 9 = ( \_ \_ \_ \times 9 ) + ( \_ \_ \_ \times 9 )\]

\[4 \times 9 = \_ \_ \_ \]
Grade 3 Mathematics Homework • Distributive Property

Solve the problem.

Josie is trying to figure out what $7 \times 8$ equals. She drew an array to represent $7 \times 8$ and used the distributive property to divide the array into two facts she knows. Identify the two facts she used and find the product of $7 \times 8$.

Now Josie needs to solve $4 \times 8$. How can she use the distributive property to divide the array into two facts she knows? Draw a line to separate the array into two facts she could use to identify the product of $4 \times 8$. Explain why you chose to draw the line where you did.
Grade 3 Mathematics Homework • Mix of Multiplication and Division Word Problems. Solve each problem. Show your thinking.

Heather is passing out 18 cupcakes in her classroom. If there are 6 tables and she wants to put the same number of cupcakes on each table, how many cupcakes will each table receive?

At the clothing store, Joan is laying out tank tops on tables. Each table can hold 8 tank tops. If there are 5 tables, how many tank tops can Joan put out?

Nathan went to a pick-your-own farm to pick apples. He has 4 baskets to fill. If each basket can hold 6 apples, how many apples can Nathan pick?
Grade 3 Mathematics Homework • Determining the Unknown

Solve the problem.

Matt and Kelly are determining what number can be placed in the box to make the equation true.

Matt has decided that 4 is the only number that will make this equation true.

Kelly insists that 16 is the only number that will make this equation true.

8 = □ ÷ 2

Who do you agree with and why? Use words and a representation to defend your answer.