**3rd Grade**

Standards Practice Pack A

**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.
Dolphin Rescue

Scientists make a new tail for a dolphin.

Meet Winter. Winter is a 4-year-old dolphin. She lives at the Clearwater Marine Aquarium in Clearwater, Florida. Unlike other dolphins, Winter has a prosthetic tail that was made just for her. A prosthetic body part is a fake part that is used in place of a real one.

Why did Winter need a new tail? In 2005, she got caught in a crab trapline and needed to be rescued. A crab trapline is a cord used to lift a crab trap out of the ocean. The cord damaged Winter's tail and made it fall off. She was only 3 months old. Many people thought she would not survive. Dolphins need to move their tails up and down to swim.
A crab trap is used to catch crabs in the ocean. The traps can be a danger to dolphins and other ocean animals.

Making a New Tail

Scientist Kevin Carroll heard about Winter. He makes prosthetic parts for humans. "I thought to myself, 'That poor dolphin,'" says Carroll. "Then I thought, 'That's what we do. We replace missing body parts. Why not a dolphin?'"

Carroll and his team tried many ideas. Finally, they made a tail that worked. It is made of a special material that works well with Winter's sensitive skin. The tail is placed over a gel-like material that helps hold it in place. The new tail lets Winter move quickly through the water. She is now able to swim like a dolphin again!
A New Tail - Comprehension Questions

Name: ____________________________ Date: _______________

1. What is a prosthetic body part?
   A. a fake body part that is used in place of a real one
   B. a real body part that is used in place of a fake one
   C. a fake body part that is used along with another fake one
   D. a real body part that is used along with another real one

2. In 2005, Winter's tail was damaged and fell off. What was the effect of Winter losing her tail?
   A. Winter could swim faster.
   B. Winter could not swim at all and had to stay still.
   C. Winter had to swim differently.
   D. Winter could swim better.

3. Read these sentences from the text.

   "In 2005, [Winter] got caught in a crab trapline and needed to be rescued. [...] The cord damaged Winter's tail and made it fall off. [...] Many people thought she would not survive. Dolphins need to move their tails up and down to swim."

Based on this information, what can you infer about the importance of a dolphin's tail?
   A. A dolphin's tail is not important to its ability to survive.
   B. A dolphin's tail is important to its ability to survive.
   C. A dolphin's tail is not important to its ability to swim.
   D. A dolphin's tail is important to its ability to be rescued.
4. Read these sentences from the text.

"Carroll and his team tried many ideas. Finally, they made a tail that worked. It is made of a special material that works well with Winter's sensitive skin. The tail is placed over a gel-like material that helps hold it in place. The new tail lets Winter move quickly through the water."

Based on this information, what can you infer about the ideas Carroll and his team tried before they made a tail that worked?

A. These ideas probably allowed Winter to swim like a dolphin again.
B. These ideas probably held Winter's new tail in place.
C. These ideas probably did not let Winter move quickly through the water.
D. These ideas probably worked well with Winter's skin.

5. What is the main idea of this text?

A. Scientists made a new tail for a dolphin that had lost her tail.
B. Scientists proved that prosthetic body parts are better than real ones.
C. Crab traplines are dangerous to dolphins.
D. Dolphins need to move their tails up and down to swim.

6. At the end of the passage, there is an illustration of Winter's prosthetic tail. Why might the author have included this illustration?

A. to show readers how Winter's prosthetic tail is better than a real tail
B. to show readers how a real tail is better than Winter's prosthetic tail
C. to show readers what Winter's prosthetic tail looks like
D. to show readers what all prosthetic tails look like
7. Read these sentences from the text.

"When making Winter's tail, Carroll and his team tried many ideas. Finally, they made a tail that worked."

What word or phrase could replace the word "Finally" without changing the meaning of the sentence?

A. Before
B. Initially
C. Even though
D. At last

8. What does Winter's new tail let her do?

9. Winter's prosthetic tail includes flukes. Give two more details from the text about the materials that Carroll and his team included in Winter's prosthetic tail.

Support your answer with evidence from the text and images.

10. Carroll and his team tried many ideas before finally making a tail that worked. Based on the text, make an inference about one thing Carroll and his team had to think about when making a tail that would help Winter swim like a dolphin again.

Support your answer with evidence from the text.
From Egg to Frog

Watch a frog grow.

What would your life be like as a frog? You would have to know how to swim and hop. Frogs are amphibians (am-FLI-bee-uhnz). Amphibians spend part of their lives in water and part on land. Most have smooth, wet skin. Most amphibians hatch from eggs.

Learn about the life cycle of a frog. A life cycle shows the stages in an animal's life.

(1) Egg

Most frogs come from tiny eggs. A mother frog lays eggs in or near water. A frog can lay thousands of eggs at once. The eggs are in large clumps. A jelly coating makes the eggs slippery. That protects them from being eaten by other animals.

(2) Tadpole
A tiny **tadpole** grows inside each egg. A few weeks later, the tadpole hatches. A tadpole lives in water. It breathes using **gills**. It uses its long tail to swim and moves like a fish. Tadpoles eat tiny water plants called **algae** (AL-jee).

(3) **Frogllet**

During the next few weeks, the tadpole grows legs and toes. The tadpole's gills grow smaller, and the tadpole starts to grow **lungs**. It swims to the top of the water to breathe air. The tadpole starts to look more like a frog. It is called a **froglet**.

(4) **Frog**

The froglet's tail gets smaller and soon disappears. Now the frog is an adult. It leaves the water and lives mostly on land. It breathes using lungs. It eats insects, worms, and snails. Mother frogs return to the water to lay eggs. Then the life cycle begins again.
1. According to the text, what does a life cycle show?
   A. the eggs that amphibians hatch
   B. the tadpole that grows inside each egg
   C. the stages in an animal's life
   D. the tiny egg that most frogs come from

2. The text lists and describes the stages of the life cycle of a frog. Which of the following shows these stages in the correct order?
   A. egg, tadpole, frog, froglet
   B. egg, tadpole, froglet, frog
   C. egg, froglet, tadpole, frog
   D. egg, froglet, frog, tadpole

3. Frogs eat different kinds of food during different stages of their life cycles. What evidence from the text supports this conclusion?
   A. Tadpoles hatch from eggs. Adult frogs grow from froglets.
   B. Tadpoles live in water. Adult frogs live mostly on land.
   C. Tadpoles breathe using gills. Adult frogs breathe using lungs.
   D. Tadpoles eat tiny water plants called algae. Adult frogs eat insects, worms, and snails.
4. Read these sentences from the text.

"A mother frog lays eggs in or near water.

"A tadpole lives in water.

"[An] adult [frog] leaves the water and lives mostly on land."

Based on this information, what can you conclude about where a frog lives during different stages of its life cycle?

A. At the beginning stages of its life cycle, a frog lives mostly on land. Towards the final stages of its life cycle, a frog lives in water.
B. Throughout all stages of its life cycle, a frog lives in water.
C. At the beginning stages of its life cycle, a frog lives in water. Towards the final stages of its life cycle, a frog lives mostly on land.
D. Throughout all stages of its life cycle, a frog lives mostly on land.

5. What is the main idea of this passage?

A. A life cycle of a frog has four main stages.
B. Tadpoles use their long tails to swim and move like fish.
C. A jelly coating protects frog eggs from being eaten by other animals.
D. Amphibians spend part of their lives in water and part on land.

6. Read these sentences from the text.

"A jelly coating makes the eggs slippery. That protects them from being eaten by other animals."

What does the word "protects" mean here?

A. makes them easy to find
B. makes them hard to find
C. puts in danger or harm's way
D. keeps safe from danger or harm
7. Choose the answer that best completes the sentence.

Most frogs come from tiny eggs. A tiny tadpole grows inside each egg. ______________, the tadpole hatches.

   A. Meanwhile
   B. Then
   C. Before
   D. Instead

8. Where do most frogs come from?

Support your answer with evidence from the text.

9. Explain how a tadpole becomes a froglet.

Support your answer with evidence from the text.

10. Explain how an egg becomes a frog.

Support your answer with evidence from the text.
A Little about Ants

by Mimi Jorling

There are lots of different kinds of ants: carpenter ants, leaf-cutter ants, sweet ants, fire ants, and many more. They are different colors, too. They can be red, or brown, or black. Some are very, very small, and some are rather big. Whatever their differences, though, all ants are social creatures. They live in large groups called colonies. Some ant colonies are big and have millions of ants. There are different types of ants in the colony, and they each have different jobs. The queen lays eggs. Soldier ants protect the queen and the colony. They also gather food and attack other colonies if they need new nesting space. Worker ants take care of babies, look for food, and build ant homes (anthills or mounds). Soldier and worker ants are female. Male ants' only job is to mate with the queen in order to produce eggs, which hatch into baby ants.

Ants are busy little insects. It's easy to see them moving quickly here and there. Sometimes you can see them carrying a small piece of something, or dragging part of a leaf somewhere. Sometimes you even see two ants helping each other carry the same crumb. But where are they going and what are they doing? Ants may seem to be just running around, but they are
actually important parts of their ecosystem, their world under our feet.

One thing ants do to help their ecosystem is to keep soil healthy. By constantly digging through the soil, they create spaces in it. Soil needs space inside it for air and water. Without air and water in soil, the tiny creatures that live in soil would not survive.

Ants also help bring nutrients to soil. When they bring food particles to their nests, they add nutrients to soil because they don't eat everything they bring. Their leftovers stay in the soil and break down into nutrients for other creatures living in the soil.
1. According to the text, what are social creatures that live in large groups called colonies?
   A. ants  
   B. flies  
   C. grasshoppers  
   D. beetles

2. What does the author describe in the first paragraph?
   A. the importance of ants to their ecosystem  
   B. the ways in which ants keep soil healthy  
   C. the food that ants bring to their nests  
   D. the jobs done by ants in a colony

3. Ants are busy insects. What evidence in the text supports this conclusion?
   A. Ants move quickly from one place to another.  
   B. Male ants' only job is to mate with the queen.  
   C. Some ants are very, very small, and some are rather big.  
   D. Ants can be red, or brown, or black.

4. Read these sentences from the text.
   "Ants may seem to be just running around, but they are actually important parts of their ecosystem, their world under our feet.  
   "One thing ants do to help their ecosystem is to keep soil healthy. By constantly digging through the soil, they create spaces in it."  
   Based on this information, what can you conclude about where the ecosystem of an ant is?
   A. The ecosystem of an ant is in the ocean.  
   B. The ecosystem of an ant is in the air.  
   C. The ecosystem of an ant is in the soil.  
   D. The ecosystem of an ant is in the desert.

5. What is a main idea of this text?
   A. Ants can be red, brown, or black.  
   B. Ants are important parts of their ecosystem.  
   C. Soil needs space inside it for air and water.  
   D. Sometimes two ants help each other carry the same crumb.
6. Read these sentences from the text.

"Whatever their differences, though, all ants are social creatures. They live in large groups called colonies. Some ant colonies are big and have millions of ants."

What does the author probably mean by writing that ants are "social" creatures?

A. Ants are creatures that help their ecosystem.
B. Ants are creatures that like to spend time with their friends and family.
C. Ants are creatures that work hard and carry things.
D. Ants are creatures that live together in groups.

7. Read this sentence from the text.

"There are lots of different kinds of ants: carpenter ants, leaf-cutter ants, sweet ants, fire ants, and many more."

How could this sentence be rewritten without changing its meaning?

A. There are lots of different kinds of ants, including carpenter ants, leaf-cutter ants, sweet ants, fire ants, and many more.
B. There are lots of different kinds of ants, instead carpenter ants, leaf-cutter ants, sweet ants, fire ants, and many more.
C. There are lots of different kinds of ants, finally carpenter ants, leaf-cutter ants, sweet ants, fire ants, and many more.
D. There are lots of different kinds of ants, next carpenter ants, leaf-cutter ants, sweet ants, fire ants, and many more.

8. What do worker ants do? Include three pieces of information from the text in your answer.

9. Explain how ants help bring nutrients to the soil. Support your answer with evidence from the text.

10. Explain how worker ants help their ecosystem. Support your answer with evidence from the text.
"What do you mean we're going apple picking?" asked Janie.

"Well, just that," said her mother. "We're going out into the country to an orchard."

"That's an apple field," said Janie's sister, Theresa.

"I know what an orchard is," said Janie.

"Just making sure."

"And once we get there," continued Mom, "we're going to walk around and pick apples off the trees."

"All day?"

"All day. It'll be great fun. You love apples."

"I do not. I love applesauce. It's different."

"Maybe this will convince you that you love apples."

"Once we pick them off the trees...they're free?"

"No. We pay the farmer for them before we leave."

"Mom, maybe nobody told you: They sell apples at the grocery store."

"Not like these apples."

Janie didn't believe it.
The air at the apple orchard was crisp and cool. The sky was bright. The leaves on the trees were orange and yellow and rust red. It was a lovely day, but Janie wished she was back at home.

"I could be having fun in the backyard," she grumbled. Because she was shorter than the shortest branches of most of the trees, Janie did no apple picking. Her mother and sister reached up, plucked the fruit from the branches, and handed them to her. Janie's job was to drag the basket with the apples. The farther they walked, the heavier it got, and the harder Janie frowned.

"This farmer must be a genius," she said.

"Why?" asked Theresa.

"Because he tricked all these people into coming here and doing his work for him. I bet he's sitting back in his farmhouse right now, rocking in a rocking chair beside the fire. I bet he's drinking hot chocolate!"

"He's right up there, silly, helping that family with their apples."

"He still doesn't look like he's working very hard. He should be paying us!"

But the farmer didn't pay Janie any money, and her family didn't pay her any attention.

They came home with more than 10 pounds of apples. Janie's mom made apple pies, apple tarts, apple crisps, and apple cider. She made turnovers and candy apples and apple cake, and six kinds of applesauce. Janie ate all of it, scowling the whole time.

But then, one afternoon, Janie opened the refrigerator. There were no apples anywhere. There were no pies, turnovers, tarts-nothing! As her stomach growled, she remembered how good all the cooked apples tasted, and how nice the weather had been that day at the orchard. There was only one thing to do.

"Mom!" she yelled. "We have to go apple picking!"
1. What do Janie, Theresa, and their mom do at an orchard?
   A. They climb trees.
   B. They pick apples.
   C. They make apple cider.
   D. They make apple pie.

2. Who is the main character in this story?
   A. Janie's mom
   B. Janie
   C. a farmer who owns an orchard
   D. Theresa

3. Read this paragraph describing Janie at the apple orchard.

   I could be having fun in the backyard,' she grumbled. Because she was shorter than the shortest branches of most of the trees, Janie did no apple picking. Her mother and sister reached up, plucked the fruit from the branches, and handed them to her. Janie's job was to drag the basket with the apples. The farther they walked, the heavier it got, and the harder Janie frowned.

   Based on this paragraph, what can you conclude about how Janie feels at the orchard?
   A. Janie feels brave.
   B. Janie feels cheerful.
   C. Janie feels annoyed.
   D. Janie feels afraid.
4. Read this dialogue between Mom and Janie from the text.

And once we get there,' continued Mom, 'we're going to walk around and pick apples off the trees.'

'All day?'

'All day. It'll be great fun. You love apples.'

Based on this dialogue, how does Janie's mom probably feel about going apple picking?

A. Janie's mom is hesitant and unsure she wants to go apple picking.
B. Janie's mom is enthusiastic and excited to go apple picking.
C. Janie's mom is annoyed and upset about going apple picking.
D. Janie's mom is exhausted and would rather not go apple picking.

5. What is a theme of this story?

A. You should be kind to others if you want them to be kind to you.
B. If you have a problem with someone, the best way to resolve it is to talk to that person about the problem.
C. You may not realize you like something until it is gone.
D. You should not judge other people by the way they look.

6. Read these sentences from the text.

The air at the apple orchard was crisp and cool. The sky was bright. The leaves on the trees were orange and yellow and rust red. It was a lovely day, but Janie wished she was back at home.

What does the word "crisp" mean here?

A. dry and crunchy
B. hot and windy
C. fresh and pleasant
D. firm but easy to break
7. Read these sentences from the text.

Her mother and sister reached up, plucked the fruit from the branches, and handed them to her. Janie's job was to drag the basket with the apples. The farther they walked, the heavier it got, and the harder Janie frowned.

What does the word "it" in the last of these sentences refer to?

A. the basket
B. the branches
C. the apples
D. plucking the fruit

8. What does Janie remember after she opens the refrigerator and sees that there are no apples, pies, turnovers, or tarts inside?

9. What does Janie want to go do at the end of the story? Support your answer with evidence from the text.

10. Explain why Janie's feelings about apple picking have changed by the end of the story. Support your answer with evidence from the text.
"I want to see the bears!"

"I don't care. I want to see the whales first."

"But bears are so much better."

"Yeah, if you're seven. I'm ten now. I like whales."

"So what? I want to see the bears."

"I don't care! Coming to the museum was my idea, and we're seeing the whales first."

"Bears!"

"Whales!"

"Bears!"

"Whales!"

"Mommomm! Graham is being mean!" shouted Sarah. Everyone in the main lobby of the Museum of Natural History turned to look at her. Mom turned around with an embarrassed look on her face—the one that she called mortified.

"What did he do?" whispered Mom.
"He said that bears are for little kids, and that we have to see the whales first."

"We're going to see everything in the museum. We have all afternoon."

"But I want to start with the bears."

"Then you should have asked nicely instead of shouting. Graham, take us to the whales."

Sarah's heart sank. Graham didn't even have to say anything. The look he gave her was bad enough. He was smiling ear to ear like one of the chimpanzees in the Africa exhibit. She dragged her feet all the way to Ocean Life. She knew she shouldn't have shouted, but Graham made her so angry. And the simple fact was, they didn't have all afternoon. It was 3:00 PM now, and the museum closed at 5:15 PM. Sarah had seen the sign. She had read her mother's watch. She knew there was not much time left for bears.

Ever since they started learning about them the year before at school, Sarah had had bears on the brain. She had paid extra close attention during that unit and now knew all sorts of facts about bears. Grizzly bears were some of the biggest in the world, and they were her favorite.

"Did you know," she asked her mother, "that grizzly bears can get as big as 850 pounds?"

"I did, Sarah. You mentioned that several times in the car."

"Well, did you know they can run 35 miles an hour?"

"Yes, I did."

"That's speeding in some places!" said Sarah, but Mom didn't seem to care.

"Whales are way bigger than bears," said Graham. "That means they're better."

"Yeah, but whales live in the ocean."

"So what's wrong with the ocean?"

"It means they're wet all the time. And they smell like fish."

"You smell like fish!" Graham cracked up. Clearly, he thought he was very clever.

"How big are whales?" asked Sarah.

"What do you mean?"

"Grizzly bears weigh 850 pounds. How much do whales weigh?"

"Uh...I don't know. A whole lot."

Sarah scoffed. Graham didn't even know anything about whales. He just wanted to make sure she was unhappy. She had been looking forward to this trip for months. She read about the museum online, about all the dioramas that were built in the 1940s. They were a very old-fashioned kind of exhibit, but they
looked beautiful in the pictures. It was as close as she could get to a real bear, and she had stayed up all the night before thinking about it. And now Graham was ruining the fun.

The Ocean Life exhibit was dark and quiet. Spooky sounds filtered down from the speakers which were supposed to make them feel like they were underwater. Sarah didn't feel underwater. She just felt grumpy.

"Oh look," she said. "A whale."

"That's a humpback whale," said Graham, doing his best to show off.

"No, it's not. It's a beluga whale. Read the sign."

The model of the beluga was one of the ugliest animals she had ever seen. It had a smooched-up face and a sad grey color, and it looked like it definitely smelled like fish.

"Well I think it's so good that I'm going to stand here and appreciate it," said Graham. "For a while."

"Mom-can I please just go look at the bears by myself?" asked Sarah.

"No," said Mom. "You have to stay in this room."

As Graham pretended to be interested in the whale, Sarah watched the seconds tick by on her mother's watch. Finally, she couldn't take the beluga any longer. She stomped away, her arms swinging at her side, looking desperately for something in the Ocean Life exhibit that wasn't ugly, boring, or stinky. And then, from across the room, she saw it.

It was a diorama of Alaskan seals swimming just below a sheet of ice. Above them, peering hungrily into the water was a polar bear, looking so real that Sarah flinched when she saw it. It had snow-white fur, a wet-looking, black nose, and claws as sharp as razor blades. As Sarah pressed her face up against the glass to look at it, she forgot about the whales behind her. The polar bear was the most beautiful thing she had ever seen.
Name: ___________________________________ Date: _______________

1. What does Sarah want to see?
   A. ocean life
   B. whales
   C. bears
   D. African mammals

2. What is the main conflict in the story?
   A. Sarah wants to see the bears, but Graham wants to see the whales.
   B. Sarah wants to see the whales, but Graham wants to see the bears.
   C. Sarah does not want to be at the Museum of Natural History.
   D. Sarah has been at the Museum of Natural History for too long.

3. Read the following sentences about Sarah: "She read about the museum online, about all the dioramas that were built in the 1940s. They were a very oldfashioned kind of exhibit, but they looked beautiful in the pictures. It was as close as she could get to a real bear, and she had stayed up all the night before thinking about it."

   What conclusion can be drawn about Sarah based on this evidence?
   A. Sarah had never been to a museum before visiting the Museum of Natural History.
   B. Sarah became interested in bears when she started preparing for her trip to the Museum of Natural History.
   C. Sarah probably wants to work at a museum when she grows up.
   D. Sarah's trip to the museum meant a lot to her.

4. Read the following sentences: "She stomped away, her arms swinging at her side, looking desperately for something in the Ocean Life exhibit that wasn't ugly, boring or stinky."

   How is Sarah feeling at this point in the story?
   A. sad
   B. angry
   C. tired
   D. excited
5. What is this story mostly about?
   A. Sarah's relationship with her brother
   B. Sarah's knowledge about bears
   C. Sarah's trip at the Museum of Natural History
   D. dioramas at the Museum of Natural History

6. Read the following sentences:

"Grizzly bears weigh 850 pounds. How much do whales weigh?"

"Uh...I don't know. A whole lot."

Sarah **scoffed**. Graham didn't even know anything about whales.

As used in the passage, what does "scoffed" most nearly mean?
   A. made fun of
   B. knew a lot
   C. shouted
   D. mumbled

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

__________ Sarah is dragged to the Ocean Life exhibit, she gets to see a bear.

   A. As a result
   B. Above all
   C. Previously
   D. Even though

8. Which exhibit does Sarah's family visit first?

9. How do Sarah's feelings change when she sees the polar bear?

10. Explain whether Sarah has a good time at the Museum of Natural History. Use information from the passage to support your answer.
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:

What do you like to do with your friends? Write about it.
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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Write an invitation to your family party. Draw a picture. Write the date, time, and place on your invitation.

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Write about a time when you and your family went somewhere. Where did you go? What did you do there?

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Grade 3 Mathematics Homework • Round and Estimate Numbers

Round 36 to the nearest 10. Use the number line to show how you rounded the number.

Round 72 to the nearest 10. Use the number line to show how you rounded the number.

Circle the numbers that round to 40.

47  43  44  45  48

Draw a number line below to show which multiple of ten is closest to 64.
Grade 3 Mathematics Homework • Round and Estimate Numbers

Round 278 to the nearest 100. Use the number line to show how you rounded the number.

Round 335 to the nearest 100. Use the number line to show how you rounded the number.

Circle the numbers that round to 300 when rounding to the nearest hundred.

315  367  381  339  341

Draw a number line below to show which multiple of hundred is closest to 177.
Round 678 to the nearest ten. _________
Use the number line to help you explain your answer.

________________________
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Name three numbers that round to 400 when rounding to the nearest 10.

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Name three numbers that round to 800 when rounding to the nearest 100.

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Grade 3 Mathematics Homework • Add and subtract 3-digit numbers

Solve 274 + 336 = _______.

Use the number line to support your thinking.

Solve 353 + 257 = _______.

Use the number line to support your thinking.
Jorge estimates that the sum of 296 + 463 is 600. Do you agree? Explain.

Solve 296 + 463 by drawing base ten blocks or a number line, or by decomposing both addends.

Write a word problem to match the equation 296 + 463 = n