**3RD GRADE**

*Standards Practice Pack F*

**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.
On July 4, 1776, the Declaration of Independence was signed, and the Revolutionary War was about to begin. Seven weeks later, on August 22, 1776, the British Army invaded New York. The British chose to attack Brooklyn, a village across the East River from Manhattan. General George Washington's army was located in this village. The Patriot forces were ready to fight, but they were badly outnumbered. The British had about 20,000 soldiers. The Americans had fewer than 13,000.

The battle started on August 27, when British soldiers raided a watermelon patch, and were fired upon by American troops. The Americans retreated northward, fighting as they went. The British surrounded the Americans, who fled across the Gowanus Creek. To keep back the British, they left behind a group of soldiers from Maryland: just a few hundred Americans to hold off 2,000 Redcoats (British Army soldiers).

The British were fighting from in front of the Old Stone House—a farmhouse built in 1699. The Marylanders attacked the house six times. Nearly all of them were killed or captured. As he watched from a nearby hill, General Washington said, "Good God! What brave fellows I must this day lose." Because of the sacrifice of the Marylanders, the rest of the American army was
able to escape. Had it not been for the fighting at the Old Stone House, the war could have been lost that morning.

The Revolution survived, and so did the Old Stone House. The family home of the Vechte family was sold to the Cortelyous in 1783. In the late 19th century, it served as the clubhouse for the baseball team that would later be named the Brooklyn Dodgers. In 1897, the house was destroyed and buried. Thirty years later, it was dug up and rebuilt by the New York City Parks Department.

"Eighty percent of the house," said Old Stone House Executive Director Kimberly Maier, "is original material."

On the outside, the house looks just as it did in 1699. On the inside, there is an exhibit about the Battle of Brooklyn and the men who died there. There are uniforms like the soldiers would have worn, maps of the battle, and a diorama of the fighting around the house. Six thousand children come every year to learn about the house. Maier and her staff teach them not just about the battle, but about what life was like in the 18th century.

"You couldn't just go to the grocery store," she said. "You just had one dress, because you had to weave it and cut the cloth and sew it together. The chores were so much more than just making your bed."

Maier said that school children are most surprised when they learn what playtime was like in the 18th century. To kids today, 18th century fun looks a lot like work.

"Kids would start out by helping in the garden, or helping to churn butter," Maier said.

Children would do basic weaving, or help in the kitchen. As they got better at these tasks, they would learn more advanced tasks. Eventually, they would be as good as a grown-up. When they played outside, they didn't have rubber balls. Instead, they used an inflated pig's bladder.

Outside the Old Stone House is a park. A few years ago, it was rebuilt. It has swings, fountains, and jungle gyms. Children play there every day—and they don't have to use a butter churn.
The Old Stone House - Comprehension Questions

Name: ___________________________________ Date: _______________

1. Where is the Old Stone House?
   A. Maryland
   B. Britain
   C. New York
   D. Washington

2. What does the author describe at the end of the passage?
   A. what life was like in the 18th century
   B. an exhibit about the Battle of Brooklyn
   C. how George Washington escaped from the British
   D. how the Old Stone House was destroyed and rebuilt

3. The Old Stone House played an important role in the American Revolution. What evidence from the passage supports this conclusion?
   A. "The British surrounded the Americans, who fled across the Gowanus Creek."
   B. "Had it not been for the fighting at the Old Stone House, the war could have been lost that morning."
   C. "The British chose to attack Brooklyn, a village across the river from Manhattan, where General George Washington had his army."
   D. "The Marylanders attacked the house six times. Nearly all of them were killed or captured."

4. The passage states, "Because of the sacrifice of the Marylanders, the American Army was able to escape."

What was the sacrifice of the Marylanders?
   A. They risked the Old Stone House to hold off 2,000 Redcoats.
   B. They risked their lives fighting with the American Army.
   C. They risked their lives to help the 2,000 Redcoats.
   D. They risked their lives to hold off 2,000 Redcoats.
5. What is this passage mostly about?
   A. the Old Stone House
   B. the Revolutionary War
   C. the Battle of Brooklyn
   D. George Washington

6. Read the following sentences: "The Patriot forces were ready to fight, but they were badly outnumbered. The British had about 20,000 soldiers. The Americans had fewer than 13,000."

   What does "they were badly outnumbered" mean?
   A. There were far more British soldiers than American soldiers.
   B. There was no way for the American soldiers to win.
   C. The Americans couldn't count the number of British soldiers.
   D. The American soldiers were better than the British soldiers.

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

   George Washington left a few hundred soldiers behind to hold off the British. _________, the American army was able to escape.
   A. On the other hand
   B. As a result
   C. For example
   D. In particular

8. What is currently inside the Old Stone House?

9. What can students on field trips learn about at the Old Stone House?

10. Explain whether the Old Stone House has changed a lot since the 18th century.
Poor Pluto!

It's bad enough to be the runt of the group, but to be told after 75 years that you're not even a member of the club - what an insult!

Pluto was first discovered in 1930. Until 2006, students were taught that it was the ninth and smallest planet in the solar system. Smaller than Earth's moon, it is not even as wide as the United States.

Pluto is made up almost entirely of rock and ice. It is so far away from Earth that the NASA New Horizons spacecraft took almost 10 years to get very close to it. Pluto's full orbit around the sun lasts almost 250 Earth years!
But as small as it is, as cold as it is, as far from the sun as it is, for all those years it was considered the ninth planet of the solar system... until Eris came around.

Eris was discovered in 2005. It is about the same size as Pluto. And like Pluto, it is part of the Kuiper Belt, a ring of objects that circle the outer edge of the solar system.

After Eris was discovered, scientists had to make a decision. Either Eris was the 10th planet in the solar system or it was not a planet at all! And if Eris weren't a planet, could Pluto be considered one?

Scientists made new rules for what is counted as a planet, and decided that neither Pluto nor Eris qualified.

A new category was created: dwarf planet. The official list of planets in the solar system went from nine to eight, and Pluto and Eris became members of the dwarf planet club. So long for Planet Pluto—but at least it no longer has to be the littlest guy in the club. In fact, Pluto is one of the bigger dwarf planets! Maybe Pluto doesn't have it so bad after all.
1. Pluto used to be considered a planet. Today, what is it considered to be?
   A. It is considered to be a dwarf planet.
   B. It is considered to be a star.
   C. It is considered to be a comet.
   D. It is considered to be an asteroid.

2. How does the text describe Pluto?
   A. Pluto is made up entirely of ice, and it is bigger than Venus.
   B. Pluto is made up entirely of rock and ice, and it is bigger than Earth's moon.
   C. Pluto is made up entirely of gas, and it is bigger than Earth's moon.
   D. Pluto is made up entirely of rock and ice, and it is smaller than Earth's moon.

3. Read these sentences from the text.

   After Eris was discovered, scientists had to make a decision.
   Either Eris was the 10th planet in the solar system or it was not a planet at all! And if Eris weren't a planet, could Pluto be considered one?

   Scientists made new rules for what is counted as a planet, and decided that neither Pluto nor Eris qualified.

   Based on this information, what did the discovery of Eris make scientists do?
   A. The discovery of Eris made scientists rethink the rules for what is counted as a star.
   B. The discovery of Eris made scientists rethink the rules for what is counted as a dwarf planet.
   C. The discovery of Eris made scientists rethink the rules for what is counted as a planet.
   D. The discovery of Eris made scientists add more planets to the group of planets.
4. After Eris was discovered, scientists had to decide whether to count it as a planet. Why did this make them question whether Pluto should still be counted as a planet?

A. because Pluto and Eris are both space objects
B. because Pluto and Eris were discovered at the same time
C. because Pluto and Eris are very different
D. because Pluto and Eris are very similar

5. What is the main idea of this text?

A. Pluto was no longer considered a planet after the discovery of Eris made scientists come up with new rules for what is counted as a planet.
B. Pluto is so far away from Earth that the NASA New Horizons spacecraft took almost 10 years to get very close to it.
C. Eris is about the same size as Pluto, and like Pluto, it is part of a ring of objects that circle the outer edge of the solar system.
D. Scientists come up with rules for what is counted as a planet and what is not.

6. Read these sentences from the text.

A new category was created: dwarf planet. The official list of planets in the solar system went from nine to eight, and Pluto and Eris became members of the dwarf planet club. So long for Planet Pluto—but at least it no longer has to be the littlest guy in the club. In fact, Pluto is one of the bigger dwarf planets! Maybe Pluto doesn't have it so bad after all.

What does the author mean by stating, "Maybe Pluto doesn't have it so bad after all"?

A. Even though Pluto is no longer counted as a planet, it is in a new group called dwarf planets.
B. Even though Pluto is no longer counted as a planet, it is one of the bigger dwarf planets.
C. Even though Pluto is no longer counted as a planet, it is still part of the ring of objects that circle the outer edge of the solar system.
D. Even though Pluto is now counted as a dwarf planet, it isn't alone as other space objects are counted as dwarf planets.
7. Choose the answer that best completes the sentence.

After scientists made new rules for what is counted as a planet, Pluto was no longer considered a planet. __________, the official list of planets in the solar system went from nine to eight.

A. Therefore
B. Although
C. On the other hand
D. Especially

8. According to the text, what were students taught about Pluto until 2006?

9. What decisions did scientists have to make after Eris was discovered?

10. Explain what made scientists decide to no longer count Pluto as a planet. Support your answer with evidence from the text.
Lights rise on Stacey and Jane, each eight years old, sitting cross-legged on the floor of Jane's playroom. The room is covered in pictures of ponies, toy ponies, and pony stuffed animals.

Jane, whose clothes are also covered in ponies, forces a toy pony into Stacey’s hand.

Stacey

I don't like ponies!

Jane

Too bad. It's my house.

STACEY

But it's all we ever do.

JANE

I know! Isn't it great?

STACEY

No! I get tired of it.

JANE

You're crazy.
STACEY

All of your stuffed animals are ponies! Every single one. That's crazy.

JANE

That's not true. This one's not a pony. It's a horse.

STACEY

Gah!

Jane gallops around Stacey, pretending to ride a pony. Perhaps she makes some horsie noises.

STACEY

Every time I come over here, you tell me about some new pony toy you have. They always have dumb names, like Windcatcher or Starfire.

JANE

Starfire is not a dumb name!

STACEY

There are so many other games to play! Like hide-and-seek, or house, or school.

JANE

Or ponies!

STACEY

What are you doing?! I'm trying to talk to you.

JANE

Wheeeee! I'm riding a pony!

Stacey stands and blocks Jane's way.

STACEY

I don't care if you're riding an elephant. I want to play something different.
JANE

Like what?

STACEY

We could build a fort.

JANE

Forts are boring. [Pause.] You know what isn't boring?

STACEY

What?

JANE

Ponies!

With a howl, Stacey flings herself into the pile of stuffed animals. Jane looks at her for a second, then keeps galloping around.

JANE

Weeee! Weeee! Weee-wait a minute.

STACEY

What?

JANE

I have an idea.

STACEY

[Suspicious.] Is it ponies?

JANE

Nope! It's totally different. We're both gonna love it.

STACEY
What is it?

JANE

We could play... unicorns!

STACEY

Unicorns are the same as ponies!

JANE

They are not. Ponies don't have any horns. Unicorns have one horn.

STACEY

My mother's right.

JANE

About what?

STACEY

You're... difficult. That's what she says. Jane is a difficult girl.

Jane shrugs.

STACEY

What we need is a compromise.

JANE

What's that?

STACEY

A compromise is where you get a little of what you want, and I get a little of what I want. And then we're both happy.

JANE

I don't like the sound of that.
STACEY

I promise it will work.

JANE

Okayyyyy. What is it?

STACEY

We play school-

JANE

No!

STACEY

-but it isn't an ordinary school!

JANE

Why not?

STACEY

It's a pony school.

JANE

[Smiling.] Am I a pony?

STACEY

Yes.

JANE

And you're a teacher.

STACEY

Yes.
But not a pony?

STACEY

I'm not a pony.

Jane sits. She thinks hard. Finally, she makes her pony face.

STACEY

[Teacher voice.] Now class. Are we ready to begin today's lesson? The subject is... oats.

JANE

Whinny!

Lights fade.

The End.
1. What does Stacey dislike?
   A. hide-and-seek
   B. school
   C. ponies
   D. elephants

2. What is the setting of this play?
   A. a farm
   B. a playroom
   C. a school
   D. a fort

3. Read these sentences from the text.

   Jane gallops around Stacey, pretending to ride a pony. Perhaps she makes some horsie noises.

   STACEY
   Every time I come over here, you tell me about some new pony toy you have. They always have dumb names, like Windcatcher or Starfire.

   Based on this information, what can you conclude about Jane's feelings toward ponies?
   A. Jane dislikes ponies.
   B. Jane is scared of ponies.
   C. Jane is sick of ponies.
   D. Jane loves ponies.
4. Read these sentences from the text.

STACEY
I don't care if you're riding an elephant. I want to play something different.

JANE
Like what?

STACEY
We could build a fort.

JANE
Forts are boring. [Pause.] You know what isn't boring?

STACEY
What?

JANE
Ponies!

With a howl, Stacey flings herself into the pile of stuffed animals. Jane looks at her for a second, then keeps galloping around.

Based on this information, what can you conclude about how Stacey is feeling toward Jane?

A. Stacey is feeling friendly toward Jane.
B. Stacey is feeling sorry for Jane.
C. Stacey is becoming afraid of Jane.
D. Stacey is getting frustrated with Jane.
5. What is a theme of this story?
   A. A compromise never makes anyone happy for long.
   B. A compromise can resolve a disagreement.
   C. Kids spend too much time playing and not enough time at school.
   D. Kids spend too much time at school and not enough time playing.

6. Read these sentences from the text.

   STACEY
   A compromise is where you get a little of what you want, and I get a little of what I want. And then we're both happy.

   JANE
   I don't like the sound of that.

   STACEY
   I promise it will work.

   JANE
   Okaaaaaaaaay. What is it?

   STACEY
   We play school-

   JANE
   No!

   Why might the author have Jane say "Okaaaaaaaaay" instead of "Okay"?
   A. to hint that Jane is eager to make a compromise
   B. to hint that Jane is getting bored with ponies
   C. to show that Jane is speaking quickly and angrily
   D. to show that Jane is speaking slowly and suspiciously
7. Read these sentences from the text.

STACEY
We play school-

JANE
No!

STACEY
-but it isn't an ordinary school!

What is the purpose of the dash after the word "school"?

A. to suggest that Stacey is becoming interested in ponies
B. to show that Stacey is being interrupted by Jane
C. to show that Stacey has forgotten what she wants to say next
D. to suggest that Stacey does not want to make a compromise

8. What is a compromise, according to Stacey?

9. Describe the game of "pony school" at the end of the play. Include at least two details from the text.

10. Explain whether playing "pony school" is a compromise for Stacey and Jane. Support your answer with evidence from the text.
"Those aren't the rules!" said Mario.

"This is my house! I'll tell you what the rules are!" said Nicky.

The two cousins stared at each other, both refusing to blink. They were warriors about to leap at each other's throats and settle their argument with violence. The battlefield lay between them, their armies strewn across it. It was not an ordinary battlefield covered with tanks and cannons and soldiers. It was a square, covered in colorful rectangles, some guarded by green and red plastic fortresses. But although the war wasn't real, the fight between Nicky and Mario was. They were playing Monopoly and prepared to do anything to win.

It had started that afternoon when Mario's mom dropped him off at Nicky's house. They were cousins, nearly the same age, and had been playing together since they were born. They had played pirates and action figures, video games and tag, and had always had a good time. But whenever they had made the mistake of playing Monopoly, the same thing always had happened.

It always started with an argument over who got to be which piece. Obviously, both of them
wanted to be the car.

"This is my house," Nicky would say. "I get to be the car."

"You were the car last time."

"This is my house," Nicky would repeat, not quite shouting yet. The shouting would come later.

They would always argue about who would be the banker and who the realtor. Managing the properties was preferable, of course, because it involved less counting. Counting is never fun.

"I'm the realtor," Mario would say.

"No," Nicky would reply.

"I called it."

"My house."

"I called it," Mario would repeat, a little bit closer to shouting this time.

"Fine."

And so, the Monopoly war always started quietly, but it would get a little bit louder after each turn around the board. For the first few rolls, there would be little conflict. Mario would buy Vermont Avenue; Nicky would buy St. Charles. But then one of them would get a property the other wanted.

"You can't buy Connecticut Avenue," Mario would say. "I need that one for my monopoly."

"Well, I don't want you to get a monopoly," Nicky would say, "but I'll sell it to you."

"Okay."

"Ten thousand dollars."

"There aren't even ten thousand dollars in the game," Mario would say, very nearly shouting.

"Okay. How about twenty thousand?"

"No deal."

No trades would ever be made. The game would stalemate and go on forever, unless one of
them got a monopoly by sheer chance. Then the taunting would begin.

"Oh wow," Mario would say. "You have Baltic Avenue, Connecticut, and St. Charles. Those are really great properties."

"Oh, so what? So you've got all the yellows. Everyone knows the yellows are the worst. Who is a Marvin Gardens, anyway?"

"I don't know, but as soon as I get a hotel on him, it's gonna cost you $1,200 to find out."

Their voices would get louder. Their sentences would get shorter. Their faces would get red as they counted out each move, slamming their pieces down with greater and greater fury. But they would not yell, no matter who landed on Free Parking, no matter how many hotels were built, no matter what monopolies were acquired. They would not yell...until one of them drew The Card.

Every time they landed on Chance, the room would grow quiet. They would lift the flimsy red cards slowly, knowing it could be the match that lit the flame.

And finally, as it always eventually did, The Card had appeared.

"Take a ride on the Reading Railroad," Mario had read. "If you pass Go, collect $200."

They both had looked at the board. Mario's piece—the hat, the stupid, boring, awful hat—had been on the Chance space two spots past Reading Railroad. If he went forward around the board, he would pass Go. He would get $200. He would be able to afford the railroad—one of his favorite properties—and the game would shift in his favor. But he had known Nicky wouldn't let that happen.

Nicky had picked up Mario's piece.

"Put that down," Mario had said.

Nicky had then moved it back two rectangles and put it on Reading Railroad.

"You know it goes forward," Mario had said. "You know it does!"

"The card doesn't say anything about that."

"The pieces always go forward. Always."

"Only on the cards that say 'Advance.' This doesn't say anything about it, so you take the most direct route. That means you go backwards. That means you don't get $200. My turn."
"Those aren't the rules!"

"This is my house! I'll tell you what the rules are!"

Now they were shouting. Now Mario didn't care about Reading Railroad anymore. Now all he wanted was to be right.

Nicky stood up, sore from so many hours sitting cross-legged. "Give me the dice," he said. "It's my turn."

"I move forward. I get $200."

"Give me the dice!"

Mario dropped the dice on the board, and Nicky bent down to pick them up. Mario bent down too, but he didn't reach for the dice. Without shouting at all, he slipped one finger under the board and flipped it as high as it would go. Money fluttered down from the ceiling like a very colorful snowstorm, as houses and hotels fell with all the clatter of plastic hail.

Nicky opened his mouth like he wanted to scream, but no words came out.

"I don't think this game works with two people," Mario said softly.

Nicky nodded. They cleaned up the game together, silently.
Trouble at Reading Railroad - Comprehension Questions

Name: ___________________________________ Date: _______________

1. What game do Mario and Nicky play in the story?
   A. tag
   B. pirates
   C. a video game
   D. Monopoly

2. What is the climax of the action in the story?
   A. Nicky agrees that Mario can be the realtor.
   B. Nicky buys St. Charles.
   C. Mario flips the board into the air.
   D. Mario's mom drops him off at Nicky's house.

3. Mario and Nicky are angry at each other.

What evidence from the passage supports this statement?
   A. "They were cousins, nearly the same age, and had been playing together since they were born."
   B. "Their faces would get red as they counted out each move, slamming their pieces down with greater and greater fury."
   C. "Mario's piece-the hat, the stupid, boring, awful hat-had been on the Chance space two spots past Reading Railroad. If he went forward around the board, he would pass Go."
   D. "They had played pirates and action figures, video games and tag, and had always had a good time."

4. What does Nicky believe about the rules of Monopoly?
   A. Nicky believes that the rules of Monopoly are too complicated for anyone to understand completely.
   B. Nicky believes that even though the card Mario draws does not say "Advance," Mario should still move his piece forward.
   C. Nicky believes that he gets to decide what the rules are because the game of Monopoly is being played at his house.
   D. Nicky believes that the rules of Monopoly are always the same, no matter where the game is being played.
5. What is this passage mostly about?

A. how much fun playing pirates can be
B. the reasons that some people dislike counting
C. buying hotels and riding a railroad
D. two boys fighting over a game

6. Read this sentence about Nicky and Mario: "They were warriors about to leap at each other's throats and settle their argument with violence."

Why does the author write that Nicky and Mario are "warriors about to leap at each other's throats"?

A. to help the reader understand how angry at each other Nicky and Mario are
B. to explain to the reader why Nicky and Mario have decided to play Monopoly instead of tag
C. to persuade the reader that playing Monopoly is more fun than playing video games
D. to prove that Mario is right about the direction in which his piece should move

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

Mario wants to move forward to Reading Railroad; ________, Nicky wants him to move backward.

A. earlier
B. consequently
C. in contrast
D. for instance

8. What would Mario be able to do if he collected $200 on his way to Reading Railroad?

9. What do Nicky and Mario do with the game after Mario flips the board into the air?

10. How are Nicky and Mario feeling at the very end of the story? Support your answer with evidence from the passage.
There are many rivers that run through Bangladesh. These rivers have played an important role in the development of Bangladesh. The rivers have helped Bangladesh build its economy in many ways. Boats can travel down these rivers, which makes it easy to trade with other countries. The natural power of these rivers can also be used to create energy. For example, the flow of the Karnaphuli River is interrupted by the Kaptai Dam. A dam is a large barrier that blocks water to generate electricity. The Kaptai Dam also serves as a water supply source. Unfortunately, the Kaptai Dam has had a negative impact on many of the locals. The construction of the Kaptai Dam forced thousands of people out of their homes. The Dam has also caused flooding in the area.

Like the Karnaphuli River, other rivers in Bangladesh often flood. In fact, these rivers overflow...
every year! Between June and October, the rivers flood the surrounding land. Severe flooding can damage crops and force people to leave their homes. These annual floods are necessary, however. The land needs water in order to be fertile, and fertile ground is important for growing crops. Farmers need the water from these floods, but they fear that too much water will ruin their crops.

The rivers in Bangladesh can be divided into five different groups. The first group is the Padma river and the streams that stem off of it. The Padma is also called the Ganges and it flows through multiple countries, including India, Nepal, and China. The second group is made up of the Meghna and Surma rivers. The Surma river flows for 559 miles! The third group is the Jamuna river, which often floods. The fourth group is the North Bengal rivers, and these are all located in north-western Bangladesh. The fifth group is the rivers in the Chittagong Hill Tracts, one of which is blocked by the Kaptai Dam.
1. According to the text, what has played an important role in the development of Bangladesh?
   A. rivers  
   B. mountains  
   C. deserts  
   D. the Kaptai Dam

2. The text describes the effects of rivers on Bangladesh. What is one of these effects?
   A. Rivers have caused different areas in Bangladesh to lose electricity.  
   B. Rivers have made Bangladesh's trade with other countries harder.  
   C. Rivers have helped Bangladesh build its economy.  
   D. Rivers have caused different areas in Bangladesh to become dry.

3. Read the following sentences from the text.

   A dam is a large barrier that blocks water to generate electricity.  
   The Kaptai Dam also serves as a water supply source.  
   Unfortunately, the Kaptai Dam has had a negative impact on many of the locals. The construction of the Kaptai Dam forced thousands of people out of their homes. The Dam has also caused flooding in the area.

Which conclusion about dams does this information best support?
   A. Dams can have both helpful and harmful effects on the areas near them.  
   B. Dams can only have harmful effects on the areas near them.  
   C. Dams can only have positive effects on the areas near them.  
   D. Dams normally don't affect the areas near them.
4. Why might a farmer in Bangladesh face both benefits and risks living near a river?

A. The rivers give farmers easier access to water. However, the rivers can severely overflow which can ruin farmers' homes and crops.

B. The rivers give farmers easier access to animals they can use to help grow their crops. However, the rivers can severely overflow which can ruin farmers' homes and crops.

C. The rivers give farmers easier access to water. However, the rivers often cut off the electricity in their homes.

D. The rivers give farmers easier access to water. However, the rivers often attract animals that destroy their crops.

5. What is the main idea of the text?

A. The Kaptai Dam has had a negative impact on many of the locals. For example, its construction forced thousands of people out of their homes.

B. The rivers in Bangladesh flood the surrounding lands every year. Severe flooding can damage crops and force people to leave their homes.

C. Rivers in Bangladesh have played an important role in the country's development. However, these rivers often flood, which can cause people to lose their homes and crops.

D. Rivers can help countries develop their trade because they allow people to more easily move goods from one location to another.

6. The author provides a map of Bangladesh. Why might the author have included this map?

A. to show Bangladesh has built its economy and expanded its trade with other countries

B. to show Bangladesh has different rivers running through it

C. to show severe flooding can damage crops and force people to leave their homes in Bangladesh

D. to show the rivers in Bangladesh flood every year
7. Choose the answer that best completes this sentence.

Rivers can be an important source of water for the people in surrounding lands. ______, they can help generate electricity for locals.

   A. In addition
   B. On the contrary
   C. In conclusion
   D. Specifically

8. The rivers in Bangladesh can be divided into five different groups. What is one of these groups?

9. Describe one of the positive effects rivers in Bangladesh have had on the country's people.

10. Cities have often been built near bodies of water. Explain why this might be true by using information from the text.
Write about someone that you think is a hero. Tell why she or he is a hero to you.

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
Name:

Write about someone that you think is a hero. Tell why she or he is a hero to you.

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

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Name:

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 • Word Problems

The students in grades 3-5 at an elementary school collected cans of food for a food drive. Use the information in the table below to solve the problems. Write an equation using a letter to solve the problem.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Cans Collected</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>591</td>
</tr>
<tr>
<td>4</td>
<td>95</td>
</tr>
<tr>
<td>5</td>
<td>194</td>
</tr>
</tbody>
</table>

Food Bank Collection

How many more cans did third grade collect compared to fourth grade?

Estimate: ____________________

Equation with a letter: ____________________

Solve:

How many cans did the students collect?

Estimate: ____________________

Equation with a letter: ____________________

Solve:
Grade 3 Mathematics Homework • Division as an unknown

Write 2 equations that can help you to solve each problem.

The third graders were playing kickball at recess. There are 20 students that need to be put into 2 teams. How many players will be on each team?

\[ \text{________} \times \text{________} = \text{________} \]

\[ \text{________} \div \text{________} = \text{________} \]

Paige got a new bookshelf for her room. The bookshelf has 5 shelves. If Paige has 40 books, how many books can she put on each shelf?

\[ \text{________} \times \text{________} = \text{________} \]

\[ \text{________} \div \text{________} = \text{________} \]
Find each product.

5 x 3 x 2 = _______  
6 x 2 x 2 = _______

Find each missing factor.

2 x 5 x □ = 40  
2 x □ x 2 = 8

Greyson and Kane each sliced 2 apples into 4 pieces. Write a multiplication equation to show the total number of apple slices.
Grade 3 Mathematics Homework • Mix of Multiplication and Division Word Problems. Solve each problem. Show your thinking.

Josie and Jillian each have 3 packs of gum. Each pack has 8 sticks of gum in them. How many sticks of gum do Josie and Jillian have?

There are four tables in the classroom with two baskets on each table. Every basket has six pencils inside. How many pencils are there altogether?
Grade 3 Mathematics Homework • Division as an unknown

Use the numbers 5, 15, 3 to write a fact family.

_____ 〇  _______  =  _______

_____ 〇  _______  =  _______

_____ 〇  _______  =  _______

_____ 〇  _______  =  _______

Write a multiplication fact that can help you to solve the division equation.

12 ÷ 2 = _________  _________ x _________ = _________

50 ÷ 10 = _________  _________ x _________ = _________

45 ÷ 5 = _________  _________ x _________ = _________