3rd Grade
Standards Practice Pack B

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.
Did you know that bread is one of the earliest human inventions? Bread is a food made of flour and water. Other ingredients and shape can vary. Scientists have learned that humans have been eating bread in some form or another for 30,000 years.

Ancient Egyptians ate a lot of bread. In fact, because they had no potatoes or rice, bread was the most important carbohydrate source in the ancient Egyptian's diet.

Egypt gets little rain. Ancient Egyptian farmers relied on the annual flooding of the Nile River to irrigate their fields. Egyptian farmers paid a portion of their grain harvest to the Egyptian treasury.

Archaeologists have discovered illustrations of bakeries and loaves of bread in ancient Egyptian burial sites. Professional bakers and home-bakers used the same production techniques. Home-bakers, usually women, baked only the bread they would need for that day.

Egyptians used a grain from emmer wheat for their bread. The grain was ground by hand on a millstone. This process cracked and crushed the grain into coarse flour. The flour was mixed with water and sometimes a little old dough. It was placed in a pot and baked in a clay oven.

This Egyptian bread was a flatbread. Indian naan and Middle Eastern pita are two examples.
of flatbreads eaten today. At the end of the ancient Egyptian period, however, around 300 B.C., Egyptian bakers added to their bread an important ingredient: yeast. Yeast is a microscopic fungus. It makes bread rise.

Today bread production is more complicated. Yes, you can still bake your own bread at home with store-bought flour and yeast. You can also buy bread made at small bakeries. But the fluffy bread you see in grocery stores in the United States today is made in large commercial facilities. These commercial facilities, or plants, have business contracts to bake many different bread brands.

Most breads today are made using four basic ingredients: flour, yeast, salt, and water. Farmers across the United States grow wheat in large quantities. Half of the wheat produced is used in the United States. The other half is exported to other countries.

Grain is processed into flour by companies which then sell the flour to commercial bakeries. These bakeries produce the dough and bake the bread, then package it and arrange for its distribution to stores.
1. What have people been doing for 30,000 years?
   A. growing wheat
   B. planting crops
   C. eating bread
   D. using yeast

2. The sequence of bread-baking by the ancient Egyptians is described in the passage. When ancient Egyptians first baked bread, what happened before the flour was mixed with water?
   A. A little bit of old dough was mixed in with the new dough.
   B. The grain was ground by hand on a millstone.
   C. The dough was placed in a pot and baked in a clay oven.
   D. Home bakers baked the bread they would need for the day.

3. Bread was the most important source of carbohydrates for ancient Egyptians because they did not have rice or potatoes. What conclusion does this evidence support?
   A. Ancient Egyptians did not borrow foods from other cultures.
   B. Ancient Egyptians had access to an endless variety of foods.
   C. Ancient Egyptians did not know how to grow rice and potatoes.
   D. Ancient Egyptians had limited dietary resources.

4. What kind of climate did ancient Egypt have?
   A. dry
   B. tropical
   C. wet
   D. cold
5. What is this passage mostly about?
   A. why ancient Egyptians used emmer wheat
   B. different types of flatbreads
   C. the development of bread baking
   D. wheat production in the United States

6. Read the following sentences: "Egypt gets little rain. Ancient Egyptian farmers relied on the annual flooding of the Nile River to irrigate their fields."

What does the word "irrigate" mean?
   A. dry something out
   B. supply with water
   C. plant seeds in earth
   D. make rows in the ground

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

Most breads today are made from four main ingredients, ________, flour, water, salt, and yeast.
   A. thus
   B. also
   C. ultimately
   D. namely

8. What is yeast, and what does it do?

9. Describe the sequence by which grain ends up as bread in a store.

10. How has bread baking changed over time? Support your answer using information from the passage.
Bug Power

Teamwork

How do some insects work together?

What do termites, ants, and honeybees have in common? They are all social (SOH-shuhl) insects. Social insects live together in large groups called colonies. Social insects always have at least one queen. The queen is the mother. She lays the eggs. The rest of the group divides the work.

Amazing Ants

Ants often live in underground nests. The nests have thousands of rooms connected by tunnels. Millions of ants may live together in a nest. It can contain more than one queen. Worker ants take care of all the other ants. Larger worker ants are called soldier ants. Their job is to guard the nest.

Busy Bees

A beehive is filled with rows of cells called honeycombs. They are made of beeswax.
Life in a honeybee hive is busy. Up to 60,000 bees may live together. Only one queen bee lives in a hive. Worker bees do all the chores. They care for the young bees and the queen. They clean and guard the hive and control the hive's temperature. The workers also make food for all the bees in the hive.

**Talented Termites**

Termites build tall nests in wood or soil. A nest can be up to 40 feet high. Millions of termites may live in one nest. Every colony has a king and a queen. They make the eggs. Worker termites build the nest and care for the eggs. Soldier termites protect the colony.
1. According to the text, what do termites, ants, and honeybees have in common?
   A. They are all social insects.
   B. They are all antisocial insects.
   C. They are all worker insects.
   D. They are all soldier insects.

2. To organize this text, the author divides it into sections with subheadings. What does the author describe in the section with the subheading "How do some insects work together?"
   A. what social insects are
   B. an ant colony's underground nest
   C. all of the chores that worker bees do
   D. the job of soldier termites

3. Read these sentences from the text.

   "Ants often live in underground nests. The nests have thousands of rooms connected by tunnels. Millions of ants may live together in a nest.

   [...]"

   Termites build tall nests in wood or soil. A nest can be up to 40 feet high. Millions of termites may live in one nest."

Based on this information, how are ants and termites different?
   A. Ants live underground, whereas termites live above ground.
   B. Ants live in nests, whereas termites live in hives.
   C. Ants only have one queen, whereas termites can have more than one queen.
   D. Ants have soldier ants that protect the colony, whereas termites do not.
4. Based on the information in the text, how are worker ants and worker bees similar?
   A. Worker ants and worker bees both care for the other insects in their colonies.
   B. Worker ants and worker bees both lay eggs for their colonies.
   C. Worker ants and worker bees both build homes for their colonies.
   D. Worker ants and worker bees both make food for their colonies.

5. What is a main idea of this text?
   A. Soldier termites protect the colony.
   B. Social insects always have at least one queen.
   C. Social insects live and work together in colonies.
   D. Ants often live in underground nests.

6. Read this sentence from the text.

"How do some insects work together?"

Why might the author have begun the text with this question?
   A. to introduce a key question that the text will answer
   B. to signal an argument that the text will be making
   C. to persuade readers to answer the question
   D. to show the author's confusion about how insects work together

7. Choose the answer that best completes the sentence.

An ant nest can contain more than one queen, __________ a beehive only contains one queen.
   A. like
   B. if
   C. but
   D. then

8. Social insects always have at least one queen. What does the queen do?
9. Describe the work of worker ants, worker bees, and worker termites.

Support your answer with evidence from the text.

10. Worker insects are just as important as queen insects.

Form an argument for or against this statement.

Support your answer with evidence from the text.
"Hello?" said Elizabeth. "Are you there?"

"Ahhhhhh-choo!"

"Nicole?"

"Ahh-choo!"

"Gesundheit."

"Ahh-choo!"

"If you don't stop sneezing, how are we ever going to have a conversation?"

"I'm sorry," said Nicole, finally. Her voice sounded thick and tired. "I think I have a little cold."

"Oh no, you don't. Uh-uh. Not today. Today we are going to the beach."

"I don't know. I feel pretty awful. My nose is runny and my eyes are itchy, and my head feels..."
like someone stuffed it full of boiled cabbage."

"Beeswax!" said Elizabeth, which is what she always told her best friend when she was talking nonsense. "Absolute beeswax. Who ever heard of someone getting a cold in July?"

"I guess I'm some kind of medical miracle."

Elizabeth chewed her fingernail and looked down at her bathing suit. It was an adorable one-the most adorable she had ever owned-with pale pink stripes that nicely accented her blue eyes. She had bought it in April, and had spent the last months of school looking forward to the first day she could wear it at the beach. Today was meant to be the day.

Each summer, Elizabeth's brother and his friends spent every day, from lunchtime to sunset, lounging on the sand. By the end of June they were as red as lobsters, and by halfway through July they were as tan as beech nuts. (Elizabeth wasn't sure what a beech nut was, but she knew it must be very brown.) Every summer, she and Nicole begged him to take them along, but he always refused.

"You guys are too young," David would say. "Maybe next year."

Finally, next year was here. Two days before, their mother had said to David over dinner, "Why don't you take Elizabeth to the beach with you on Friday?"

"I can't, Mom. She's just a kid."

"Oh, come on. She's too old to spend another summer sitting around the house. Take her with you! It will be fun."

And because in their family, you simply didn't argue with Mom, that was it. Elizabeth and Nicole had their ticket to the beach.

"Until you had to get sick and spoil it!" exclaimed Elizabeth.

"I'm sorry," sniffled Nicole. "Why don't you just go without me?"

"Did your cold rot your brain? You really think I would go to the beach alone with David and his friends? It would be more boring than school. You're coming, and that's it."

"I can't. I have a fever." And that was that. In Nicole's family, you simply didn't argue with a fever.

"Beeswax," said Elizabeth. "Positively beeswax."
David was loading the cooler into his car when his sister stomped out of the house.

"Hurry up," he said. "It's a beautiful day, and I don't want to miss a minute. I'm getting paler by the second-do you see?" Elizabeth scowled at him. "Where's your suit?"

"I'm not coming to the beach today."

"Okay. Your loss." He started the car. "Could you get out of the way? I have to back out, and Mom would be mad at me if I squished you."

"Mom said you need to take me to the grocery store. It's for Nicole."

David looked at his sister in the rearview mirror. She was trying to smile at him, but it wasn't working. She was trying to look sweet. Something was definitely up.

"You're lying," he said. He revved his engine, startling her, and she jumped out of the driveway. "Mom didn't tell you a thing, which means that I don't have to take you anywhere, which means that I'm going to the beach. So long!"

He drove away, and Elizabeth wondered if there was anywhere on the Internet that explained how to melt older brothers with your mind. She had been lying, and he knew. He always knew. She would have to ride her bike.

David was right. It was a beautiful day-just hot enough to go to the beach, but far too hot to be riding a bike. Elizabeth felt like her skin was going to sweat off, and only made it to the store by imagining how good the air conditioning would feel inside. She parked her bike, locked it, and inhaled sharply when the icy air hit her chest.

"Spectacular," she murmured. If only Nicole had been there to appreciate it.

At the butcher's counter, she rang the bell for service, and the butcher appeared: a pimply-faced young man who was really too old to have pimples. "May I help you?" he asked.

"I need to buy a chicken."

"What cut do you want? Thighs, drumsticks, breasts?"

"I don't know. Just give me the whole thing."

"Broiling Chickens are over there. See?"

She had seen. In the poultry aisle, there were all sorts of pale bits of chicken, sealed tightly under plastic, shimmering in the harsh white light. To one side were whole chickens, plucked
bare and sad-looking. It made her skin lurch to look at them. She picked up the least disgusting one, and grimaced when it squelched through the plastic.

"Think of Nicole," Elizabeth said. "Just think of poor, sick, sniffly, selfish, beach day-ruining Nicole!" Failing to contain her anger, she marched up and down the store, grabbing all sorts of things she thought she might need: avocados, noodles, some pineapple, teriyaki sauce and mayonnaise. (Mayo was Nicole's favorite.) The clerk at the checkout line gave her a funny look.

"What are you making, little girl?" he asked.


Step one: get the biggest pot you can find. Elizabeth nearly toppled off the counter as she lifted her mother's largest stock pot, which slipped through her fingers and crashed to the floor. The pot was unharmed, but the floor was pretty badly nicked. It didn't matter—there was no time to waste.

Elizabeth filled the pot with water, but it was too heavy to pick up and out of the sink. She dumped it out, sloshing only a little onto the floor, and put it on the stove. She poured cup after cup of water into it, managing to fill it after twenty minutes or so, when she turned the heat on high.

Now, the chicken. She unwrapped the bird carefully, and lowered it into the pot with her mother's tongs.

"No way am I touching that," she said. The chicken plopped into the water, sending a wave over the side of the pot, where it hissed away on the flame. Along with the chicken, Elizabeth added all the soup stuff she could think of: carrots, onion, celery, potatoes, radishes, Brussels sprouts, broccoli and a banana. She wasn't allowed to use the knife, so she couldn't chop any of the vegetables, but she did the best she could with what she had: prying the broccoli apart with her teeth, and mashing the potatoes and banana with her elbow. Now she just had to wait.

"This is going to be awesome," she said. "This will be the best chicken soup Nicole has ever tasted, and she's going to be so thankful that she'll feel just awful that she spoiled our day. That will show her!"

The water was not boiling. She stuck her finger in it. It was barely even warm. While she waited, she added a few handfuls of pineapple, noodles, teriyaki sauce and mayonnaise. (The avocado she ate while she waited, because avocado makes an excellent snack.) After what
seemed like nine or ten hours, but was actually just eight minutes, she checked the water again. It still wasn't bubbling.

"Beeswax," she said, and sipped her broth. It tasted like watered down mayonnaise with teriyaki sauce in it. It tasted terrible. "Double, triple, quadruple, infinity beeswax!"

Elizabeth's mother was gardening when she heard her daughter shouting. "Hmm," she said, and popped her head in the kitchen door. "It looks like a tornado came in here."

"Mom-I think your oven is broken. This soup tastes terrible."

"That's soup?"

"Obviously. I'm making chicken soup for Nicole because she's a jerk."

"I see," said Mom, who didn't see at all. "Why all the teriyaki sauce and pineapple?"

"It's Hawaiian-inspired."

"Let me see if I can help."

***

Nicole was blowing her nose when the doorbell rang. "One second!" she shouted. When she opened it, Elizabeth thrust a Thermos in her face.

"Here," said Elizabeth. "I made you some soup. I made it out of spite."

"Out of what?"

"It means that I'm mad that you got sick, and so I made you soup. Well, really my mom made it. And actually, it's out of a can. But I opened the can!"

Nicole gave Elizabeth a big hug. "Thank you! That was so sweet. My throat is sore, and I'm just dying for some soup."

As her friend hugged her, Elizabeth realized that she wasn't mad at Nicole. She was just hungry. They were just pouring the soup into bowls when they heard the thunderclap. Sheets of rain whipped against the window, and they watched from the kitchen, safe and dry.
1. What does Elizabeth decide to make for Nicole?
   A. beeswax  
   B. avocado soup  
   C. chicken soup  
   D. chicken drumsticks

2. Who is the main character of this story?
   A. David  
   B. Elizabeth  
   C. Elizabeth's mom  
   D. the young man at the butcher counter

3. Elizabeth is upset at Nicole.

   What evidence from the passage supports this statement?
   A. "In the poultry aisle, there were all sorts of pale bits of chicken, sealed tightly under plastic, shimmering in the harsh white light."
   B. "Elizabeth filled the pot with water, but it was too heavy to pick up and out of the sink."
   C. "Along with the chicken, Elizabeth added all the soup stuff she could think of: carrots, onion, celery, potatoes, radishes, Brussels sprouts, broccoli and a banana."
   D. "'Think of Nicole,' Elizabeth said. 'Just think of poor, sick, sniffly, selfish, beach day-ruining Nicole!'"

4. What might be a reason that Elizabeth does not bring Nicole the chicken soup she makes herself?
   A. The chicken soup Elizabeth makes herself tastes terrible.
   B. Elizabeth likes the chicken soup she made too much to share it.
   C. Elizabeth wants to save the chicken soup she made for her mother.
   D. The chicken soup Elizabeth makes will taste better in a couple days.
5. What is a theme of this story?
   A. Going to the beach is never a good idea.
   B. Making chicken soup is so easy that anyone can do it.
   C. Things in life do not always work out as planned.
   D. Brothers and sisters should always be nice to each other.

6. Read the following sentence: "He drove away, and Elizabeth wondered if there was anywhere on the Internet that explained how to melt older brothers with your mind.'

Why does the author describe Elizabeth wondering if there was anywhere on the Internet that explained how to melt older brothers with your mind?
   A. to make the reader wonder why Elizabeth spends so much time on the Internet
   B. to make the reader afraid of young people who like to use the Internet
   C. to make the reader laugh and understand how Elizabeth feels
   D. to make the reader cry and feel sorry for Elizabeth's brother

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

At first the weather seems great for a trip to the beach; __________, it starts to rain.
   A. later on
   B. for example
   C. in particular
   D. previously

8. Where were Elizabeth and Nicole planning to go together?

9. Why do Elizabeth and Nicole not go to the beach?

10. In "Chicken Soup for Nicole," many things do not work out as planned. Give one example of something not working out as planned. Then explain whether what actually happened turned out to be better or worse than what was planned.
Mia Murphy was tired when she got home from school last Friday. It had been a long week. She was working on a computer project and had stayed late at school to finish her work. After stepping off the bus and trudging home, she plopped onto her chair in the kitchen.

"What's up, Mia?" Mr. Murphy asked. He was making Mia her favorite after-school snack, a grilled cheese sandwich.

"This project is taking me forever!" Mia replied. "I have to design a website page for my computer class."

"Wow, fancy!" Mrs. Murphy shouted from the living room. "When we were in middle school, we didn't even know how to use computers." She walked into the kitchen and sat down next to Mia. She asked her daughter if she had anyone to help her with her project.

"We have partners—mine is named Ali," she explained. "Today we learned how to insert pictures into our page!"

Mr. and Mrs. Murphy looked at each other and smiled. Mia noticed their little exchange.
"What?" she asked, wondering what they were thinking.

"Well, we first met when we were working on a project together in high school," Mr. Murphy explained. "We were assigned to do a research project on American Indian history."

Mrs. Murphy chimed in. "But we didn't have computers back then, so we had to go to the library every day to do research!" She explained that they didn't have online search engines to help them with their work; they could only rely on books. They didn't have cell phones to text each other when they needed help. They had to work together at each other's houses.

"But that sounds so hard!" Mia said. "I can't imagine completing a project without the help of a computer."

Mr. Murphy chuckled. "I know. But I have that project to thank for meeting your mom! All those countless hours in the library. We had to spend a lot of time together," he said.

Now Mia was curious. She wondered what else was different when her parents were growing up. So she asked.

Mrs. Murphy started to list off things she didn't have as a child, like an mp3 player and a flat-screen television. "Also, since I had many brothers and sisters, we had to pitch in more. I helped my mom cook dinner, and we repaired our clothes ourselves when they tore," she said, tapping Mia on the nose. "How about you help me cook dinner tonight then?" Mrs. Murphy suggested, laughing.

"Sure!" Mia exclaimed. "How about something that you used to make as a kid?"

"Chicken noodle soup it is," Mrs. Murphy said with a smile.
1. Who is Mia?
   A. a girl in elementary school
   B. a girl in middle school
   C. a teacher at an elementary school
   D. a teacher at a middle school

2. What does Mia mainly learn about in the story?
   A. how her parents met
   B. how her mother's life differed from hers
   C. how to use computers to do homework
   D. how to work in pairs

3. Read the following section from the story:

   "[Mia's mother] explained that they didn't have online search engines to help them with their work; they could only rely on books. They didn't have cell phones to text each other when they needed help—they had to work together at each other's houses.

   "'But that sounds so hard!' Mia said. 'I can't imagine completing a project without the help of a computer.'"

Based on this evidence, what conclusion can be made?
   A. Mia thinks new technology makes homework easier.
   B. Mia's parents think that her homework is too easy.
   C. Mia thinks it would be more fun to work with a partner.
   D. Mia's parents think she should have a cell phone.
4. Read the following sentences: "Mr. Murphy chuckled. 'I know. But I have that project to thank for meeting your mom! All those countless hours in the library...we had to spend a lot of time together,' he said."

Based on this evidence, what conclusion can be made?

A. Mr. and Mrs. Murphy grew annoyed with each other while working on their project.
B. Mr. and Mrs. Murphy began to fall in love during their long hours in the library.
C. Mr. and Mrs. Murphy were first introduced by a librarian.
D. Mr. and Mrs. Murphy think Mia would more easily find a boyfriend in the library.

5. What is this story mainly about?

A. a conversation about generational differences
B. a conversation about the evils of technology
C. a conversation about how Mia's parents met
D. a conversation about devices that are popular with teens

6. Read the following sentences: "Mrs. Murphy started to list off things she didn't have as a child, like an mp3 player and a flat-screen television. 'Also, since I had many brothers and sisters, we had to pitch in more. I helped my mom cook dinner, and we repaired our clothes ourselves when they tore,' she said, tapping Mia on the nose."

As used in the passage, what does the phrase "pitch in" mean?

A. sacrifice
B. help
C. suffer
D. cook
7. Choose the answer that best completes the sentence below.

Mia and her parents think that technology has made life easier for students today as they complete their homework. __________, thanks to the lack of modern technologies during their school days, Mia's parents were able to spend time together and fall in love.

A. Obviously  
B. On the other hand  
C. Finally  
D. As a result

8. Why does Mia's mother think her computer class homework is "fancy"?

9. How does Mia agree to "pitch in" like her mother at the end of the story?

10. What is one way that Mia's life is different from her mother's? How do you know? Use evidence from the passage to support your answer.
The Dinosaur-Bird Connection

Scientists learn more about T. rex's relatives.

What do Tyrannosaurus rex and the chicken have in common? A team of scientists say the two animals are related. Recently, the scientists studied a T. rex bone that shows proof of that. Proof is anything that can be used to show that something is true.

The T. rex bone was part of a dinosaur's leg. It is 68 million years old. Scientists found it in Montana in 2003. They cut into the bone and were surprised to find protein inside. Protein is a living material that makes up muscle. It is also found inside bone.

Lewis Cantley is a scientist on the research team. "We were very excited," he says. "No one thought that protein could survive that long."

Scientists used a special machine to study the protein. They compared it to the proteins in other animals. Chickens were the closest relatives.

Finding More Proof

Many scientists have long thought that dinosaurs and birds are related. The discovery was more proof. "Previous proof was based on the way the bones looked. This proof is based on
protein," says Cantley. "It better supports our beliefs that chickens came from dinosaurs."

**Are They Alike?**

Imagine that *T. rex* and the chicken were the same size. Would they look related? How are they alike? How are they different?

**Compare a Chicken to a *T. rex***

<table>
<thead>
<tr>
<th>Chicken</th>
<th><em>T. Rex</em></th>
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<tbody>
<tr>
<td><strong>Height:</strong></td>
<td>about 13 inches</td>
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<tr>
<td><strong>Length:</strong></td>
<td>about 13 inches</td>
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<tr>
<td><strong>Weight:</strong></td>
<td>5 to 11 pounds</td>
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</tbody>
</table>
1. What did scientists find inside the T. rex bone?
   A. chicken DNA
   B. disease
   C. protein
   D. water

2. The author provides a list of what?
   A. types of dinosaurs
   B. measurements of chickens and a T. rex
   C. types of chickens
   D. relatives of dinosaurs

3. Scientists did not expect to discover the protein.

What evidence from the text supports this conclusion?
   A. Scientists found the T. rex bone in Montana in 2003.
   B. Scientists used a special machine to study the protein.
   C. Scientists compared the protein to the proteins in other animals.
   D. No one thought that protein could survive that long.

4. How did the scientists' discovery affect their ideas about dinosaurs and chickens?
   A. It made them more confident in their ideas.
   B. It made them very confused.
   C. It made them think that dinosaurs and chickens are probably not related.
   D. It made them think that chickens are better than dinosaurs.

5. What is the main idea of this passage?
   A. Scientists found a T. rex bone that is 68 million years old.
   B. Lewis Cantley is a scientist on a research team.
   C. Scientists found proof in a T. rex bone that chickens are related to dinosaurs.
   D. Protein is a living material that makes up muscle.
6. Read these sentences from the text.

"Many scientists have long thought that dinosaurs and birds are related. The discovery was more proof. 'Previous proof was based on the way the bones looked. This proof is based on protein,' says Cantley."

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

A. different  
B. special  
C. earlier  
D. confusing

7. Choose the answer that best completes the sentence.

Scientists were surprised to find the protein, ________ because they didn't think it could survive that long.

A. especially  
B. but  
C. however  
D. such as

8. What is proof?

9. How is the protein discovered in the T. rex bone proof that dinosaurs are related to chickens?

10. Without proof, why might it be difficult for someone to believe that chickens and T. rex are related?

Support your answer with evidence from the text.
Think of a place. Draw a map. Label your map. Write directions from one place to another on your map.

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Name:

Draw and write about the animals you know. Would any of them make good pets? Which one would make the silliest pet?

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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:

Pick an animal to keep as a pet. Where will it sleep? What will it eat? Write a daily feeding and walking schedule for your new pet.

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Draw about animal homes you know. Write words to go with your pictures.

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Grade 3 Mathematics Homework • Add three digit numbers

Jill estimates that the sum of 487 + 410 is 900. Do you agree? Explain.

Solve 313 + 421 by drawing base ten blocks or a number line, or by decomposing both addends.

Write a word problem to match the equation n = 350 + 650.
Grade 3 Mathematics Homework • Decompose to Subtract

Kim was subtracting 714 - 244. She thinks she can decompose 244 and count back on a number line.

Show if Kim’s thinking will work.

Decompose and count back to find the difference.
You can use the number line if you like.

630 - 245

583 - 363
Grade 3 Mathematics Homework • Solving Word Problems

Directions: Write an equation that can be used to solve the problem. Then, solve the problem.

The tiger at the zoo weighs 483 pounds and the cheetah weighs 127 pounds. How many pounds more does the tiger weigh than the cheetah?

Amy read two books last month. One was 495 pages and the other was 633 pages. How many pages did Amy read last month?
Grade 3 Mathematics Homework • Representing Multiplication

Represent each with an array, repeated addition, and equal groups.

<table>
<thead>
<tr>
<th>Operation</th>
<th>Array</th>
<th>Repeated Addition</th>
<th>Equal Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 x 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 x 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 x 4</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Grade 3 Mathematics Homework • Representing Multiplication

Represent each with equal groups or an array.

2 x 10

4 x 3

5 x 4

6 x 3

7 x 4

7 x 3