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.
We've all heard it a thousand times: "Look both ways before you cross the street!" But how many people really obey this simple rule? According to the Federal Highway Administration, about 100,000 pedestrians (puh-DESS-tree-uns; people traveling on foot) are hit by cars each year. It is one of the leading causes of accidental death for children. So, how can you be safe when you are walking? Follow these simple rules offered by the National Highway Traffic Safety Administration:

*Always walk on the sidewalk.* If there is no sidewalk and you have to walk in the street, always walk on the side that allows you to face oncoming traffic.

*Wear bright colors.* You want drivers to be able to see you. If you must walk at night, be sure to wear reflective clothing or tape so that drivers can see you.

*Cross the street only at marked crosswalks or corners, and always stop at the curb before crossing.* Look both ways (left, then right, then left again). If you see a car coming, wait for it to pass.

Keep looking for cars as you cross.

*Walk at a good pace. Never run.*
1. How many pedestrians are hit by cars each year?
   A. about 100
   B. about 1,000
   C. about 100,000
   D. about 1 million

2. What does this text list?
   A. rules for being safe while walking
   B. the top five causes of accidental death among children
   C. the names of all pedestrians hit by cars last year
   D. the names of the people who work at the National Highway Traffic Safety Administration

3. Read these sentences from the text.

"We've all heard it a thousand times: 'Look both ways before you cross the street!' But how many people really obey this simple rule? According to the Federal Highway Administration, about 100,000 pedestrians (puh-DESS-tree-uns; people traveling on foot) are hit by cars each year."

Based on this information, what can you conclude about how many people look both ways before crossing the street?
   A. Everybody looks both ways before crossing the street.
   B. Nobody looks both ways before crossing the street.
   C. There are probably many people who do not look both ways before crossing the street.
   D. The number of people who look both ways before crossing the street is greater than 100,000 but fewer than 200,000.
4. Read this rule from the National Highway Traffic Safety Administration for being safe while walking.

"Wear bright colors. You want drivers to be able to see you. If you must walk at night, be sure to wear reflective clothing or tape so that drivers can see you."

Based on this information, what can you conclude about wearing bright colors?

A. Wearing bright colors makes it more difficult for drivers to see you.
B. Wearing bright colors makes it easier for drivers to see you.
C. Wearing bright colors has no effect on the ability of drivers to see you.
D. Wearing bright colors makes it easier for drivers to see you at night but harder to see you during the day.

5. What is the main idea of this text?

A. Looking both ways before crossing the street is a simple rule.
B. You should cross the street only at marked crosswalks or corners, and always stop at the curb before crossing.
C. People walking at night should wear reflective clothing or tape so that drivers can see them.
D. Many pedestrians are hit by cars each year, but there are steps you can take to protect yourself.

6. Read these sentences from the text.

"We've all heard it a thousand times: 'Look both ways before you cross the street!' But how many people really obey this simple rule?"

What does "a thousand times" mean here?

A. at one time or another
B. once or twice
C. a lot
D. every single day of our lives
7. Read these sentences from the text.

"According to the Federal Highway Administration, about 100,000 pedestrians (puh-DESS-tree-uns; people traveling on foot) are hit by cars each year. It is one of the leading causes of accidental death for children."

What does "It" refer to?

A. the Federal Highway Administration
B. accidental death
C. driving a car
D. being hit by a car

8. Look at the rules from the National Highway Traffic Safety Administration for being safe while walking. What is the first rule listed?

9. According to the third rule, when should you look for cars?

10. What is a rule people could follow to be safe when walking in addition to the rules listed in the text?

Support your answer with evidence from the text.
Hundreds of millions of years ago, dinosaurs walked the earth. These ancient reptiles were very diverse, ranging in size, diet, movement, habits, and more. One group of dinosaurs was called the sauropods. These were the giants that many people today imagine when thinking of dinosaurs. They generally had large bodies and long necks. They walked on four legs and had a small head.

Just how big were the sauropods? Like other groups of dinosaurs, the sauropods differed in size from species to species. As a group, the sauropods included the largest land animals ever to exist. Many of the biggest sauropods were part of a subgroup called the titanosaurs. One titanosaur, the *Argentinosaurus*, was almost ten times bigger than the largest land mammals today. It may have grown to weigh 90 tons. That's more than twelve times as heavy as a large elephant! Other huge sauropods, like the *Apatosaurus* and *Brachiosaurus*, reached lengths of 65 to 100 feet from head to tail. And even the smaller ones were not very small. A small sauropod could reach a length of 50 feet!
Sauropods didn't always start out big. When a sauropod hatched from an egg, it usually weighed less than 11 pounds. But sauropods grew extremely quickly over the course of about thirty years. By the time they were done growing, they would have been at least 10,000 times heavier than when they were born! This quick rate of growth probably helped sauropods stay alive. The larger a baby sauropod was, the more likely it was to be able to stay safe from predators. This may have contributed to the overall large size of the sauropod group.

If larger sauropods were more likely to survive, then why weren't there even bigger sauropods? Scientists think that it probably would have been impossible for even larger sauropods to evolve. There simply wouldn't have been enough food to feed such huge creatures! Also, scientists think that if sauropods had gotten much bigger, their bones might not have been able to support their weight. Sauropods were about as large as they could possibly be.
Name: ___________________________ Date: _______________

1. What were sauropods?
   A. a group of fossils
   B. a group of dinosaurs
   C. a group of ancient plants
   D. a group of fish

2. This passage describes how sauropods looked and acted. How can sauropods best be described?
   A. They ate other dinosaurs.
   B. They were similar to each other.
   C. They were very large.
   D. They grew very slowly.

3. The passage says, "The larger a baby sauropod was, the more likely it was to be able to stay safe from predators. This may have contributed to the overall large size of the sauropod group." What conclusion can you draw from this statement?
   A. Sauropods were known for being fierce predators.
   B. Sauropods were able to hunt many other creatures because of their size.
   C. Sauropods were hunted by many kinds of predators.
   D. Not many predators could attack large creatures like sauropods.

4. The text calls some sauropods the largest land animals to ever exist. What detail from the text supports this statement?
   A. Sauropods usually weighed less than 11 pounds when they hatched from an egg, but grew extremely quickly over the course of thirty years.
   B. Scientists think that if sauropods had gotten much bigger, their bones might not have been able to support their weight, so they were as large as they could be.
   C. The larger a baby sauropod was, the more likely it was to be able to stay safe from predators.
   D. Sauropods generally had large bodies, long necks, small heads, and four legs.
5. What is the main idea of this passage?

A. The sauropods were huge dinosaurs that were able to stay safe from predators due to their size and rapid growth.
B. The sauropods were big, fierce predators who ate many smaller dinosaurs.
C. The sauropods were scientists who studied huge dinosaurs that had small heads and long necks.
D. Many kinds of dinosaurs walked the earth long ago, and one group of them was called the sauropods.

6. Please read the following sentence from the passage.

"These ancient reptiles were very diverse, ranging in size, diet, movement, habits, and more."

As used in the passage, what does the word "diverse" mean?

A. fierce
B. similar
C. special
D. different

7. Please choose the answer that best completes the sentence below.

_________ sauropods were all big, some species were bigger than others.

A. However
B. Finally
C. Although
D. Previously

8. How did different species of sauropods differ from each other?

9. In what ways were all sauropods similar? Include at least three details from the text in your answer.

10. A scientist has discovered a new species of dinosaur and wants to know if this species belongs to the sauropod group. What evidence should the scientist look for to prove the new species is a sauropod?
Jonny took his dog, Scruffy, out for a walk on a cold day in December. He bundled up in his heavy winter coat and put on his thick wool cap and heavy mittens before he said goodbye to his mom. Outside the front door, the whole world was like a winter wonderland: there were icicles hanging from tree branches and snow banks that rose all the way up to Jonny's knees. Scruffy was excited to be outside and scampered around, digging in the snow and jumping into drifts. Jonny was also glad to be out in the cold air. The blizzard that left all this snow had raged for two days, and he hadn't been allowed to go outside, even just to catch some air!

They walked through Jonny's neighborhood, passing people who looked glad to be outside, too. A few blocks down, Jonny saw his friend Marcus building a snowman with his big sister, Marie.

"Hi, Marcus!" Jonny called out. He walked over to the snowman.

"Hey, Jonny. You want to help?" Marcus was patting the bottom part of the snowman with his glove, while Marie was rolling together the second section of the snowman, packing the snow together to make sure it stayed in a round shape.

Jonny walked over and wrapped Scruffy's leash around Marcus's mailbox. Together, Jonny, Marcus, and Marie built an amazing snowman. They fashioned a long pointy nose out of many small twigs pulled together in a tent shape, and eyes out of bruised green apples Marie found in the house. They made the snowman's arms out of two longer sticks, setting them up to make it look like he was waving. Sometimes Jonny would look over and Scruffy would be digging again, but he mostly sat patiently, watching Jonny, Marcus, and Marie work.
When they were all done, Marcus and Marie's mom came outside to see their work. "This is an amazing snowman!" she said. "Does anyone want hot chocolate?"

All three kids and Scruffy ran into the house and warmed up. After about an hour, Jonny decided it was probably time to go home—the sun was beginning to set, and it was starting to get very cold. As he was saying goodbye to Marcus, Marie, and their mom, Scruffy ran out into the yard, ignoring all of their calls to stop and come back.

All of a sudden, Scruffy jumped up and gave the snowman a big bear hug.

"Oh no!" Jonny yelled, and ran out to the snowman, which was now a pile of snow and sticks on the ground. Marie and Marcus ran out behind him. All three looked down at the remains of the snowman and then at Scruffy, who was staring up at them, panting and smiling.

"Oh well," Marcus said. "We can build another one tomorrow."

Jonny apologized for Scruffy and clipped the leash back onto his collar. Marcus was right. Tomorrow was a new day and could mean another snowman. Jonny walked Scruffy home as the sun set. Maybe tomorrow he would build a snow-dog.
1. What is Scruffy?
   A. the snowman Jonny, Marcus, and Marie build
   B. a snow-dog that Jonny wants to build
   C. Jonny's cat
   D. Jonny's dog

2. What is the climax of the action in this story?
   A. Scruffy jumps up and knocks over the snowman.
   B. Jonny sees Marcus and Marie building a snowman.
   C. Marie finds two bruised green apples in her house.
   D. Jonny takes his dog outside for a walk.

3. Marcus is not upset after Scruffy knocks over the snowman that he, Jonny, and Marie built.
   What evidence from the story supports this statement?
   A. When Marcus first sees Jonny walk by, he invites Jonny to help him and Marie build a snowman.
   B. Marcus, Marie, and Jonny make a long pointy nose for their snowman by putting small twigs together in a tent shape.
   C. When Marcus sees the remains of the snowman, he says, "Oh well. We can build another one tomorrow."
   D. As the sun sets, Jonny walks Scruffy home and thinks about building a snow-dog on the following day.

4. Based on the events of the story, what can be concluded about Scruffy?
   A. Scruffy is probably a black dog.
   B. Scruffy is probably a brown dog.
   C. Scruffy is probably a small dog.
   D. Scruffy is probably a big dog.
5. What is a theme of this passage?
   A. making friends after moving to a new place
   B. having fun outdoors on a cold day
   C. saying sorry after making a big mistake
   D. saving money for going on vacation in the winter

6. Read the following sentence from the passage: "Outside the front door, the whole world was like a winter wonderland: there were icicles hanging from tree branches and snow banks that rose all the way up to Jonny's knees."

   What does the phrase "a winter wonderland" mean?
   A. a place where temperatures were once very cold during the winter but are now slowly rising
   B. a place where imaginary creatures like unicorns, witches, and elves live and get into fights with each other
   C. a place that has been changed so much by snow and ice that it looks strange and magical
   D. a place where snowmen come to life and take part in winter activities with children, such as sledding and snowball fights

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

   Marcus, Marie, and Jonny build a snowman; ________, Scruffy knocks it over.
   A. initially
   B. later on
   C. for example
   D. in summary

8. What does Jonny yell after Scruffy jumps on the snowman?

9. At the end of the story, what does Jonny think about doing tomorrow?

10. Does this story have a happy ending? Explain why or why not, using evidence from the story.
Gustavo's favorite sport is soccer. When he was only four years old, his older brother taught him how to kick the ball. At first Gustavo was never able to make the ball go where he wanted it to go. Now Gustavo is eight years old, and he has had a lot of practice. Gustavo's brother likes to kick the ball with his right foot. But Gustavo doesn't. Instead, he likes to kick it with his left foot so that it makes a loud sound - thwack! Gustavo calls it his lucky left foot. When Gustavo kicks the soccer ball hard with his left foot, he can make it fly into the goal.

Gustavo lives in Rio de Janeiro, one of the biggest cities in Brazil. Rio de Janeiro is on the beach and has very warm weather. All of Gustavo's friends love to play soccer when they get out of school. Today, there is a new boy at school. His name is Felipe, and he comes from Sao Paolo. Sao Paolo is another city in Brazil and has lots of tall buildings called skyscrapers.
After school, the boys invite Felipe to play soccer with them. Felipe says okay but looks very nervous.

As they walk to the soccer field, Gustavo asks Felipe, "What's wrong?" Felipe sighs and says, "I don't know how to play soccer. I tried once and everybody laughed at me." Gustavo pats Felipe on the shoulder. "That's alright," says Gustavo. "I used to be really bad too. You have to keep trying."

The game starts, and Gustavo moves to the front of the field. He plays the forward position and is always trying to score a goal on the other team. Gustavo feels happy every time he plays soccer and tonight he is playing even better than usual. He steals the ball from the other team and runs with it as fast as he can. Thwack! Gustavo kicks the ball with his lucky left foot and it flies through the sky into the goal. Everybody cheers and Gustavo feels like he is the king of the soccer field.

After the game, Gustavo and Felipe stay on the field to practice. Gustavo shows Felipe how he kicks with his lucky left foot. When Felipe tries to kick the ball, it goes in the wrong direction. Gustavo doesn't laugh at Felipe. Instead, he looks and sees that Felipe is kicking the wrong part of the ball with his foot. Gustavo shows Felipe where to kick the ball, and already Felipe is a little bit better. The rest of the week Gustavo and Felipe practice on the soccer field after the other boys leave. Felipe also practices kicking the ball before school. The next week Felipe scores his first goal, and Gustavo gives him a big high-five. Now Felipe looks forward to playing soccer every day, and Gustavo has a new friend.
1. What sport do Gustavo and Felipe play?
   A. baseball
   B. basketball
   C. soccer
   D. tennis

2. In this story, an effect is that Felipe gets better at soccer. What is the cause?
   A. Felipe gets laughed at the first time he tries to play soccer.
   B. Felipe practices kicking the soccer ball.
   C. Felipe kicks the soccer ball with the wrong part of his foot.
   D. Gustavo gives Felipe a big high-five.

3. Gustavo is good at soccer.
   What evidence from the story supports this conclusion?
   A. After a week of practice, Felipe scores his first goal and Gustavo gives him a big high-five.
   B. During a soccer game, Gustavo steals the ball from the other team and kicks it into the goal.
   C. When Gustavo's older brother taught him how to kick a soccer ball, Gustavo was never able to make it go where he wanted.
   D. Gustavo lives in Rio de Janeiro, a big city in Brazil that has very warm weather.

4. How do Felipe's feelings about playing soccer change in the story?
   A. He goes from feeling nervous to feeling excited.
   B. He goes from feeling excited to feeling nervous.
   C. He goes from feeling kind to feeling angry.
   D. He goes from feeling angry to feeling kind.
5. What is a theme of this story?
   A. Living somewhere with warm weather is a lot of fun.
   B. Playing sports causes children to be mean to each other.
   C. People should choose their friends carefully.
   D. People can get better at something through practice.

6. Read the following sentences: "Gustavo's brother likes to kick the ball with his right foot. But Gustavo doesn't. Instead, he likes to kick it with his left foot so that it makes a loud sound - thwack!"

   Why does the author write thwack! in the sentence above?
   A. to give readers an idea of what the loud sound was
   B. to show readers why Gustavo likes soccer so much
   C. to make readers feel sorry for Gustavo
   D. to help readers understand what going to school in Brazil is like

7. Choose the answer that best completes the sentence below.
   Felipe is nervous about playing soccer at first, _______ he looks forward to playing every day by the end of the story.
   A. as a result
   B. yet
   C. like
   D. so

8. What happens when Felipe tries to kick the soccer ball at first?

9. What happens after Felipe practices kicking the soccer ball?

10. In this story, is practice important to playing soccer? Support your answer with evidence from the passage.
A sunflower is a big, circular, yellow flower. Sunflowers need a lot of sun to grow. Sunflowers are actually made up of lots and lots of tiny flowers. The center part is made of one kind of flower, and the petals around it are another kind of flower.

We use sunflowers in different ways. One thing we do with them is look at them! Many people add them to gardens because they are so big, bright, and colorful. They can also be cut and brought inside. They will last a long time in a vase. A vase is a jar, bottle, or other container that is used to hold flowers.

Sunflower seeds are good to eat. People, birds, and other animals, including squirrels and chipmunks, love to eat sunflower seeds. They can be difficult to eat if they are still in their shells, but they are filled with protein and are good for you! Sunflower seeds also have a lot of oil in them. It can be squeezed out and collected. Many people use sunflower oil for cooking.

Sunflowers are pretty flowers, and they give us and other animals food. Be careful of the stems, though—they are rough and very scratchy!
1. What is a sunflower?
   A. a big, circular, yellow flower  
   B. a big, triangular, red flower  
   C. a small, circular, blue flower  
   D. a small, triangular, purple flower

2. What does the author describe in the second paragraph?
   A. the center of a sunflower  
   B. different ways people use sunflowers  
   C. animals that love to eat sunflower seeds  
   D. food that is made with sunflower oil

3. Sunflowers provide food to people and animals.

   What evidence in the text supports this statement?
   A. "Sunflowers are actually made up of lots and lots of tiny flowers."  
   B. "We use sunflowers in different ways. One thing we do with them is look at them!"  
   C. "They [sunflowers] will last a long time in a vase. A vase is a jar, bottle, or other container that is used to hold flowers."  
   D. "People, birds, and other animals, including squirrels and chipmunks, love to eat sunflower seeds."

4. Read these sentences from the text.

   "We use sunflowers in different ways. One thing we do with them is look at them!"

   Based on the information in this text, why might people look at sunflowers?
   A. because sunflower seeds are filled with protein  
   B. because sunflower seeds have a lot of oil in them  
   C. because sunflowers need a lot of sun to grow  
   D. because sunflowers are bright and pretty
5. What is the main idea of this text?
   A. Sunflowers are actually made up of lots and lots of tiny flowers.
   B. The stems of sunflowers are rough and scratchy.
   C. Sunflowers are pretty flowers that give people and animals food.
   D. Sunflower seeds can be difficult to eat if they are still in their shells.

6. Read this sentence from the text.
"Sunflowers are actually made up of lots and lots of tiny flowers."

Why might the author have used the phrase "lots and lots" here?
   A. to call attention to how bright sunflowers are
   B. to call attention to the amount of flowers that make up sunflowers
   C. to call attention to how small the flowers that make up sunflowers are
   D. to call attention to how much sun sunflowers need to grow

7. Read these sentences from the text.
"Sunflower seeds are good to eat. People, birds, and other animals, including squirrels and chipmunks, love to eat sunflower seeds. They can be difficult to eat if they are still in their shells, but they are filled with protein and are good for you!"

What does the word "they" in the last sentence refer to?
   A. people
   B. birds and animals
   C. squirrels and chipmunks
   D. sunflower seeds

8. What do sunflower seeds have inside them?

9. What do people use sunflower oil for?

10. Read this sentence from the text.
"We use sunflowers in different ways."

Explain what part of a sunflower might be most useful to people. Support your answer with evidence from the text.
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?
You are inviting guests to an amazing feast. What are you going to serve? Plan your menu. Share your menu with a family member.
Name:

What’s your friend’s favorite food? Write about it. Draw a picture of it.

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Write a story about an imaginary character. Draw pictures to illustrate your story.
Name:

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?

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Grade 3 Mathematics Homework • Multiply by multiples of 10

Use the number line to find the missing factor and the product.

4 x ______ = ______

6 x ______ = ______

Complete the equation. Show how to solve it on the numberline.

2 x ______ = ______
Grade 3 Mathematics Homework • Multiply by multiples of 10

What equation does each number line represent?

_____ x _____ = _____

_____ x _____ = _____

_____ x _____ = _____

_____ x _____ = _____

Elementary Mathematics Office, Howard County Public School System
This file may have been modified by the mathematics teacher.
Grade 3 Mathematics Homework • Multiplying by multiples of ten

Fill in the blanks to help you solve the equations:

a. \( 4 \times 20 = 4 \times (2 \times 10) \)
   \[ = (4 \times 2) \times 10 \]
   \[ = \_ \_ \_ \times 10 \]
   \[ = \_ \_ \_ \_ \_ \]

b. \( 3 \times 50 = 3 \times (5 \times 10) \)
   \[ = (3 \times 5) \times 10 \]
   \[ = \_ \_ \_ \times 10 \]
   \[ = \_ \_ \_ \_ \_ \]

c. \( 2 \times 70 = 2 \times (7 \times 10) \)
   \[ = (2 \times 7) \times 10 \]
   \[ = \_ \_ \_ \times 10 \]
   \[ = \_ \_ \_ \_ \_ \]

d. \( 2 \times 30 = 2 \times (3 \times 10) \)
   \[ = (2 \times 3) \times 10 \]
   \[ = \_ \_ \_ \times 10 \]
   \[ = \_ \_ \_ \_ \_ \]

Solve:

There are 60 minutes in one hour. How many minutes did Chelsea practice the violin last week if she practiced for 5 hours?
Grade 3 Mathematics Homework • Multiplying by multiples of ten

<table>
<thead>
<tr>
<th>Fill in the blanks</th>
<th>Show a representation</th>
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<tbody>
<tr>
<td>$3 \times 4 = ____$</td>
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<td>$3 \times 4 \text{ tens} = _____ \text{ tens}$</td>
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<tr>
<td>$3 \times 40 = ______$</td>
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<thead>
<tr>
<th>Fill in the blanks</th>
<th>Show a representation</th>
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<tbody>
<tr>
<td>$6 \times 5 = ____$</td>
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<tr>
<td>$6 \times 5 \text{ tens} = _____ \text{ tens}$</td>
<td></td>
</tr>
<tr>
<td>$6 \times 50 = ______$</td>
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</table>
Grade 3 Mathematics Homework • Word Problems

Third grade students from several schools were attending the University of Maryland Women’s basketball game. Use the information in the table below to solve the problems. Write an equation using a letter for the unknown number.

<table>
<thead>
<tr>
<th>School</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABC Elementary</td>
<td>278</td>
</tr>
<tr>
<td>Best Students Elementary</td>
<td>206</td>
</tr>
<tr>
<td>Smart Kids School</td>
<td>197</td>
</tr>
<tr>
<td>Math Master School</td>
<td>394</td>
</tr>
</tbody>
</table>

How many 3rd grade students attended the game?
Estimate: ______________________

Equation with a letter: ______________________

Solve:

How many more students attended from Math Master compared to Best Students?
Estimate: ______________________

Equation with a letter: ______________________

Solve: