3RD GRADE
Standards Practice Pack D

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.
Morgan has always loved fishing. He is about to graduate from high school and has been fishing his entire life. His entire family loves to go fishing—even his grandmother! Morgan started learning how to fish before he could even walk.

"My dad would have to hold the pole," he said, "and I'd reel."

By the time Morgan was two, he could hold the fishing pole all by himself. Now he is eighteen years old and still goes fishing a lot. He tries to make sure he can go at least once every few months. He has gotten even better at it than his father and his grandfather!

When Morgan was ten years old, he caught the biggest fish of his life. It was 4:45 a.m., and he was out in his boat at his favorite fishing spot. But he just wasn't catching anything.
Suddenly, he felt his fishing pole bend forward, and the reel started spinning! He had caught a fish, and it was trying to get away! The fish kept trying and trying to get away, but Morgan held on tight. He struggled with the fish for 45 minutes before he finally caught it! When Morgan finally pulled the fish into the boat, it was almost as big as he was!

The fish was 42 inches long, just 5 inches shorter than Morgan, and wider than him. The fish was so big, Morgan even got to have his picture on the cover of a magazine!

However, Morgan says not every fishing experience turns out so well. Once, when he was 12, he had a fishing experience he will never forget! He was out fishing one morning, and it was very cold. To make matters worse, he also wasn't wearing enough clothes. However, he had caught a fish, and it was one of the largest he had ever caught. After catching it, he attached it to his boat using a stringer, which is a device used to attach the fish to the boat while still keeping it in the water.

When Morgan went to pull the fish out of the water, it escaped with the stringer and started swimming away! He immediately jumped in after it, right into the cold water! Of course, he couldn't outswim the fish, so it got away. "We never saw the fish again; I was freezing, and I lost my stringer," said Morgan. "But it's funny if you think about it." Morgan always tries to have a positive attitude when he is fishing. He thinks being a fisherman has also taught him some important lessons about life. "Fishing has created the person I am," he said. "It brings out the better in me, and it shows me there's more to life than what goes on immediately. Some days you'll get nothing, and the next day you'll go out and catch the biggest fish."
Lessons from Fishing - Comprehension Questions

Name: ___________________________________ Date: _______________

1. When did Morgan start learning to fish?
   A. when he was two years old
   B. before he could walk
   C. when he was 10 years old
   D. when he was about to graduate from high school

2. In the passage, the author compares which two events?
   A. a fishing trip when Morgan caught a fish AND a fishing trip when he caught a fish and then lost it
   B. a fishing trip with his father AND a fishing trip with his grandfather
   C. a fishing trip when Morgan fell off the boat AND a fishing trip when Morgan went swimming
   D. a fishing trip with a big, strong fish AND a fishing trip with a small, fast fish

3. In the passage, the author says that Morgan "goes fishing a lot" and that he "has gotten even better at it than his father and his grandfather."

Based on this evidence, what can be concluded about the sport of fishing?
   A. Fishing can be learned in less than a week.
   B. Being good at fishing takes a lot of practice.
   C. Only teenagers are good at fishing.
   D. Fishing is best taught by family members.

4. Read the following sentences from the passage: "The fish kept trying and trying to get away, but Morgan held on tight. He struggled with the fish for 45 minutes before he finally caught it!"

Based on this evidence, how can Morgan best be described?
   A. determined
   B. lazy
   C. angry
   D. uncertain
5. What is the main theme of the story?
   A. Learning how to fish is a good way to learn how to swim.
   B. Fishing makes you strong if you hold onto the pole.
   C. Fishing is a good family activity.
   D. Fishing is like life, with some days that are a success and other days that are not.

6. Read the following sentences: "When Morgan went to pull the fish out of the water, it escaped with the stringer and started swimming away! He immediately jumped in after it, right into the cold water! Of course, he couldn't outswim the fish, so it got away."

   What does the word "outswim" mean?
   A. to get out of the water
   B. to swim faster than
   C. to swim slower than
   D. to swim past the boat

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

   Morgan jumped in the water _______ it was cold.
   A. after
   B. because
   C. when
   D. even though

8. Explain how Morgan caught the biggest fish of his life when he was ten years old.

9. Why does Morgan like fishing so much? Use evidence from the passage to support your answer.

10. Morgan thinks that being a fisherman has taught him important life lessons. Identify one of these important life lessons that Morgan may have learned from being a fisherman by using evidence in the text.
One bright morning as the Fox was following his sharp nose through the wood in search of a bite to eat, he saw a Crow on the limb of a tree overhead. This was by no means the first Crow the Fox had ever seen. What caught his attention this time and made him stop for a second look, was that the lucky Crow held a bit of cheese in her beak.

"No need to search any farther," thought sly Master Fox. "Here is a dainty bite for my breakfast."

Up he trotted to the foot of the tree in which the Crow was sitting, and looking up admiringly, he cried, "Good-morning, beautiful creature!"
The Fox, her head cocked on one side, watched the Fox suspiciously. But she kept her beak tightly closed on the cheese and did not return his greeting.

"What a charming creature she is!" said the Fox. "How her feathers shine! What a beautiful form and what splendid wings! Such a wonderful Bird should have a very lovely voice, since everything else about her is so perfect. Could she sing just one song, I know I should hail her Queen of Birds."

Listening to these flattering words, the Crow forgot all her suspicion, and also her breakfast. She wanted very much to be called Queen of Birds. So she opened her beak wide to utter her loudest caw, and down fell the cheese straight into the Fox's open mouth.

"Thank you," said Master Fox sweetly, as he walked off. "Though it is cracked, you have a voice sure enough. But where are your wits?"

The flatterer lives at the expense of those who will listen to him.
The Fox and the Crow - Comprehension Questions

Name: ___________________________ Date: _______________

1. What animal does the Fox see on the limb of a tree?
   A. a Dove
   B. an Eagle
   C. a Crow
   D. a Blue Jay

2. The most exciting or important part of a story is the climax. What is the climax of this story?
   A. The Fox trots to the tree in which the Crow is sitting.
   B. The Crow keeps her beak closed on the cheese and does not return the Fox's greeting.
   C. The Fox says that he will hail the Crow as the Queen of Birds if she sings.
   D. The cheese falls from the Crow's beak into the Fox's mouth.

3. The Crow does not trust the Fox at first. What evidence in the text supports this statement?
   A. The Crow does not return the Fox's greeting.
   B. The Fox tells the Crow that she has splendid wings.
   C. The Crow opens her beak wide to utter her loudest caw.
   D. The Crow wants to be called the Queen of Birds.

4. The Fox compliments the Crow only because he wants the cheese. What evidence in the text supports this conclusion?
   A. The Fox tells the Crow that she has a beautiful form and splendid wings.
   B. The Fox says that he will hail the Crow as Queen of Birds if she sings a song.
   C. When the Crow opens her beak, the cheese falls out of it.
   D. The Fox stops complimenting the Crow after he gets the cheese.
The Fox and the Crow - Comprehension Questions

5. What is the theme of this story?
   A. Crows are easier to take care of than Foxes are.
   B. Getting a lot of praise can lead you to do something foolish.
   C. If you have more food than you can finish on your own, you should share it.
   D. One act of kindness often leads to another.

6. Read these sentences from the text.

"What a charming creature she is!' said the Fox. 'How her feathers shine! What a beautiful form and what splendid wings! Such a wonderful Bird should have a very lovely voice, since everything else about her is so perfect. Could she sing just one song, I know I should hail her Queen of Birds.'

Listening to these flattering words, the Crow forgot all her suspicion, and also her breakfast."

Based on this evidence, what are "flattering words"?
   A. insults and rude names
   B. compliments and praise
   C. suggestions and advice
   D. warnings and alerts

7. Read these sentences from the text.

"What a charming creature she is!' said the Fox. 'How her feathers shine! What a beautiful form and what splendid wings! Such a wonderful Bird should have a very lovely voice, since everything else about her is so perfect. Could she sing just one song, I know I should hail her Queen of Birds.'"

How could the last sentence be rewritten without changing its meaning?
   A. "'If she could sing just one song, I know I should hail her Queen of Birds.'"
   B. "'Before she could sing just one song, I know I should hail her Queen of Birds.'"
   C. "'Never could she sing just one song, I know I should hail her Queen of Birds.'"
   D. "'Could she sing just one song instead, I know I should hail her Queen of Birds.'"

8. What happens to the cheese when the Crow opens her beak?
9. Explain why the Crow opens her beak.

Support your answer with evidence from the text.

10. Explain whether the Fox or the Crow is more responsible for the Crow losing the cheese.

Support your answer with evidence from the text.
George Washington is regarded as the Father of Our Country. He guided America and helped it evolve into the nation that it is today. Before becoming President, Washington led the Continental Army to victory, winning American independence from Britain during the Revolutionary War. After the war ended, he was a key player at the convention that drafted the United States Constitution. Finally, as President, Washington's leadership solved many problems. It showed people that the Constitution could work to govern a new nation.

America was a very different place back in Washington's time. The nation was small and weak. There were only 11 states in the U.S. when Washington took office. When he left after two terms there were 16. The country only stretched as far as the Mississippi River. Most people farmed and struggled to make a living. Many children never went to school. Most
adults could not read or write. Communication and transportation were slow and difficult. It took days for Washington to travel the distance covered in a couple of hours by car today.

Most Americans loved Washington for the way he handled hardship. As a general, he lost many battles and suffered greatly. Washington never gave up, even during the bitter winters when he and his troops had barely enough food or supplies to survive. Washington's officers admired his loyalty and strength so much that they wanted to make him king. Washington refused.

Today, George Washington is honored in many ways. His face adorns America's dollar bill and its quarter. Both Washington state and our nation's capitol, Washington, D.C., are named after the first President. The bridge that stretches across the Hudson River from New Jersey to New York is named the George Washington Bridge. It is located exactly where Washington crossed the Hudson with his troops to defeat British forces. Perhaps one of Washington's officers expressed America's feelings about Washington best: "He was first in war, first in peace, and first in the hearts of his countrymen."
1. George Washington led soldiers in which war?
   A. World War I
   B. the Civil War
   C. the Revolutionary War
   D. World War II

2. What does the author describe at the end of the passage?
   A. how George Washington became president
   B. how America was different during Washington's time
   C. how George Washington is honored today
   D. how Washington helped win the Revolutionary War

3. America was very different during George Washington's lifetime. What evidence from the passage supports this conclusion?
   A. Most adults could not read or write. Many children never went to school.
   B. George Washington helped America evolve into the nation it is today.
   C. Today Washington's face adorns America's dollar bill and its quarter.
   D. The George Washington Bridge spans the Hudson River from New Jersey to New York.

4. How can America's feelings about George Washington best be described?
   A. intimidated
   B. divided
   C. appalled
   D. respectful

5. What is this passage mostly about?
   A. how the United States was different during the time of George Washington
   B. George Washington, the first President of the United States
   C. why George Washington's face is on the dollar bill and the quarter
   D. how George Washington helped defeat the British in the Revolutionary War
6. Read the following sentence: "[George Washington's] face adorns America's dollar bill and its quarter."

What does the word "adorns" mean as used in this sentence?

A. loves
B. peels
C. shocks
D. decorates

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

George Washington's officers admired him so much that they wanted to make him king, ____ Washington refused.

A. so
B. namely
C. after
D. but

8. Why did most Americans love George Washington?

9. What did Washington's presidential leadership show the people of America?

10. Explain how George Washington helped America evolve into the nation it is today. Support your answer with two examples from the passage.
The morning she left for Camp Kanawa, Maria awoke with a lump in her throat and an ache in her stomach. She had gone on plenty of sleepovers. She'd even spent a whole weekend at Aunt Jolie and Uncle Ed’s. So why was she so nervous?

*No breakfast today,* she thought, imagining the ache turning into nausea and a horrible road trip after a full meal. Then the smell of French toast wafted upstairs. As usual, Maria's stomach grumbled as soon as the French toast-scented air hit her nostrils. *On the other hand, maybe a good breakfast is exactly what I need.*

She gave her arms and legs a good stretch and ambled downstairs.

"There's my big camper!" her mom said, squeezing Maria's shoulders with one arm the way she did when she wanted to give a hug, but was in too much of a rush for a full embrace. She walked briskly to the stove, placed two pieces of French toast on a plate and tapped a canister above them, powdered sugar snowing down.

"Just like you like it: super fluffy, slightly crispy..."
"...and lightly dusted," said Maria, already in position, armed with knife, fork, napkin and full glass of milk.

Maria poured a puddle of maple syrup beside the toast and topped each piece with a little mountain of whipped cream.

"Get started while it's hot. Your father's coming down in a minute. I told him to shave. Don't want the grizzly bear—I mean, grizzly beard—to send your new bunkmates running for the woods."

"Okay, okay," Maria's dad said with a sneaky smile. "Clean as a whistle. Just like you ordered."

"Just like I ordered?"

"The mustache stays. Admit it, you love it."

Maria's mom shrugged.

"I think it's hip," Maria said, dipping a bite in some syrup.

"Well, your old man is hip," her dad said, moving his head the way he did when he wanted to look like a cool surfer dude but looked more like an Egyptian robot. "In fact, I was the most popular kid at my camp."

"For the record, it was science camp," Maria's mother reminded her, "and his rise to fame was thanks to what was known as The Great Explosion."

"Accident or genius? The world may never know," Maria and her dad said in unison, using their deepest, most mysterious voices. They slowly broke out of character and into laughter.

"In all seriousness, Maria, popularity is not important," her mother said, looking her straight in the eyes. "Finding the people who like you for you—that's what matters."

"Your mom speaks the truth, Sugar," said Maria's dad, wiping his thick mustache with a napkin. "Just be yourself. You'll have a blast."

*                      *                      *                      *                      *

Just be yourself. Just be yourself. Maria repeated the words like a mantra as she sat with her new cabin mates in a circle on the grass.

"Cool bracelet," said the skinny, freckled redhead sitting next to her.
"Thanks. I made it in an embroidery class I took this winter."

"Whoa! That's impressive. Can you teach me how?"

"If you teach me how to do a braid just like the one in your hair. I've mastered the art of French toast eating, but definitely not French braiding."

A loud whistle hushed the girls' laughter and buzzing all around them. They looked up to see a beautiful older girl blowing into an acorn top between her thumbs. Her skin was tan and eyes were dark brown, like Maria's, but her dirty blonde hair made Maria feel bored of her plain, black hair.

"Hello! I'm Audrey, one of your two cabin counselors."

"And I'm Gina, your other cabin counselor," said the pale girl with curly, brown hair and eyes that were icy blue in color, yet warm.

"And you ladies are the Dragonflies!" Audrey lifted her arms in the air as she announced it. "Each cabin here at Camp Kanawa is named after a different insect."

"The Cockroach boys—age twelve and thirteen like you—think they've got the best mascot. I beg to differ. Dragonfly girls are as tough as dragons and graceful as...well, dragonflies."

"That sounded better when we rehearsed it," Gina said lightheartedly.

The ache in Maria's stomach had officially turned into butterflies—the excited kind.
1. At the beginning of the story, where is Maria about to go?
   A. a sleepover  
   B. Camp Kanawa  
   C. Aunt Jolie and Uncle Ed's  
   D. school

2. How do Maria's feelings about camp change in the story?
   A. At first Maria is nervous, but then she is excited.  
   B. At first Maria is excited, but then she is nervous.  
   C. At first Maria is excited, but then she is bored.  
   D. At first Maria is nervous, but then she is sad.

3. Maria is anxious and nervous about going to camp. What evidence from the story best supports this statement?
   A. Maria decides to eat French toast for breakfast before going to camp.  
   B. Maria's parents give her advice about making friends at camp.  
   C. Maria and her mom joke with her dad about being hip and cool.  
   D. The morning she leaves for camp, Maria wakes up with a stomach ache.

4. Read the following sentences: "Just be yourself. Just be yourself. Maria repeated the words like a mantra as she sat with her new cabin mates in a circle on the grass."

   Based on this information, what conclusion can you make?
   A. Maria is confident that she will make friends.  
   B. Maria is not sure if she will like her cabin mates.  
   C. Maria is nervous about making friends.  
   D. Maria has already made some new friends.

5. What is this story mostly about?
   A. Maria goes to camp for the first time.  
   B. Maria really loves to eat French toast.  
   C. Maria discovers her love for dragonflies.  
   D. Maria jokes with her parents over breakfast.
6. Read the following sentences:

She walked briskly to the stove, placed two pieces of French toast on a plate and tapped a canister above them, powdered sugar **snowing down**.

"Just like you like it: super fluffy, slightly crispy..."

"...and lightly dusted," said Maria, already in position, armed with knife, fork, napkin and full glass of milk.

What does the author mean when she describes the powdered sugar as "**snowing down**"?

A. The powdered sugar was cold like falling snow.
B. The powdered sugar was wet like falling snow.
C. The powdered sugar smelled like falling snow.
D. The powdered sugar looked like snow as it fell.

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

__________, Maria is nervous about camp, but soon after she arrives, she becomes excited instead.

A. Finally  
B. Initially  
C. Especially  
D. Although

8. What advice does Maria’s mom give her before going to camp?

9. Maria is nervous about going to camp, but after she arrives at camp she becomes more excited than nervous. What causes Maria’s feelings to change?

10. Based on the information in the story, will Maria likely have a good time at camp? Support your answer using details from the story.
Tamara opened her eyes and jumped out of bed. Most days she hated getting up early. But today was different. Today Tamara was wide awake and excited. Today her family was going on a hike. This was Tamara's first hike. She pulled on her new shoes and tied the laces. Tamara's mother had bought the new shoes just for the hike. They were brown boots. The bottom of the boots was made of rubber and had curves to help Tamara walk on rocky ground. Tamara put on pants, a shirt, and a big jacket. She was ready to go hiking.

"Tamara," her mother called. "Are you ready?"

"Yes, I am!" Tamara said.

Tamara ran down the stairs. Her mother and older brother James were there at the bottom.
They were all wearing new boots like Tamara's. James was hopping up and down impatiently. Everyone was ready for the hike.

Tamara's family got into the car. They drove for two hours until they were far away from the city. Once they left the city and the suburbs, there weren't many buildings beside the road. Instead there were trees and fields. Tamara saw herds of cows chewing on grass. The road climbed up. They were driving into the mountains. Tamara rolled down her window. The air was cool, and she liked it. It smelled like leaves and flowers. Soon, Tamara's mother parked the car.

"Are we here? Is this the hike?" asked Tamara.

"Yes," said James. "See that trail? That's where we'll start hiking." James had hiked this trail before, and it was one of his favorites.

Tamara looked at the trail. It was a dirt path and went into the forest. Tall trees and tiny flowers lined both sides of the path. Tamara, her mother, and her brother began to walk. Butterflies and bumblebees flew over the flowers. At first the bees made Tamara nervous, but soon she saw that they were more interested in the flowers than they were in her.

Tamara's mother talked about the other times the family had gone hiking. James talked about the time he went camping with the Boy Scouts. Tamara wanted to talk, but she felt out of breath. The trail was steep. They had been walking uphill for an hour by now. Tamara took hold of her mother's hand. "I'm tired," she said.

"Come on, Tamara," said her brother. "You can do it! You're ten years old. That's old enough to hike."

Tamara kept going. If her brother said she could do it, Tamara knew she could. James never lied. They kept walking uphill. Tamara looked around at the plants to keep her mind off of how tired she felt. There was green everywhere. There were trees with long draping leaves that Tamara had never seen before. She saw a small and furry rabbit by the side of the trail. Tamara gasped with surprise, and the rabbit ran away at the sound.

"Look, Tamara!" her brother called suddenly. The trail had ended. Tamara and her family were at a pool at the bottom of a waterfall. Tamara looked up at the water rushing down at the fish swimming in the pool. Her mother sat on a rock at the edge of the pool and began to unpack their picnic. There were peanut butter and banana sandwiches, baby carrots, and chocolate chip cookies. Tamara took off her boots and sat on the edge of the rock. As she bit into her sandwich, she dipped her toes into the cool water. "Congratulations, Tamara!" said her mother. "You just finished your first hike!" Tamara smiled. She decided that she liked hiking.
The Big Hike - Comprehension Questions

Name: ___________________________________ Date: _______________

1. In the story, Tamara goes on her first what?
   A. bike ride
   B. school trip
   C. hike
   D. camping trip

2. While Tamara is hiking up the trail, she looks around at all of the different plants. What motivates this action?
   A. Tamara wants to keep her mind off of how tired she feels.
   B. Tamara wants to study the plants for a test at school.
   C. Tamara wants to try to find a rabbit in the plants and bushes.
   D. Tamara wants to keep her mind off of how scared she is.

3. Tamara is able to experience new things on the hike. What information from the passage best supports this conclusion?
   A. Tamara's mother talks about the other times the family has gone hiking.
   B. Tamara hikes on a trail that is far away from the city where she lives.
   C. Tamara and her family end up at a pool at the bottom of a waterfall.
   D. Tamara sees trees with long draping leaves she has never seen before.

4. Read the following sentences: "If her brother said she could do it, Tamara knew she could. James never lied." Based on this information, how does Tamara feel about her brother?
   A. Tamara dislikes her brother.
   B. Tamara trusts her brother.
   C. Tamara thinks her brother is cool.
   D. Tamara doesn't trust her brother.
5. What is this story mostly about?

A. Tamara sees a rabbit on the trail.
B. Tamara has a picnic with her family.
C. Tamara goes on her first hike.
D. Tamara sees a waterfall and a pool.

6. Read the following sentences: "She saw a small and furry rabbit by the side of the trail. Tamara gasped with surprise, and the rabbit ran away at the sound."

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

A. took in and let out a long breath to show boredom
B. said something quietly so that only one person would hear
C. said something very loudly because of anger
D. breathed in suddenly and loudly because of surprise or shock

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

Tamara gets tired after hiking for an hour, _____ she keeps hiking anyway.

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

8. How does Tamara feel when she wakes up?

9. Most days Tamara hates getting up early, but today is different. Why does Tamara feel differently today?

10. The author states at the end of the passage that Tamara "decided that she liked hiking." What may have made Tamara feel this way? Use information from the passage to support your answer.
What are some things that children collect? Write about a collection you would like to have? Draw a picture of one of the items in your collection.
Write about a time when something was difficult for you to do. Tell how you got better at it.
Name:

Write a poem about an imaginary place. Draw a picture to illustrate your poem.

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Think about a sign that would tell people to do funny things. Make the sign. Tell about your sign. Then write a sentence about it.
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 • Determining the Unknown

Write the missing numbers to make each equation true:

\[ 8 = 4 \times \underline{\hspace{1cm}} \quad \underline{\hspace{1cm}} = 3 \times 6 \]

\[ 5 = 20 \div \underline{\hspace{1cm}} \quad 80 = \underline{\hspace{1cm}} \times 10 \]

\[ 7 \times 2 = \underline{\hspace{1cm}} \quad 18 \div 2 = \underline{\hspace{1cm}} \]

There are 30 Ipads in the computer cart. Each of the 5 third grade classrooms needs to get the same number of Ipads from the cart. How many Ipads will there be in each classroom if the third grade classes use all of the Ipads?

Circle the equation that matches the problem above, then solve.

\[ 5 \times \underline{\hspace{1cm}} = 30 \quad 30 \div 5 = \underline{\hspace{1cm}} \quad 30 \times 5 = \underline{\hspace{1cm}} \]

Grade 3 Mathematics Homework • Mix of Multiplication and Division Word Problems. Solve each problem. Show your thinking.

On the grocery shelf there are 9 cans of soup in each row. There are 4 rows. How many cans of soup are on the shelf?

Brett is placing his library books on 5 shelves. Each shelf will have the same number of books. If Brett has borrowed 40 books from the library, how many books are on each shelf?

Each table in the cafeteria seats 6 students. If there are 30 students in the cafeteria at lunchtime, how many tables are needed?
Jennifer is making gift bags for her party. She has 18 pieces of candy and she wants to put 2 pieces in each group. How many bags can she make?

Kai needs to run a total of 20 miles this week. He plans to run the same number of miles on Sunday, Monday, Wednesday, Friday and Saturday. How many miles does he need to run each day?

Dennis gives his dog 3 treats each day. He has 15 treats left in the box. How many days will the treats last?
Grade 3 Mathematics Homework • Division

Use the number line to show the division.

18 ÷ 6 =

15 ÷ 3 =

25 ÷ 5 =
Grade 3 Mathematics Homework • Division- How many groups?

How many groups of 6 are in 24? Circle the groups in the picture below.

Write a division equation to match

Draw a picture to show how many groups of 7 are in 21. Write an equation to match your drawing.

Draw a picture to solve $8 \div 2$. 