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.
Since she can remember, Lisa has been asking Mom and Dad for a baby sister. She wants to be like her friend Bethany, who has a baby sister she can play with all the time. When Lisa comes home from school, she only has her dad to play with, while Mom is away at work. Dad is fun, and they do a lot of gardening together in the backyard. But it's not the same as having a little sister to play with. She likes to garden with Dad, and on special days, the tomato plant has shiny red tomatoes on them. She plucks them with Dad, and they wash them and have them for dinner. Dad always gets to teach Lisa things in the garden, about the caterpillars and their life cycles. And Mom gets to help her with her homework. Whom does Lisa get to help?

One day, Mom comes home from work with a big smile on her face. "Lisa," she says, "I have a surprise for you."

"Is it cupcakes?" Lisa asks. She loves the red velvet cupcakes that Mom brings home; the red and white colors are so pretty together.

"No, it's better than cupcakes," Mom says.

Lisa can't imagine what this present might be. She knows baby sisters don't come in boxes, and Mom is holding a big striped box wrapped in pink ribbon.

"Go on, open it," Mom says.

Lisa carefully unties the ribbon and lifts the lid off the box. Inside is a yellow t-shirt-her
favorite color-neatly folded, just the way Mom folds her clothes at home. Lisa pulls out the t-shirt and holds it open. There are lots of blue letters written across the front of the t-shirt. "It's a t-shirt, with something written on it," Lisa says.

"What does it say?" Dad asks.

Lisa looks at Mom and waits for Mom to tell her. She is learning to read at school, but it still takes her a while to get through all the letters and sound out the words.

"I'm not going to tell you," Mom says. "This is your present, your t-shirt. The words are for you to read!"

Lisa looks at Dad but he isn't going to help her either. The first letters are "I" and "M."

"I...im...I'm," Lisa says.

"Good," her parents say.

The next word is easy. "A." And then, "Buh...bi...big."

"You're doing great," Dad says, with his arm around Mom.

This is a long word, Lisa thinks to herself. "Suh...si...s...tuh...sist...err...wait a minute!"

Lisa looks at her parents, who are grinning at her.

"Sister?" she guesses.

"Yes," they laugh.

"I'm a big sister? Is that what the t-shirt says?"

"You're going to be a big sister," Mom repeats.

"How do you know?" Lisa asks.

"I went to the doctor on my way home from work, who told me that I'm going to have a baby!"
Surprise Message - Comprehension Questions

Name: ____________________________ Date: _______________

1. What has Lisa been asking her mom and dad for?
   A. cupcakes
   B. a puppy
   C. a baby sister
   D. a t-shirt

2. What problem does Lisa face at the beginning of the story?
   A. She does not have a sister to play with.
   B. She is fighting with her friend Bethany.
   C. She does not like to garden.
   D. Her dad is not home after school.

3. Lisa's mom is happy about the surprise for Lisa.

Which sentence from the passage supports this statement?
   A. "She knows baby sisters don't come in boxes, and Mom is holding a big striped box wrapped in pink ribbon."
   B. "One day, Mom comes home from work with a big smile on her face. 'Lisa,' she says, 'I have a surprise for you.'"
   C. "Lisa carefully unties the ribbon and lifts the lid off the box. Inside is a yellow t-shirt-her favorite color-neatly folded, just the way Mom folds her clothes at home."
   D. "'I'm not going to tell you,' Mom says. 'This is your present, your t-shirt. The words are for you to read!'"

4. Why won't Lisa's parents tell her what the t-shirt says?
   A. because they don't know what the t-shirt says
   B. because they are mean
   C. because they are testing Lisa
   D. because they want Lisa to figure out the message on her own
5. What is this story mainly about?
   A. a girl who likes to garden
   B. a girl who wants a baby sister
   C. a girl who wants to be an only child
   D. a girl who wants a baby brother

6. Read the following sentences: "She likes to garden with Dad, and on special days, the tomato plant has shiny red tomatoes on them. She plucks them with Dad, and they wash them and have them for dinner."

As used in the passage, what does the word "pluck" mean?
   A. to water a plant
   B. to cut up a vegetable
   C. to plant a vegetable
   D. to pick from a plant

7. Choose the answer that best completes the sentence below.
   Bethany has a little sister to play with; ______ Lisa does not.
   A. specifically
   B. therefore
   C. however
   D. especially

8. Why does Lisa want a baby sister?

9. What is the "surprise message" in the passage, and how is it delivered?

10. Does Lisa get what she wants at the end of the story? Explain why or why not with an example from the text.
The alarm went off again. Jonas knew what to do this time. They all had to go out in the hall, sit next to each other, and curl up into a ball. This was in case there was a tornado. Jonas hadn't understood how in the world going into the hall and curling up into a ball would help you if you got hit by a tornado. Then his teacher had told him that they went into the hall to be away from windows that might break during a tornado. Curling up was in case something fell on you. That's why they put their hands over their neck, to protect it in case something sharp fell.

Molly had just joined the class, and she sat next to Jonas. When the alarm went off, Molly hid under her desk. Jonas had to tell her to get out from under there and follow the class in the hall.
It turned out to be a drill, just like last time. After a few minutes, all the students went back into their classroom and sat back down at their desks. After school, Jonas teased Molly about hiding under her desk when the alarm went off. "Scaredy cat!" he said. Molly laughed at him. "I wasn't scared," she replied. Molly explained. She had moved to Oklahoma from California last week. In school in California, when the alarm went off, it was an earthquake drill, not a tornado drill. During the earthquake drill, you were supposed to hide under your desk.

Kanisha overheard them. She told them she had just visited her cousins in Florida, and there they are more likely to face a hurricane instead of a tornado or an earthquake. One time the weather forecaster on the nightly news said that a hurricane had formed near Florida, and that the hurricane would probably impact the area. So school was closed completely the next day.

There are other storms that can be predicted at least a day before they hit, and schools might close if severe weather were likely to impact the areas near the schools. Jonas had cousins in Minnesota. They told him that they had three days in a row with no school because it wouldn't stop snowing. They had known about the snowstorm from a prediction by the weather forecaster the day before it started to snow.

"Any storm is scary, but I think earthquakes and tornadoes are the scariest," Molly said. "The weather forecaster can probably tell you if a hurricane or snowstorm will come. With earthquakes and tornadoes, you never know."
1. What do students do during a tornado drill?
   A. go into the basement
   B. go into the hall and curl up in a ball
   C. hide under their desks
   D. stay home from school

2. What is the setting of this story?
   A. a classroom in Oklahoma
   B. a classroom in California
   C. a classroom in Florida
   D. a classroom in Minnesota

3. Read the following sentences: "Molly had just joined the class, and sat next to Jonas. When the alarm went off, Molly hid under her desk. Jonas had to tell her to get out from under there and follow the class in the hall."

Based on the evidence above, what conclusion can be made?
   A. Molly did not know it was a tornado drill at first.
   B. Jonas didn't know what to do in a tornado drill.
   C. Molly was hiding from Jonas because she felt shy.
   D. The teacher forgot about Molly during the drill.

4. Based on the story, what conclusion can be made about emergency drills?
   A. Emergency drills are different depending on the different weather.
   B. All emergency drills are the same.
   C. Emergency drills are different depending on the different school districts.
   D. Emergency drills are different depending on the different countries.

5. What is this story mainly about?
   A. the proper procedures for tornado drills
   B. the differences between Oklahoma and California culture
   C. the best way to make new students feel welcome at school
   D. the different ways people respond to weather across the US
6. Read the following sentences: "Jonas had cousins in Minnesota. They told him that they had three days in a row with no school because it wouldn't stop snowing, but they had known about the snowstorm from a prediction by the weather forecaster the day before it started to snow."

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

A. someone who reports breaking news stories on TV  
B. someone who makes predictions of the future  
C. someone who gives people instructions for drills  
D. someone who is an expert on snow

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

The weather forecaster can probably tell you if a tornado or hurricane will come. ________, with earthquakes you never know.

A. Actually  
B. On the other hand  
C. Finally  
D. For example

8. Why did Molly hide under her desk during the tornado drill instead of going into the hall like Jonas?

9. Students in Oklahoma, California, Florida and Minnesota all have different ways of responding to weather in their areas. What evidence from the text supports this conclusion?

10. Why is it important to know what kind of weather is coming into your area? Use information from the story to support your answer.
Jordan loves to use clues to solve riddles. That's why she loves treasure hunts. She always dreams about being a pirate who is searching for a big treasure chest. She climbs trees and digs holes in her backyard, pretending that she is on a treasure hunt.

Jordan's birthday is soon. Her friends Cameron and Annie decide to create a treasure hunt as her birthday present. They ask their parents what they can do.

"Well, first, you would need to make a map!" says Cameron's mom.

"How do we do that?" Cameron asks.

His mom pulls out a piece of paper and several crayons. "First, you need to draw the place where you will hide the treasure," she says. "How about you draw our backyard?"

Cameron pulls out a black crayon and starts to draw. He marks the spot where the porch is, and he draws a black circle to show where his trampoline sits. His mom pulls out a green crayon and draws the big trees that surround their backyard. "See? There are plenty of places to hide a treasure," she tells him.
The next day, Cameron shows Annie the map. She thinks that it looks just like his backyard. "It's perfect!" she says, excited.

"Now, we just need to mark the places where we will hide the clues and then the treasure," Cameron says, looking around his backyard.

Annie walks over to the trampoline. She gets down on her hands and knees and finds a big rock. "We can hide a clue under here!" she shouts to Cameron.

Cameron nods his head in agreement. He points to the porch and then to a big tree near the trampoline. "We can also put clues near those spots!" he says.

His mom comes outside and sees them planning the treasure hunt. "Don't forget to draw the bird fountain on the map," she says. "You can draw the fountain with a blue crayon so that Jordan will know that it's filled with water."

Cameron and Annie run to get the map. "We can also add the rock by the trampoline so that Jordan can find the clue," Annie says.

"And we should draw the tree by the porch!" Cameron adds.

They put more on the map, and when they finish, their drawing includes everything in Cameron's backyard. They map all the shapes and kinds of land and water in the area.

After they hide all the clues (ten in total), Cameron and Annie think about the treasure. "It should be a chest full of candy!" Annie says.

"That's cool! But we could also fill a chest with pirate stuff like a compass and a pirate hat, and even a message in a bottle!" says Cameron.

They finally decide to do both. Their parents help them find a small chest, and they fill it with pirate things and candy. They dig a hole near a tree and bury the chest.

The next day, Jordan comes to Cameron's house for her birthday. Many of their friends come as well. After they cut the cake, Cameron and Annie tell Jordan that they have a surprise for her. They give her the first clue.

"This is so exciting! Thank you so much, guys!" Jordan exclaims. She sets out to find her treasure, with the map in hand.
1. What do Annie and Cameron do for Jordan's birthday?
   A. buy her a puppy
   B. throw a surprise party
   C. take her to a pirate theme park
   D. create a treasure hunt

2. What is the first step Annie and Cameron take to plan Jordan's treasure hunt?
   A. hide the clues
   B. bury the treasure
   C. draw a map
   D. buy the candy

3. There are lots of places to hide clues in Cameron's backyard. What evidence supports this conclusion?
   A. Cameron and Annie ask their parents for help.
   B. Cameron and Annie hide ten different clues.
   C. Cameron and Annie make a map of the backyard.
   D. Cameron and Annie mark where the clues are hidden on the map.

4. How does Jordan feel about the scavenger hunt her friends prepare?
   A. happy and excited
   B. bored and uninterested
   C. sad and disappointed
   D. nervous and doubtful

5. What is this passage mostly about?
   A. pirates and treasure
   B. mapping a backyard
   C. planning a treasure hunt
   D. birthday parties
6. Read the following sentences: "After they cut the cake, Cameron and Annie tell Jordan that they have a surprise for her. They give her the first clue. 'This is so exciting! Thank you so much, guys!' Jordan **exclaims.**"

What does "**exclaim**" mean?

A. breathe  
B. mumble  
C. whisper  
D. shout

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

_______ they bury the treasure, Annie and Cameron hide all of the clues.

A. Finally  
B. Before  
C. Although  
D. First

8. What was the treasure at the end of the scavenger hunt?

9. What did Cameron and Annie draw and mark on the treasure map?

10. How will Jordan use the treasure map Cameron and Annie created to find the treasure? Use information from the passage to support your answer.
What Is a Line?
by Ojus Doshi

You sit down at a table with a pencil in hand and a blank sheet of paper in front of you. What's the first thing you draw? You probably start out by drawing a line. A line is a way to connect one point to another point.

There are many types of lines. Each kind helps artists and illustrators create art that communicates certain feelings.

Straight lines travel directly from one point to the next in the quickest way possible, like the lowercase letter "l." Straight lines communicate precision and directness.

Curved lines bend as they go from one end to another. Think about the smooth curve of a circle. Curved lines may communicate gentleness or softness.

Lines can be thick or thin or anywhere in between. You can draw a thick line by pressing harder on your pencil. Thick lines are heavy and definite. Thin lines, on the other hand, only need a small amount of pressure when you draw. Thin lines communicate lightness or quickness.

Finally, lines can take the form of a zig-zag, creating a jagged edge. Think of a row of teeth from a shark or the letter "Z." Zig-zag lines may communicate sharpness or roughness. The opposite of a zig-zag is a wavy line. Like the waves of the ocean, lines can gently go up and down. These lines can communicate that something is silly and fun.
1. What does a line do?
   A. It connects two points.
   B. It goes on forever.
   C. It shows something's weight.
   D. It connects to itself.

2. What does the author describe in this text?
   A. different styles of art
   B. different kinds of lines
   C. different artwork that uses lines
   D. different ways to create art

3. Straight lines communicate precision and directness. Curved lines may communicate gentleness or softness. Wavy lines can communicate that something is silly and fun.

   What conclusion can you draw based on this evidence?
   A. Some lines do not communicate any feelings.
   B. There are some feelings that cannot be communicated by lines.
   C. Different kinds of lines can be used to communicate a single feeling.
   D. Different kinds of lines can communicate different feelings.

4. Based on the text, what kind of line could communicate that something is both direct and quick?
   A. a thick curved line
   B. a thick zig-zag line
   C. a thin wavy line
   D. a thin straight line
5. What is the main idea of this text?
   A. Lines can be thick or thin, and the thickness of a line can communicate different feelings in art.
   B. Zig-zag lines create a jagged edge, while wavy lines go gently up and down.
   C. There are many different kinds of lines, and they can be used to communicate different feelings.
   D. The first thing you draw when you sit down with a pencil and paper is probably a line.

6. Read these sentences from the text.

   Straight lines travel directly from one point to the next in the quickest way possible, like the lowercase letter "l." Straight lines communicate precision and directness.

   Curved lines bend as they go from one end to another. . . . Curved lines may communicate gentleness or softness.

   What does the word "communicate" most nearly mean in these sentences?
   A. to show or express a feeling
   B. to hide something
   C. to fight against someone
   D. to go from one point to another

7. Choose the answer that best completes the sentence.

   Thick lines are heavy and definite, ______ thin lines communicate lightness or quickness.
   A. while
   B. similarly
   C. because
   D. for example

8. What is one thing that a wavy line may communicate?
9. Contrast a zig-zag line and a wavy line.

Support your answer with evidence from the text.

10. Imagine you are drawing something and want to show that it is soft, quick, and fun. What kinds of lines might you use in your drawing?

Support your answer with evidence from the text.
One of the most inspiring athletes of the 2016 Olympic Games in Rio, Brazil was Yusra Mardini. Mardini grew up in Syria. She swam for this country in many swimming competitions. She was going to swim in the Olympics for Syria, but then she had to flee from her home country in 2015. Syria was in the middle of a war, and it became dangerous for people to live there. She was only seventeen years old at this time.

After Mardini and her sister left Syria, they needed to get to Greece. In order to do that, they had to cross the Aegean Sea by boat. This boat was only supposed to hold six people. However, twenty passengers were on the boat. The engine broke down in the middle of the Aegean Sea, but only three passengers knew how to swim. One of them was Mardini. The three swimmers wanted to keep everyone alive, and they knew what they needed to do. The three girls dragged the boat across the sea for hours. After swimming for more than three hours, they brought the boat to land.

Over the next year, Mardini trained in Berlin, Germany. In 2016, she swam in the Olympics. She was on the Refugee team. While she did not win a medal, she wants to compete in the 2020 Olympics in Tokyo. People around the world think that Yusra Mardini is a hero. When she is not training in the pool, she works as an ambassador for refugees.
Photo Credit: United Nations, CC BY-SA 4.0

Photograph of Yusra Mardini floating in a pool
1. Why did Yusra Mardini have to leave Syria?
   A. She left because there was a war and it was dangerous.
   B. She left because she wanted to travel the world.
   C. She left because she needed to help steer a boat across the Aegean Sea.
   D. She left to train and compete for Syria in the Olympics.

2. The author describes how Mardini escaped from Syria. What is one thing she had to do to escape?
   A. She had to swim in a competition.
   B. She had to fix the broken engine of a boat.
   C. She had to teach twenty people to swim.
   D. She had to pull a boat with twenty people in it.

3. The text says that the boat's engine broke down. What evidence from the text best explains why this may have happened?
   A. "The three girls dragged the boat across the sea for hours."
   B. "Syria was in the middle of a war, and it became dangerous for people to live there."
   C. "This boat was only supposed to hold six people. However, twenty passengers were on the boat."
   D. "The three swimmers wanted to keep everyone alive, and they know what they needed to do."

4. After the boat's engine broke down, Mardini and two other passengers pulled the boat across the Aegean Sea. How can their actions best be described?
   A. confusing
   B. selfish
   C. soothing
   D. brave
5. What is the main idea of this text?

A. Yusra Mardini is a refugee who escaped war in Syria and sought safety in Greece.
B. Yusra Mardini escaped war in Syria and helped others on her way to becoming an inspiring Olympic athlete.
C. Yusra Mardini is an Olympic swimmer and an ambassador for refugees who originally came from Syria.
D. Yusra Mardini trained for the Olympics by pulling a boat with 20 people in it across the Aegean Sea.

6. Please read the following sentences from the text.

"She was going to swim in the Olympics for Syria, but then she had to **flee** from her home country in 2015. Syria was in the middle of a war, and it became dangerous for people to live there."

As used in the passage, what does the word **flee** mean?

A. free
B. jump
C. train
D. escape

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

___ Yusra Mardini and her sister left Syria, Mardini trained in Berlin.

A. after
B. soon
C. so
D. ultimately

8. Why was Yusra Mardini unable to swim for Syria in the Olympics?

9. Yusra Mardini is a determined person who does not give up. What evidence from the text supports this statement?

10. Why do people think that Yusra Mardini is a hero? Support your answer with evidence from the text.
Name:

Would you like to work in space? Why or why not?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
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?
Name:

If you could be president of any club, what would you choose?

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________
Name:

How can our class be good role models for the kindergarten and 1st-grade students?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
Name:

If you were a teacher, what would you teach? Why?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
Grade 3 Mathematics Homework • Partition shapes into equal parts into equal areas

Partition the circle into 2 equal parts. Shade in one part.

Write the fraction that represents the shaded area. ______________

Partition the rectangle into three equal parts. Shade in two of the parts.

Write the fraction that represents the shaded area. ______________
Grade 3 Mathematics Homework • Word Problems

Solve each problem. Show your thinking.

1. Four children are playing tennis together. They each brought five balls. How many tennis balls do they have total?

2. The Snack Shack sold 175 burgers and 258 hot dogs. How many burgers and hot dogs did they sell?
Name:                                     Date:

Grade 3 Mathematics Homework • Geometry - Attributes and Categories of Shapes

Choose two shapes from the list below.

rectangle   triangle   square

trapezoid   rhombus   quadrilateral

Draw and label each shape.

Write two attributes the shapes share and two ways the shapes are different.
Use the word bank above and the clues below to identify the shape.

I have 4 sides.
All of my sides are the same length.
I have 4 right angles.  

I have 3 sides.
I have 3 angles.  

I am a quadrilateral.
I have one pair of opposite parallel sides.  

I have 4 sides.
All of my sides are the same length.
My angles are not right.  

Grade 3 Mathematics Homework • Geometry - Attributes and Categories of Shapes

Draw and label three different quadrilaterals below.

Explain how you know that they are quadrilaterals.

Jillian says a pentagon is also a quadrilateral. Do you agree or disagree with her? Why?