

Third Grade **Emergency Independent Study: Week 1**

Day 1	Day 2	Day 3	Day 4	Day 5
ELA: <i>Review</i> <u>Spelling:</u> List 23 <u>Folktales:</u> <u>Writing:</u>	ELA: <u>Grammar:</u> <u>Folktales:</u> <u>Writing:</u>	ELA: <i>Review</i> <u>Spelling:</u> List 23 <u>Folktales:</u> <u>Writing:</u>	ELA: <i>Review</i> <u>Spelling:</u> List 23 <u>Folktales:</u> <u>Writing:</u>	ELA: <i>Review</i> <u>Spelling:</u> List 23 <u>Folktales:</u> <u>Writing:</u>
Math: Multiplication facts Practice <u>Daily Lesson:</u> 10.1 <u>SBAC Practice:</u> Pg. SB 1-2	Math: Multiplication facts Practice <u>Daily Lesson:</u> 10.2 <u>SBAC Practice:</u> Pg. SB 3-4	Math: Multiplication facts Practice <u>Daily Lesson:</u> 10.3 <u>SBAC Practice:</u> Pg. SB 5-6	Math: Multiplication facts Practice <u>Daily Lesson:</u> 10.4 <u>SBAC Practice:</u> Pg. SB 7-8	Math: Multiplication facts Practice <u>Daily Lesson:</u> 10.5 <u>SBAC Practice:</u> Pg. SB 9-10

Third Grade
Emergency Independent Study: Week 2

Day 6	Day 7	Day 8	Day 9	Day 10
ELA: <u>Spelling:</u> List 24 <u>Folktales:</u> <u>Writing:</u>	ELA: <u>Grammar:</u> <u>Folktales:</u> <u>Writing:</u>	ELA: <u>Spelling:</u> List 24 <u>Folktales:</u> <u>Writing:</u>	ELA: <u>Spelling:</u> List 24 <u>Folktales:</u> <u>Writing:</u>	ELA: <u>Spelling:</u> Cursive <u>Folktales:</u> <u>Writing:</u>
Math: Multiplication facts Practice <u>Daily Lesson:</u> 10.6 <u>SBAC Practice:</u> Pg. SB 11-12	Math: Multiplication facts Practice <u>Daily Lesson:</u> 10.6 <u>SBAC Practice:</u> Pg. SB 13-14	Math: Multiplication facts Practice <u>Daily Lesson:</u> 10.7 <u>SBAC Practice:</u> Pg. SB 15-16	Math: Multiplication facts Practice <u>Daily Lesson:</u> 10.8 <u>SBAC Practice:</u> Pg. SB 17-18	Math: Multiplication facts Practice <u>Daily Lesson:</u> 10.9 <u>SBAC Practice:</u> Pg. SB 19-20

Third Grade
Emergency Independent Study: Week 3

Day 1	Day 2	Day 3	Day 4	Day 5
ELA: <u>Spelling:</u> <u>Folktales:</u> <u>Writing:</u>	ELA: <u>Grammar:</u> <u>Folktales:</u> <u>Writing:</u>	ELA: <u>Spelling:</u> <u>Folktales:</u> <u>Writing:</u>	ELA: <u>Spelling:</u> <u>Folktales:</u> <u>Writing:</u>	ELA: <u>Spelling:</u> <u>Folktales:</u> <u>Writing:</u>
Math: Multiplication facts Practice <u>Daily Lesson:</u> Review Time <u>SBAC Practice:</u> Pg. SB 21-22	Math: Multiplication facts Practice <u>Daily Lesson:</u> Renew Time <u>SBAC Practice:</u> Pg. SB 23-24	Math: Multiplication facts Practice <u>Daily Lesson:</u> Measure objects <u>SBAC Practice:</u> Pg. SB 25-26	Math: Multiplication facts Practice <u>Daily Lesson:</u> Measure objects <u>SBAC Practice:</u> Pg. SB 27-28	Math: Multiplication facts Practice <u>Daily Lesson:</u> Prodigy <u>SBAC Practice:</u> Pg. SB 29

Name _____

Practice Test



3.OA.1

Represent and solve problems involving multiplication and division.

1. Alondra makes 4 necklaces. She uses 5 beads on each necklace.

For numbers 1a–1d, choose Yes or No to tell if the number sentence could be used to find the number of beads Alondra uses.

1a. $4 \times 5 =$  ☐ Yes ☐ No

1b. $4 + 4 + 4 + 4 =$  ☐ Yes ☐ No

1c. $5 + 5 + 5 + 5 =$  ☐ Yes ☐ No

1d. $5 + 4 =$  ☐ Yes ☐ No

2. A waiter carried 6 baskets with 5 dinner rolls in each basket. How many dinner rolls did he carry?
Show your work.

_____ dinner rolls

3. Lucy and her mother made tacos. They put 2 tacos on each of 7 plates.

Select the number sentences that show all the tacos Lucy and her mother made. Mark all that apply.

Ⓐ $2 + 2 + 2 + 2 + 2 + 2 + 2 = 14$

Ⓑ $2 + 7 = 9$

Ⓒ $7 + 7 = 14$

Ⓓ $8 + 6 = 14$

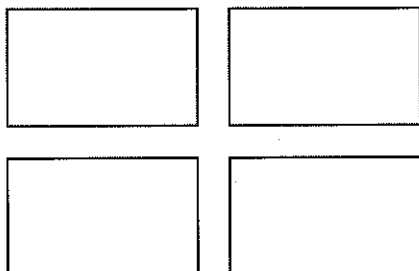
Ⓔ $2 \times 7 = 14$



Name _____

4. A bookcase has 4 shelves. Each shelf holds 5 books. How many books are in the bookcase?

Draw counters to model the problem. Then explain how you solved the problem.



5. Carlos spent 5 minutes working on each of 8 math problems. He can use 8×5 to find the total amount of time he spent on the problems.

For numbers 5a–5d, choose Yes or No to show which are equal to 8×5 .

- 5a. $8 + 5$ ☐ Yes ☐ No
5b. $5 + 5 + 5 + 5 + 5$ ☐ Yes ☐ No
5c. $8 + 8 + 8 + 8 + 8$ ☐ Yes ☐ No
5d. $5 + 5 + 5 + 5 + 5 + 5 + 5 + 5$ ☐ Yes ☐ No

6. There are 3 boats on the lake. Six people ride in each boat. How many people ride in the boats? Draw circles to model the problem and explain how to solve it.

_____ people



Name _____

Practice Test



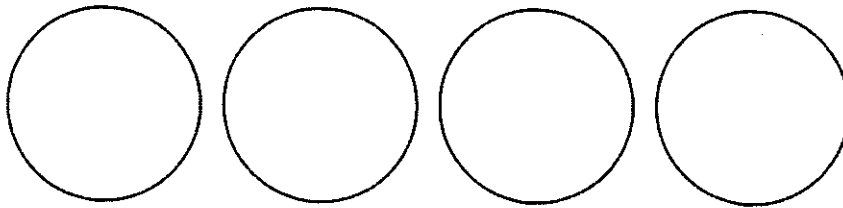
3.OA.2

Represent and solve problems involving multiplication and division.

1. The coach separated the 18 players at lacrosse practice into 3 different groups. How many players were in each group?

_____ players

2. Tyrone took 16 pennies from his bank and put them in 4 equal stacks. How many pennies did Tyrone put in each stack? Show your work.



_____ pennies

3. Darius bakes 18 muffins for his friends. He gives each of his friends an equal number of muffins and has none left over.

Part A

Draw a picture to show one way that Darius could have divided the muffins and complete the sentence.

Darius gave muffins to _____ friends.

Part B

Could Darius have divided all of his muffins equally among 4 of his friends? Explain why or why not.



Name _____

4. A workbook is 64 pages long. If each chapter is 8 pages long, how many chapters are there?

_____ chapters

5. Elizabeth has 12 horses on her farm. She puts an equal number of horses in each of 3 pens. How many horses are in each pen?

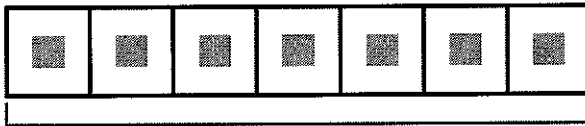
Circle a number that makes the sentence true.

There are

4
9
36

 horses in each pen.

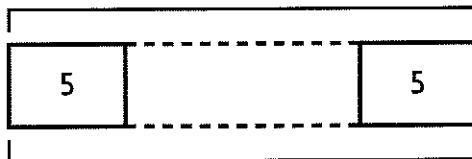
6. There are 7 cars in an amusement park ride. There are 42 people divided equally among the 7 cars. How many people ride in one car?



42 people

_____ people

7. There were 40 fingers total on the number of gloves Mrs. Edwards knitted. How many gloves did Mrs. Edwards knit?



40 fingers

_____ gloves



Name _____

Practice Test



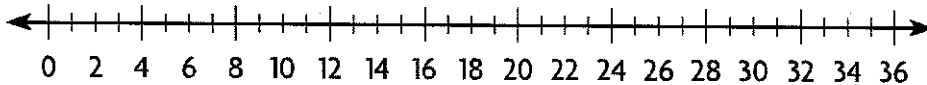
3.OA.3

Represent and solve problems involving multiplication and division.

1. José buys 6 bags of flour. Each bag weighs 5 pounds. How many pounds of flour did José buy?

_____ pounds

2. Use the number line to show the product of 8×4 .



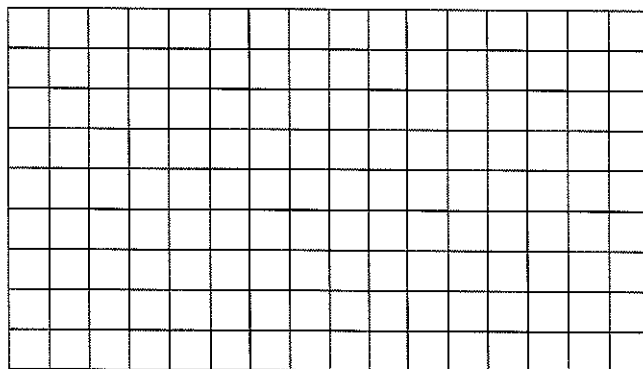
$8 \times 4 =$ _____

3. Ana used 49 strawberries to make 7 strawberry smoothies. She used the same number of strawberries in each smoothie. How many strawberries did Ana use in each smoothie?

_____ strawberries

4. Chris plants 25 pumpkin seeds in 5 equal rows. How many seeds does Chris plant in each row?

Make an array to represent the problem. Then solve the problem.



_____ seeds



Name _____

5. Mrs. Ruiz sorted spools of thread into 4 boxes. Each box holds 5 spools. How many spools of thread does Mrs. Ruiz have?

Draw circles to model the problem. Then solve. Explain how you solved the problem.

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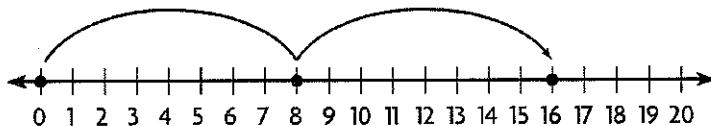
6. Ming divided 35 marbles among 7 different friends. Each friend received the same number of marbles. How many marbles did Ming give to each friend?

$$35 \div 7 = a$$

$$7 \times a = 35$$

- Ⓐ 4 Ⓒ 6
Ⓑ 5 Ⓓ 7

7. Lindsay went hiking for two days in Yellowstone National Park. The first jump on the number line shows how many birds she saw the first day. She saw the same number of birds the next day.



Write the multiplication sentence that the number line shows.

_____ \times _____ = _____



Name _____

Practice Test



3.OA.4

Represent and solve problems involving multiplication and division.

1. For numbers 1a–1d, choose Yes or No to show whether the unknown factor is 6.

1a. $4 \times \boxed{} = 32$

☐ Yes

☐ No

1b. $\boxed{} \times 6 = 36$

☐ Yes

☐ No

1c. $8 \times \boxed{} = 49$

☐ Yes

☐ No

1d. $\boxed{} \times 30 = 180$

☐ Yes

☐ No

2. Devon has 80 books to pack in boxes. She packs 20 books in each box. How many boxes does she need?

Write an equation using the letter n to stand for the unknown factor. Explain how to find the unknown factor.

3. Circle the unknown factor and quotient.

$8 \times \begin{array}{|c|} \hline 6 \\ \hline 7 \\ \hline 8 \\ \hline \end{array} = 48$

$\begin{array}{|c|} \hline 6 \\ \hline 7 \\ \hline 8 \\ \hline \end{array} = 48 \div 8$

4. Keith arranged 40 toy cars in 8 equal rows. How many toy cars are in each row?

_____ toy cars

GO ON 

Name _____

5. The camping club wants to rent rafts. Each raft can hold 8 people. Which equation could be used to find how many rafts are needed for 32 people?
- (A) $8 \times 32 = \square$
- (B) $32 \times \square = 8$
- (C) $\square \times 8 = 32$
- (D) $32 \times 8 = \square$
6. Cody saves all his nickels. Today he is getting them out of his piggy bank and wrapping them to take to the bank. He finds he has 360 nickels. It takes 40 nickels to fill each paper wrapper and make a roll. How many wrappers does he need?

Part A

Write an equation using n for the unknown factor that could be used to find the number of wrappers needed.

_____ \times _____ = _____

Part B

Explain how you solved this problem and how you know your answer is correct.



Name _____

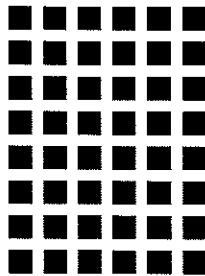
Practice Test



3.OA.5

Understand properties of multiplication and the relationship between multiplication and division.





1. Break apart the array to show $8 \times 6 = (4 \times 6) + (4 \times 6)$.



2. Nadia has 4 sheets of stickers. There are 8 stickers on each sheet. She wrote this number sentence to represent the total number of stickers.

$$4 \times 8 = 32$$

What is a related number sentence that also represents the total number of stickers she has?

- (A) $8 + 4 =$ 
- (B) $4 + 4 + 4 + 4 =$ 
- (C) $8 \times 8 =$ 
- (D) $8 \times 4 =$ 

3. Make true equations. Select a number to complete the equation.



$7 \div 7 =$ _____ $7 \div 1 =$ _____ $0 \div 7 =$ _____

GO ON 

Name _____

4. Select the number sentences that show the Commutative Property of Multiplication. Mark all that apply.

☐ A $3 \times 2 = 2 \times 3$

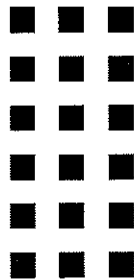
☐ B $4 \times 9 = 4 \times 9$

☐ C $5 \times 0 = 0$

☐ D $6 \times 1 = 1 \times 6$

☐ E $7 \times 2 = 14 \times 1$

5. Circle groups to show $3 \times (2 \times 3)$.



6. For numbers 6a–6d, choose Yes or No to indicate whether the number sentence has the same value as 7×5 .

6a. $7 + (3 + 2) =$

☐ Yes

☐ No

6b. $7 \times (3 + 2) =$

☐ Yes

☐ No

6c. $(5 \times 4) + (5 \times 3) =$

☐ Yes

☐ No

6d. $(7 \times 2) + (7 \times 5) =$

☐ Yes

☐ No



Name _____

Practice Test

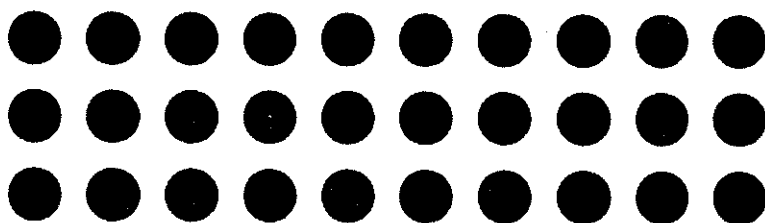


3.OA.6

Understand properties of multiplication and the relationship between multiplication and division.

1. Philip has 30 pennies that he exchanges for nickels. He exchanges 5 pennies for each nickel. How many nickels does Philip get?

Ring equal groups to model the problem.



_____ nickels

2. There are 56 apples packed in 7 baskets with the same number of apples in each basket. How many apples are in each basket?

For numbers 2a–2d, choose Yes or No to tell whether the equation represents the problem.

2a. $56 + 7 = \text{■}$

☐ Yes

☐ No

2b. $7 \times \text{■} = 56$

☐ Yes

☐ No

2c. $56 \div \text{■} = 8$

☐ Yes

☐ No

2d. $56 - \text{■} = 8$

☐ Yes

☐ No

3. There are 35 prizes in 5 equal rows. How many prizes are in each row?

Complete each equation to represent the problem.

$5 \times \underline{\hspace{2cm}} = 35$

$35 \div 5 = \underline{\hspace{2cm}}$


_____ prizes



Name _____

4. Write the numbers that complete the number puzzle.

3	5	8	10	18	24	45
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×	9		2
6		18	
	45	15	
	72	24	16

Explain how you found the number in the circle.

5. Circle numbers to complete the related facts.

7 9 64 80	$\times 8 = 72$	$72 \div$	7 8 9 64	$= 8$
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6. Penn has 12 eggs to use in some recipes. Select a way that he could divide the eggs equally among some recipes. Mark all that apply.

- | | |
|---|---|
| <p><input type="checkbox"/> (A) 6 eggs in each of 2 recipes</p> <p><input type="checkbox"/> (B) 5 eggs in each of 3 recipes</p> <p><input type="checkbox"/> (C) 3 eggs in each of 4 recipes</p> | <p><input type="checkbox"/> (D) 4 eggs in each of 4 recipes</p> <p><input type="checkbox"/> (E) 2 eggs in each of 6 recipes</p> <p><input type="checkbox"/> (F) 4 eggs in each of 3 recipes</p> |
|---|---|



Name _____

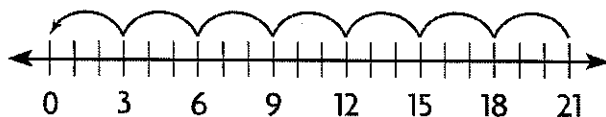
Practice Test



3.OA.7

Multiply and divide within 100.

1. Bella made \$21 selling bracelets. She wants to know how many bracelets she sold. Bella used this number line.



Write the division equation that the number line represents.

_____ ÷ _____ = _____

2. Etta buys some ribbon and cuts it into 7 pieces that are the same length. Each piece is 9 inches long. How long was the ribbon that Etta bought?

_____ inches

3. Complete the chart to show the quotients.

÷	27	36	54	45
9				

4. Use the numbers to write related multiplication and division facts.

9

45

5

GO ON

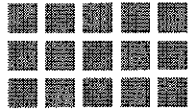
Name _____




5. Each picnic table seats 6 people. How many picnic tables are needed to seat 24 people? Explain the strategy you used to solve the problem.

6. Circle the symbol that makes the multiplication sentence true.

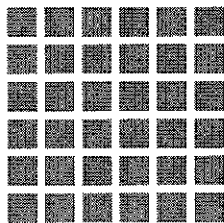
$$9 \times 6 \quad \begin{array}{|c|} \hline > \\ \hline < \\ \hline = \\ \hline \end{array} \quad 3 \times (3 \times 9)$$

7. Select the equations that represent the array. Mark all that apply.



- (A) $3 \times 5 =$  (D) $5 \times$  $= 15$
 (B) $2 \times$  $= 12$ (E) $12 \div 3 =$ 
 (C)  $\div 3 = 5$ (F) $15 \div 5 =$ 

8. Write related facts for the array. Explain why there are not more related facts.





Name _____

Practice Test



3.OA.8

Solve problems involving the four operations, and identify and explain patterns in arithmetic.

1. For numbers 1a–1e, select Yes or No to show whether each equation is true.

1a. $81 \div 9 + 2 = 11$ ☐ Yes ☐ No

1b. $6 + 4 \times 5 = 50$ ☐ Yes ☐ No

1c. $10 + 10 \div 2 = 15$ ☐ Yes ☐ No

1d. $12 - 3 \times 2 = 6$ ☐ Yes ☐ No

1e. $20 \div 4 \times 5 = 1$ ☐ Yes ☐ No

2. Mrs. Garcia puts 57 cans on a shelf. She puts an equal number of cans in each of 9 rows and puts 3 cans in the last row. How many cans does she put in each of the 9 equal rows?

Choose the equation that can be used to solve the problem.

I can use the equation

$$(3 \times c) + 9 = 57$$

$$(9 \times c) + 3 = 57$$

$$(57 \div 9) + 3 = c$$

Solve the problem.

_____ cans



Name _____

3. Bella is planning to write in a journal. Some pages will have one journal entry on them, and other pages will have two journal entries on them. If Bella wants to make 10 entries, how many different ways can she write them in her journal?

4. Brian is going camping in 2 weeks and 2 days.

Which equation can be used to find the number of days until Brian goes camping?

- (A) $2 + 7 + 2 = c$; $c = 11$ days
- (B) $2 \times 7 - 2 = c$; $c = 12$ days
- (C) $2 \times 5 + 2 = c$; $c = 12$ days
- (D) $2 \times 7 + 2 = c$; $c = 16$ days
5. Eleni bought 3 packs of crayons. She then found 3 crayons in her desk. Eleni now has 24 crayons. How many crayons were in each pack she bought? Explain how you solved the problem.



Name _____

Practice Test



3.OA.9

Solve problems involving the four operations, and identify and explain patterns in arithmetic.

1. Tim says the rule for the pattern shown in the table is "Add 3." Is his rule correct? Explain how you know.

Packages	1	2	3	4	5
Markers	4	8	12	16	20

2. Select the number sentences that show the Commutative Property of Addition. Mark all that apply.

- Ⓐ $14 + 8 = 22$
 Ⓑ $8 + 14 = 14 + 8$
 Ⓒ $8 + (13 + 1) = (8 + 13) + 1$
 Ⓓ $5 + 9 + 8 = 9 + 5 + 8$

3. Heather's puppy weighs 23 pounds. He has been gaining 3 pounds every month as he grows. If this pattern continues, how much will the puppy weigh 5 months from now?

4. Helene selected an odd number to be multiplied by the factors in this table. Write *even* or *odd* to describe each product.

×	1	2	3	4	5
odd number					



Name _____

5. Chloe bought 4 movie tickets. Each ticket cost \$6. What was the total cost of the movie tickets?

\$ _____

6. Complete the table. Amir said a rule for the pattern shown in this table is "Multiply by 4." Is he correct? Explain how you know your answer is reasonable.

Cans	2	3	4		6
Peaches	8	12		20	

7. Lisa completed the table to describe the product of a mystery one-digit number and each factor in the table.

×	1	2	3	4	5
?	even	even	even	even	even

Part A

Give all of the possible numbers that could be Lisa's mystery one-digit number.

Part B

Explain how you know that you have selected all of the correct possibilities.



Name _____

Practice Test



3.NBT.1

Use place value understanding and properties of operations to perform multi-digit arithmetic.

1. There are 486 books in the classroom library. Complete the chart to show 486 rounded to the nearest 10.

Hundreds	Tens	Ones

2. Write each number sentence in the box below the better estimate of the sum.

$393 + 225 = \boxed{}$

$481 + 215 = \boxed{}$

$352 + 328 = \boxed{}$

$309 + 335 = \boxed{}$

600	700

3. Select the numbers that round to 300 when rounded to the nearest hundred. Mark all that apply.

(A) 238

(B) 250

(C) 283

(D) 342

(E) 359

4. A total of 907 people went to a fishing tournament. Of these people, 626 arrived before noon. Alina estimates that fewer than 300 people arrived in the afternoon. How did she estimate? Explain.

GO ON

Name _____

5. Select the numbers that round to 100. Select all that apply.

- (A) 38 (C) 109
(B) 162 (D) 83

6. Alex and Erika collect shells. The tables show the kinds of shells they collected.

Alex's Shells		Erika's Shells	
Shell	Number of Shells	Shell	Number of Shells
Scallop	36	Scallop	82
Jingle	95	Clam	108
Clam	115	Whelk	28

Part A

Who collected more shells? About how many more did she collect? Explain how you solved the problem.

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Part B


Alex and Erika have the greatest number of what kind of shell? How many shells of that kind do they have in all? Show your work.

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- 1. Daniel has 402 pieces in a building set. He uses 186 pieces to build a house. How many pieces does he have left? Show your work.**



Use the table for 2–4.

Susie's Sweater Shop	
Month	Number of Sweaters Sold
January	402
February	298
March	171

- 2.** The table shows the number of sweaters sold online in three months. How many sweaters were sold in January and February?

sweaters

- 3. How many more sweaters were sold in January than March?**

sweaters

4. How many more sweaters were sold in February and March than in January?

sweaters

Name _____

5. Janna buys 2 bags of dog food for her dogs. One bag weighs 37 pounds. The other bag weighs 15 pounds. How many pounds do both bags weigh? Explain how you solved the problem.

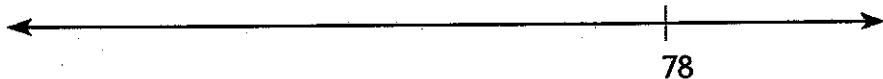
6. Choose the property that makes the statement true.

Identity
Commutative
Associative

The _____ Property of addition states that

you can group addends in different ways and get the same sum.

7. Alexandra has 78 emails in her inbox. She deletes 47 emails. How many emails are left in her inbox? Draw jumps and label the number line to show your thinking.



_____ emails

8. Luke solves this problem. He says the difference is 214. Explain the mistake Luke made. What is the correct difference?

$$352 - 148 = \underline{\hspace{2cm}}$$



Name _____

Practice Test



3.NBT.3

Use place value understanding and properties of operations to perform multi-digit arithmetic.

1. Select the equations that show the Distributive Property.
Mark all that apply.

☐ (A) $8 \times 20 = 8 \times (10 + 10)$

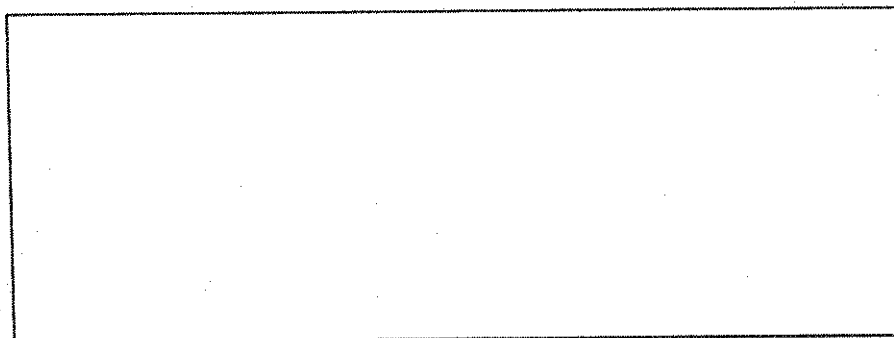
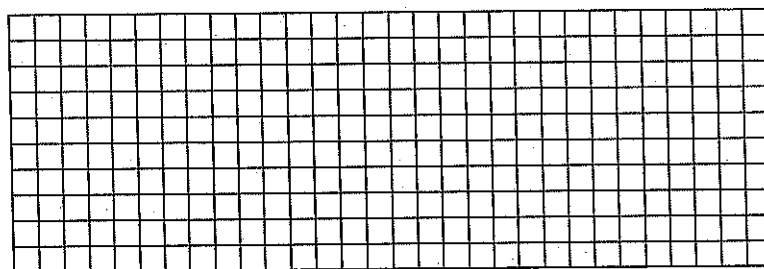
☐ (B) $5 \times 60 = 5 \times (20 + 40)$

☐ (C) $30 \times 6 = 6 \times 30$

☐ (D) $9 \times (4 + 3) = 9 \times 7$

2. The bookstore has 6 shelves of books about animals.
There are 30 books on each shelf. How many books
about animals does the bookstore have?

Make a diagram to show how you can use the
Distributive Property to find the number of books about
animals in the bookstore.

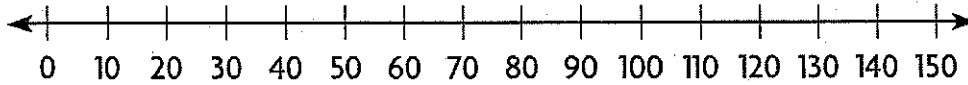


_____ animal books

GO ON

Name _____

3. Each train can carry 20 cars. Use the number line to find how many cars 6 trains can carry.



_____ cars

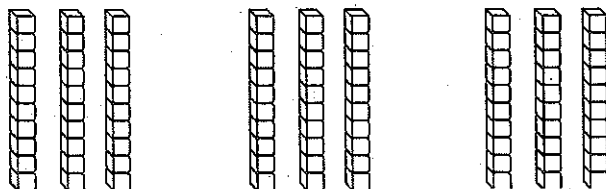
4. A store has 30 boxes of melons. Each box holds 4 bags. Each bag holds 2 melons. What is the total number of melons in the store?

_____ melons

5. A printer prints newsletters for many groups every month. Which group uses the greatest number of pieces of paper?

Group	Number of pieces of paper in newsletter	Number of copies of newsletter printed
Garden Ladies	5	70
Book Lovers Club	6	80
Model Train Fans	7	60
Travel Club	8	50

6. Samantha made this multiplication model. Complete the equation that represents the model.



_____ × _____ = _____



Name _____

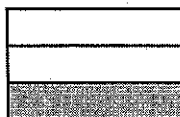
Practice Test



3.NF.1

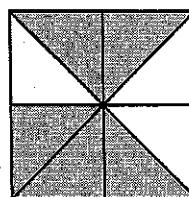
Develop understanding of fractions as numbers.

1. What fraction names the shaded part?
Explain how you know how to write the fraction.

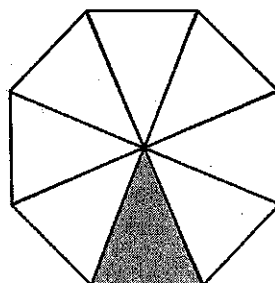


2. Select a numerator and a denominator for the fraction that names the shaded part of the shape.

Numerator	Denominator
<input type="radio"/> 2	<input type="radio"/> 3
<input type="radio"/> 3	<input type="radio"/> 5
<input type="radio"/> 5	<input type="radio"/> 6
<input type="radio"/> 6	<input type="radio"/> 8



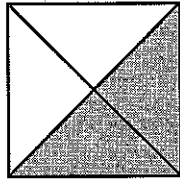
3. Omar shaded a model to show the part of the lawn that he finished mowing. What fraction names the shaded part? Explain how you know how to write the fraction.



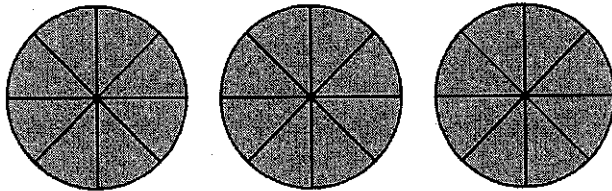
GO ON 

Name _____

4. The model shows one whole. What fraction of the model is NOT shaded?



5. Gary paints some shapes.



Select one number from each column to show a fraction greater than 1 that names the parts Gary painted.

Numerator	Denominator
<input type="radio"/> 3	<input type="radio"/> 3
<input type="radio"/> 4	<input type="radio"/> 4
<input type="radio"/> 8	<input type="radio"/> 8
<input type="radio"/> 24	<input type="radio"/> 24

6. Angelo rode his bike around a bike trail that was $\frac{1}{4}$ of a mile long. He rode his bike around the trail 8 times. Angelo says he rode a total of $\frac{8}{4}$ miles. Teresa says he is wrong and that he actually rode 2 miles. Who is correct? Use words and drawings to explain how you know.



Name _____

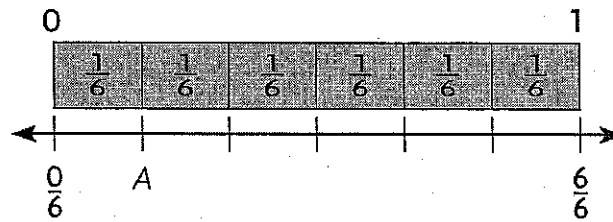
Practice Test



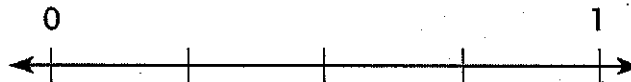
3.NF.2a, 3.NF.2b

Develop understanding of fractions as numbers.

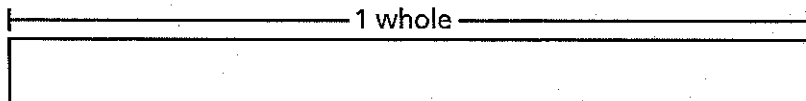
1. What fraction names point *A* on the number line?



2. Locate and draw point *F* on the number line to represent the fraction $\frac{2}{4}$.



3. Use a straightedge to divide the fraction bar into 6 equal parts. Then shade 4 parts.



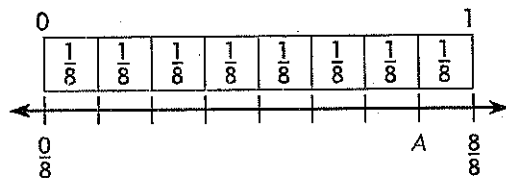
What fraction does the shaded fraction bar represent?

Show the fraction as the sum of unit fractions.

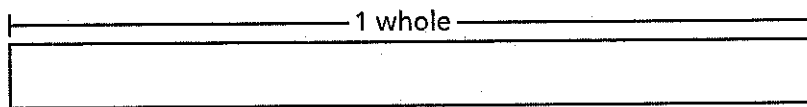
GO ON →

Name _____

4. What fraction names point A on the number line?



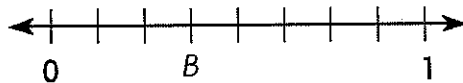
5. Use a straightedge to divide the fraction bar into 4 equal parts. Then shade 3 parts.



What fraction does the shaded fraction bar represent?

Show the fraction as the sum of unit fractions.

6. Maria drew a number line divided into 8 equal parts. What fraction names point B on the number line?



Name _____

Practice Test



3.NF.3a

Develop understanding of fractions as numbers.

1. Mrs. Reed baked four pans of lasagna for a family party.
Use the rectangles to represent the pans.



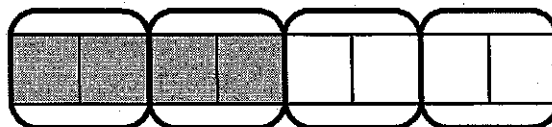
Part A

Draw lines to show how Mrs. Reed could cut one pan of lasagna into thirds, one into fourths, one into sixths, and one into eighths.

Part B

At the end of the dinner, 2 of the pans had $\frac{1}{3}$ of a lasagna left, and 2 of the pans had $\frac{1}{2}$ of a lasagna left.
Use the models to show the lasagna that might have been left over in each pan. Write two pairs of equivalent fractions to represent the models.

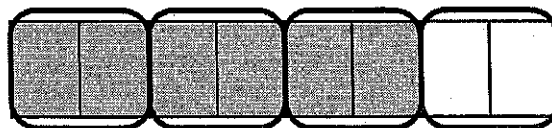
2. Danielle drew a model to show equivalent fractions.



Use the model to complete the number sentence.

$$\frac{1}{2} = \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

3. Sam went for a ride on a sailboat. The ride lasted $\frac{3}{4}$ hour.



What fraction is equivalent to $\frac{3}{4}$?

GO ON 

Name _____

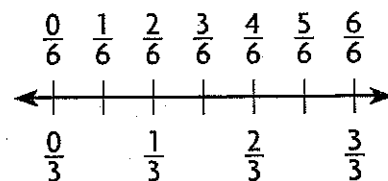
4. For numbers 4a–4d, select Yes or No to show whether the fractions are equivalent.

4a. $\frac{6}{6}$ and $\frac{3}{3}$ ☐ Yes ☐ No

4b. $\frac{4}{6}$ and $\frac{1}{3}$ ☐ Yes ☐ No

4c. $\frac{2}{3}$ and $\frac{3}{6}$ ☐ Yes ☐ No

4d. $\frac{1}{3}$ and $\frac{2}{6}$ ☐ Yes ☐ No



5. Mr. Worth opened new jars of 4 different colors of paint for an art project. All of the jars were the same size.



Part A

Draw lines to show how Mr. Worth could divide one jar of paint into halves, one into thirds, one into fourths, and one into sixths.

Part B

Students in his class used an equivalent amount of paint from the jars divided into halves and fourths. They also used an equivalent amount of paint from the jars divided into thirds and sixths. Use the models to show the amount of paints used. Write two pairs of equivalent fractions to represent the models.



Name : _____

Score : _____

Teacher : _____

Date : _____

3 Minute Drill

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Name : _____

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Teacher : _____

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3 Minute Drill

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Name : _____

Score : _____

Teacher : _____

Date : _____

3 Minute Drill

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Name : _____

Score : _____

Teacher : _____

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3 Minute Drill

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Name : _____

Score : _____

Teacher : _____

Date : _____

3 Minute Drill

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$$\begin{array}{r} 5 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 7 \\ \hline \end{array}$$

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$$\begin{array}{r} 9 \\ \times 7 \\ \hline \end{array}$$

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Name : _____

Score : _____

Teacher : _____

Date : _____

3 Minute Drill

$$\begin{array}{r} 7 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 10 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 4 \\ \hline \end{array}$$

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Name : _____

Score : _____

Teacher : _____

Date : _____

3 Minute Drill

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$$\begin{array}{r} 6 \\ \times 9 \\ \hline \end{array}$$

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Name : _____

Score : _____

Teacher : _____

Date : _____

3 Minute Drill

$$\begin{array}{r} 2 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 7 \\ \hline \end{array}$$

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Name : _____

Score : _____

Teacher : _____

Date : _____

3 Minute Drill

$$\begin{array}{r} 2 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 10 \\ \hline \end{array}$$

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Name : _____

Score : _____

Teacher : _____

Date : _____

3 Minute Drill

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Name : _____

Score : _____

Teacher : _____

Date : _____

3 Minute Drill

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$$\begin{array}{r} 4 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ \times 10 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 10 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 10 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 10 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 8 \\ \hline \end{array}$$

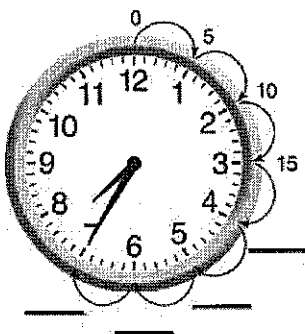
$$\begin{array}{r} 9 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 5 \\ \hline \end{array}$$

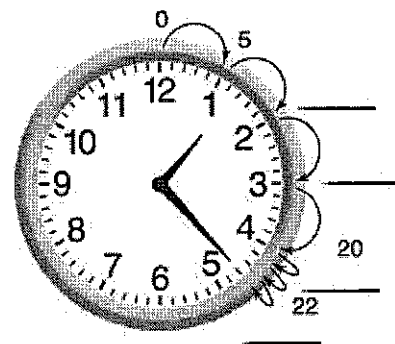


Time to the Minute

Groundhog Day is February 2. People say that if a groundhog can see its shadow on that morning, winter will last another 6 weeks. The clock shows the time when the groundhog saw its shadow. What time is it? (Hint: Skip-count by 5s to find the minutes.)

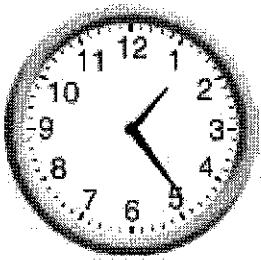
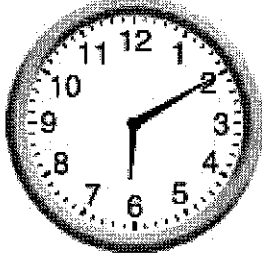
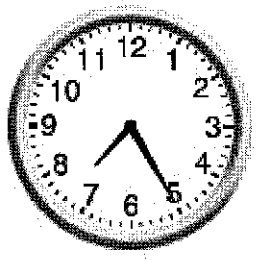
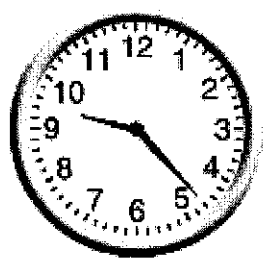


What time would it be on this clock?
(Hint: Skip-count by 5s and then by 1s.)



Write the time on the clock.

1. ____:____	2. ____:____	3. ____:____	4. ____:____
5. ____:____	6. ____:____	7. ____:____	8. ____:____
9. ____:____	10. ____:____	11. ____:____	12. ____:____

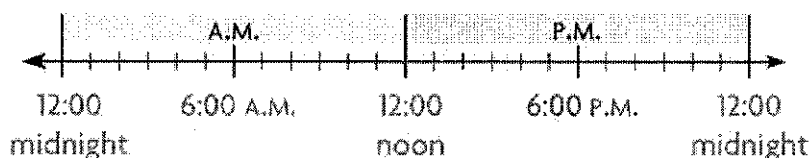
13.	14.	15.	16.
			

Spiral Review

17. Each bird has 2 wings. How many wings do 5 birds have?		18. Mr. Wren has 56 paintbrushes. He places 8 paintbrushes on each of the tables in the room. How many tables are in the room?	
19. An airplane flies 617 miles in the morning. Then it flies 385 miles in the afternoon. How many more miles does the airplane fly in the morning?		20. For a party, Shaun blew up 36 red balloons and 28 white balloons. How many red and white balloons did he blow up?	
21. Find the unknown number. $8 \times \square = 56$	22. Find the unknown factor. $\square \times 10 = 70$	23. Finish the fact family. $4 \times 6 = \underline{\hspace{1cm}}$ $\underline{\hspace{1cm}} \times \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$ $\underline{\hspace{1cm}} \div \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$ $\underline{\hspace{1cm}} \div \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$	24. $9 \overline{)18}$ <hr/> 25. $3 \overline{)0}$

A.M. and P.M.

Lauren's family is going hiking tomorrow morning at 7:00. How should Lauren write the time to show that they are going in the morning, not in the evening?

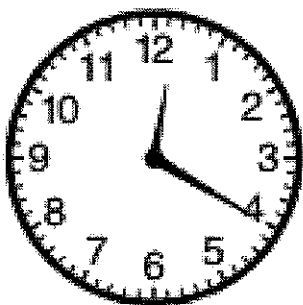


Lauren should write the time as ____:____ ____

Callie's family is going for a canoe ride at 3:00 in the afternoon. How should Callie write the time?

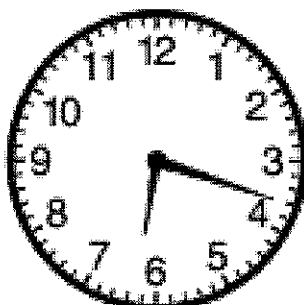
Write the time for the activity. Use A.M. or P.M.

1. eat lunch



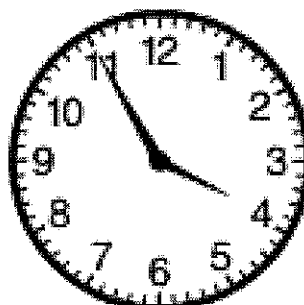
____:____ ____

2. see the sunrise



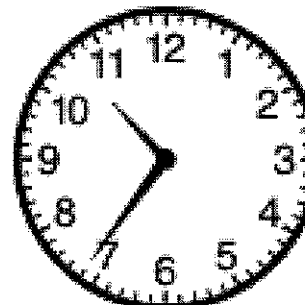
____:____ ____

3. go for a walk



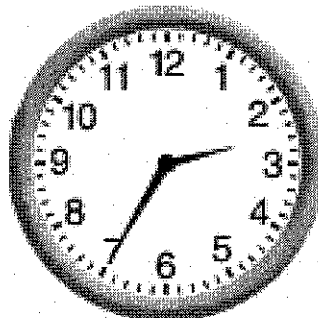
____:____ ____

4. do math at school



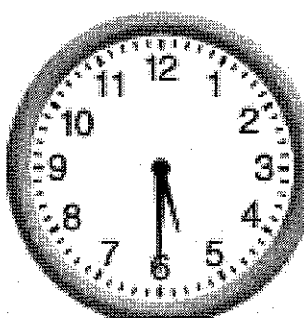
____:____ ____

5. end of school



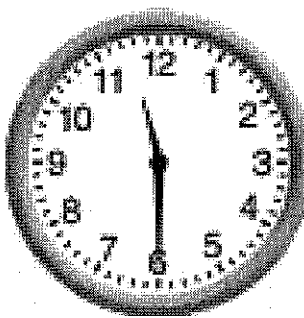
____:____ ____

6. eat dinner



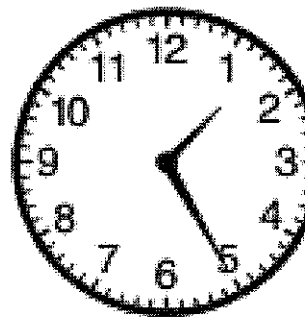
____:____ ____

7. go shopping



____:____ ____

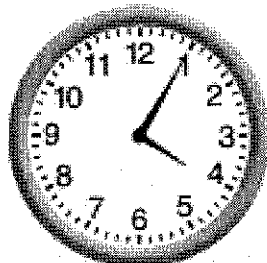
8. music class at school



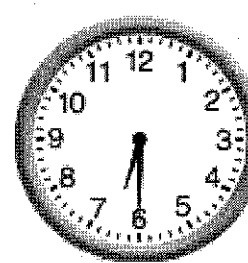
____:____ ____

Problem Solving

9. Mackenzie's violin lesson starts at the time shown on the clock. Write the time using A.M. or P.M.



10. The diner opens for breakfast at the time shown on the clock. Write the time using A.M. or P.M.



- 11.** The Davis family spent the day at the lake. Write the letter for each activity next to the time they did it. The first one has been done for you.

A. went swimming after lunch

☒ **D** 9:50 A.M.

B. ate breakfast at home

☐ 7:00 P.M.

C. watched sunset over the lake

☐ 12:15 P.M.

D. got to the lake cabin in the morning

☐ 1:30 P.M.

E. had sandwiches for lunch

☐ 7:00 A.M.

Spiral Review

- 12.** There are 50 toothpicks in each box. Jaime buys 4 boxes for her party platter. How many toothpicks does Jaime buy?

- 13.** A pet store sold 145 bags of beef-flavored dog food and 263 bags of cheese-flavored dog food. How many bags of dog food were sold?

- 14.** What are two division sentences that are related to the multiplication equation?

$$4 \times 6 = 24$$

$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$

- 15.** Compare. Write $<$, $>$, or $=$.

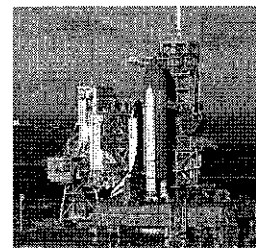
$$\frac{3}{6} \bigcirc \frac{4}{6}$$

- 16.** Round 739 to the nearest ten.

- 17.** Round 739 to the nearest hundred.

Measure Time Intervals

Alicia and her family visited the Kennedy Space Center. They watched a movie that began at 4:10 P.M. and ended at 4:53 P.M. How long did the movie last? Use a number line to find the elapsed time.



Find the elapsed time. Use a number line if necessary.

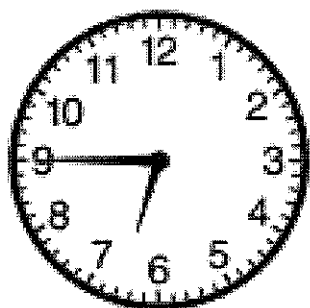
1. Start: 8:10 A.M. End: 8:45 A.M.

2. Start: 10:05 P.M. End: 10:21 P.M.

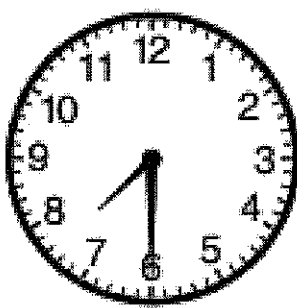
3. Start: 3:00 P.M. End: 3:37 P.M.

4. Start: 11:05 A.M. End: 11:56 A.M.

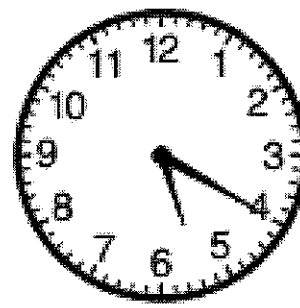
5. Start: 6:45 P.M. End: 6:54 P.M.



6. Start: 7:30 A.M. End: 7:53 A.M.



7. Start: 5:20 P.M. End: 5:47 P.M.



Problem Solving

8. A show at the museum starts at 7:40 P.M. and ends at 7:57 P.M. How long is the show?

9. The school play started at 8:15 P.M. and ended at 8:56 P.M. How long was the school play?

10. Marcus began playing basketball at 3:30 P.M. and stopped playing at 3:55 P.M. For how many minutes did he play basketball?

11. The first train leaves the station at 6:15 A.M. The second train leaves at 6:55 A.M. How much later does the second train leave the station?

Spiral Review

12. Each car has 4 wheels. How many wheels do 7 cars have?

13. Mr. Martin drove 290 miles last week. This week he drove 125 miles more than last week. How many miles did Mr. Martin drive this week?

14. What are two multiplication sentences that are related to the division equation?

$$27 \div 3 = 9$$

$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

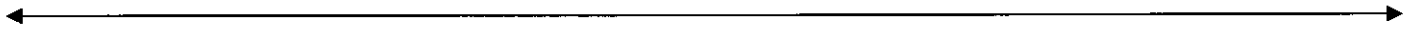
$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

15. Compare. Write $<$, $>$, or $=$.

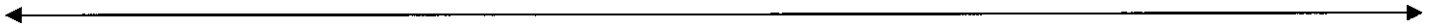
$$\frac{1}{3} \bigcirc \frac{1}{6}$$

Use Time Intervals

Javier begins working on his oceans project at 1:30 P.M. He spends 42 minutes painting a model of Earth and labeling the oceans. At what time does Javier finish working on his project?



Whitney went swimming in the ocean for 25 minutes. She finished swimming at 11:15 A.M. At what time did Whitney start swimming?



Find the ending time. Use a number line if necessary.

1. Start time: 2:15 A.M. Elapsed time: 45 minutes



2. Start time: 1:40 P.M. Elapsed time: 33 minutes

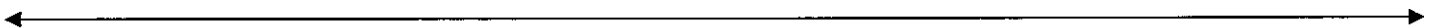


Find the starting time. Use a number line if necessary.

3. End time: 4:29 P.M. Elapsed time: 55 minutes



4. End time: 3:05 A.M. Elapsed time: 40 minutes

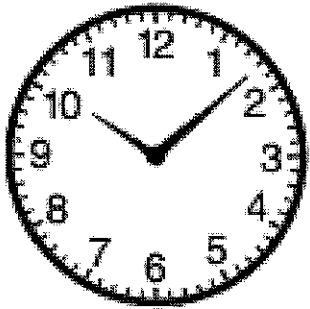


Find the starting time or ending time using the clock.

5. Find the start time.

End time: 10:08 A.M.

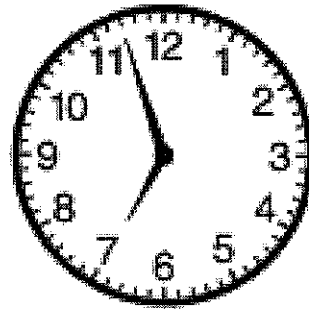
Elapsed time: 30 minutes



6. Find the end time.

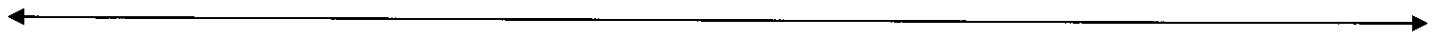
Start time: 6:57 P.M.

Elapsed time: 47 minutes

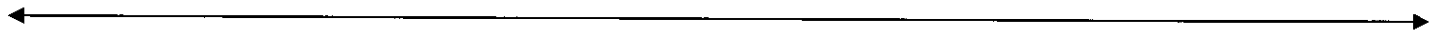


Problem Solving

7. Jenny spent 35 minutes doing research on the Internet. She finished at 7:10 P.M. At what time did Jenny start her research?



8. Clark left for school at 7:43 A.M. He got to school 36 minutes later. At what time did Clark get to school?

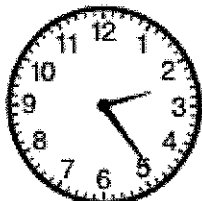


Spiral Review

9. Sierra has 30 collector's pins. She wants to put an equal number of pins in each of 5 boxes. How many pins should she put in each box?

10. There are 20 napkins in each package. Kelli bought 8 packages for her party. How many napkins did Kelli buy in all?

11. What time is shown on the clock?



12. Find the unknown Number.

$$\square \times 10 = 100$$

Problem Solving: Time Intervals

Zach and his family are going to New York City. Their airplane leaves at 9:15 A.M. They need to arrive at the airport 60 minutes before their flight. It takes 15 minutes to get to the airport. The family needs 30 minutes to get ready to leave. At what time should Zach's family start getting ready?



Solve each problem. Show your work.

1. Hannah wants to meet her friends downtown. Before leaving home, she does chores for 60 minutes and eats lunch for 20 minutes. The walk downtown takes 15 minutes. Hannah starts her chores at 11:45 A.M. At what time does she meet her friends?



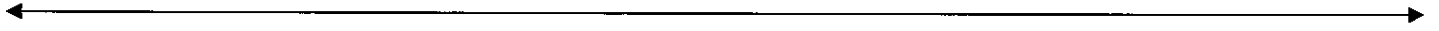
2. Katie practiced the flute for 45 minutes. Then she ate a snack for 15 minutes. Next, she watched television for 30 minutes, until 6:00 P.M. At what time did Katie start practicing the flute?



3. Nick gets out of school at 2:25 P.M. He has a 15-minute ride home on the bus. Next, he goes on a 30-minute bike ride. Then he spends 55 minutes doing homework. At what time does Nick finish his homework?



4. Gloria went to the mall and spent 50 minutes shopping. Then she had lunch for 30 minutes. If Gloria arrived at the mall at 11:00 A.M., at what time did she finish lunch?



5. The ball game begins at 2:00 P.M. It takes Ying 30 minutes to get to the ballpark. She also wants to stop at the store for 20 minutes. At what time should Ying leave home to get to the game?

Spiral Review

- | | | |
|---|--|---|
| <p>6. There were 405 books on the library shelf. Some books were checked out. Now there are 215 books left on the shelf. How many books were checked out?</p> | <p>7. Savannah has 48 photos. She places 8 photos on each page of her photo album. How many pages in the album does she use?</p> | |
| <p>8. Write fractions $\frac{2}{4}$, $\frac{2}{8}$, and $\frac{2}{6}$ in order from least to greatest.</p> | <p>9. $561 - 261$</p> | <p>10. Find the unknown number.</p> <p>$6 \times \square = 36$</p> |

Measure Length (Part A)

How long is the glue stick to the nearest half inch?

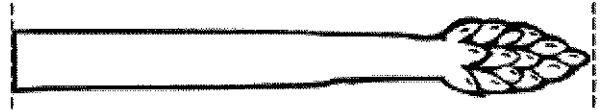


Measure the length of the object to the nearest half inch or whole inch.

1.



2.



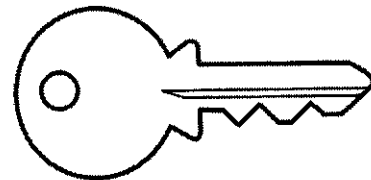
3.



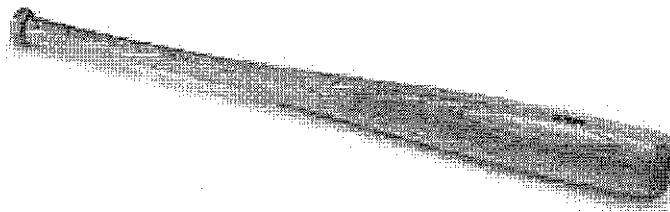
4.



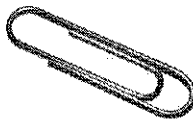
5.



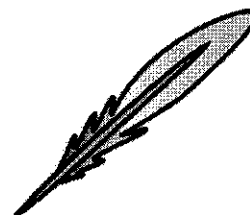
6.



7.



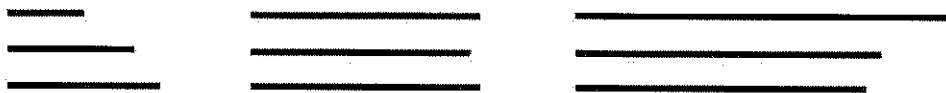
8.



9.



10. Measure the length of the lines below to the nearest half inch and make a line plot.



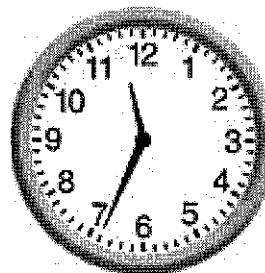
Spiral Review

11. Brooke says there are 7 weeks until July 4. There are 7 days in a week. In how many days will it be July 4?

12. There were 378 visitors to the museum on Friday. There were 409 visitors on Saturday. How many people visited the museum on those two days?

13. Marcy played the piano for 45 minutes. She stopped playing at 4:15 P.M. At what time did she start playing the piano?

14. What time is it?



15. Finish the fact family.

$$6 \times 8 = \underline{\quad}$$

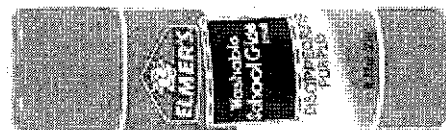
$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$

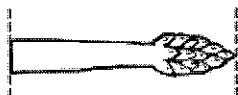
Measure Length (Part B)

How long is the glue stick to the nearest quarter inch?



Measure the length of the object to the nearest quarter inch or whole inch.

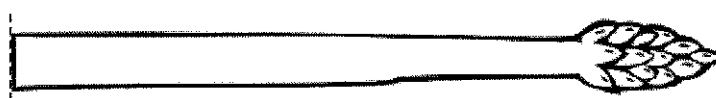
1.



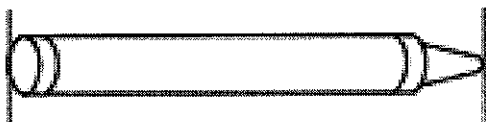
2.



3.



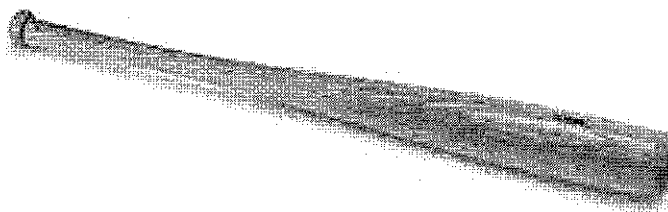
4.



5.



6.



7.



8.



9.



10. Measure the length of the lines below to the nearest quarter inch and make a line plot.



Spiral Review

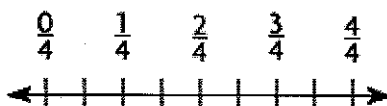
11. Ricardo has 32 books to put on 4 shelves. How many books does Ricardo put on each shelf?

12. There were 378 visitors to the museum on Friday. There were 409 visitors on Saturday. How many more people visited the museum on Saturday?

13. Write a division equation for the picture.



14. Find the fraction equivalent to $\frac{1}{4}$.

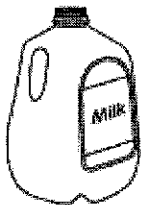








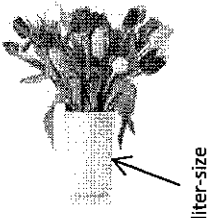

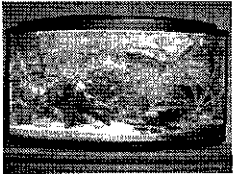


15. Round 194 to the nearest ten.

Estimate and Measure Liquid Volume

Use liter bottle to demonstrate volume (see page 433 of textbook).

Estimate how much liquid volume there will be when the container is filled. Circle *more than 1 liter*, *about 1 liter*, or *less than 1 liter*.

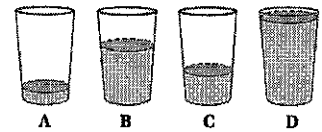
<p>1. large milk container</p>  <p><i>more than 1 liter</i> <i>about 1 liter</i> <i>less than 1 liter</i></p>	<p>2. can of soda</p>  <p><i>more than 1 liter</i> <i>about 1 liter</i> <i>less than 1 liter</i></p>	<p>3. spoon of medicine</p>  <p><i>more than 1 liter</i> <i>about 1 liter</i> <i>less than 1 liter</i></p>	<p>4. bathtub of water</p>  <p><i>more than 1 liter</i> <i>about 1 liter</i> <i>less than 1 liter</i></p>
<p>5. bottle of soda</p>  <p><i>more than 1 liter</i> <i>about 1 liter</i> <i>less than 1 liter</i></p>	<p>6. juice pouch</p>  <p><i>more than 1 liter</i> <i>about 1 liter</i> <i>less than 1 liter</i></p>	<p>7. pool</p>  <p><i>more than 1 liter</i> <i>about 1 liter</i> <i>less than 1 liter</i></p>	<p>8. lake</p>  <p><i>more than 1 liter</i> <i>about 1 liter</i> <i>less than 1 liter</i></p>
<p>9. cup of tea</p>  <p><i>more than 1 liter</i> <i>about 1 liter</i> <i>less than 1 liter</i></p>	<p>10. vase</p>  <p><i>more than 1 liter</i> <i>about 1 liter</i> <i>less than 1 liter</i></p>	<p>11. bowl of soup</p>  <p><i>more than 1 liter</i> <i>about 1 liter</i> <i>less than 1 liter</i></p>	<p>12. fish tank</p>  <p><i>more than 1 liter</i> <i>about 1 liter</i> <i>less than 1 liter</i></p>

Problem Solving

13. Felicia filled the bathroom sink with water. Is this amount *more than 1 liter*, *about 1 liter*, or *less than 1 liter*?

14. Kyle needed about 1 liter of water to fill a container. Did Kyle most likely fill a small glass, a spoon, or a vase?

15.



Draw a circle around the glass that has the most amount of water.

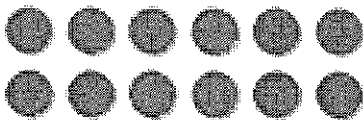
Draw a box around the glass that has the least amount of water.

Spiral Review

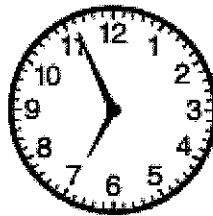
16. Cecil had 6 glasses. He put 1 ice cube in each glass. How many ice cubes did Cecil use?

17. Tiffany has read 115 pages of her book. She has 152 pages left to read. How many pages are in the book?

18. Juan has 12 muffins. He puts $\frac{1}{4}$ of the muffins in a bag. How many muffins does Juan put in the bag?



19. What time is shown on the clock?



20. Round 194 to the nearest hundred.

Estimate and Measure Mass

Use liter bottle (or other object(s)) to demonstrate mass (see page 437 of textbook).

Choose the unit you would use to measure the mass. Circle *gram*, or *kilogram*.

1. fly



gram
kilogram

2. boy



gram
kilogram

3. bag of sugar



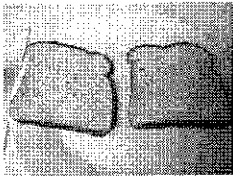
gram
kilogram

4. paperclip



gram
kilogram

5. two pieces of bread



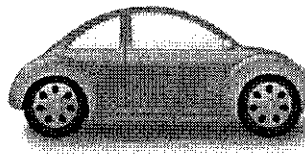
gram
kilogram

6. lion



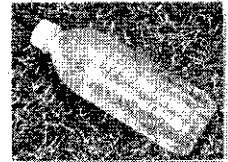
gram
kilogram

7. car



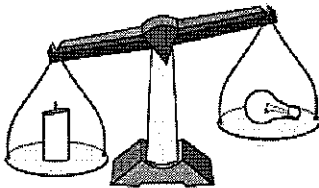
gram
kilogram

8. empty water bottle



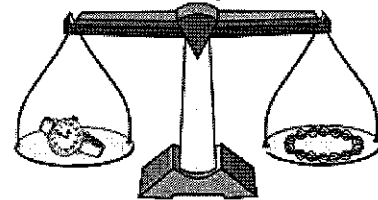
gram
kilogram

9. Compare the masses of the objects. Circle *less than*, *is the same as*, or *greater than*.



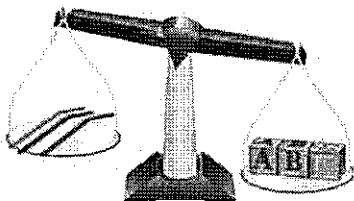
The mass of the candle is...
LESS THAN THE SAME AS GREATER THAN
the mass of the light bulb.

10. Compare the masses of the objects. Circle *less than*, *is the same as*, or *greater than*.



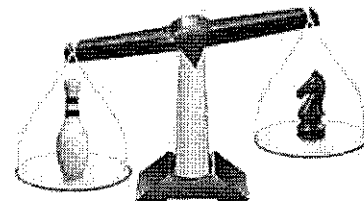
The mass of the watch is...
LESS THAN THE SAME AS GREATER THAN
the mass of the bracelet.

11. Compare the masses of the objects. Circle *less than*, *is the same as*, or *greater than*.



The mass of the straws is...
LESS THAN THE SAME AS GREATER THAN
the mass of the blocks.

12. Compare the masses of the objects. Circle *less than*, *is the same as*, or *greater than*.



The mass of the bowling pin is...
LESS THAN THE SAME AS GREATER THAN
the mass of the chess piece.

Problem Solving

13. Brock's dog is a collie. To find the mass of his dog, should Brock use grams or kilograms? Explain.

14. Should you use grams or kilograms to find the mass of a grape? Explain.

15. Elsie wants to find the mass of her pony. What should she use grams or kilograms? Explain.

16. Select the objects with a mass greater than 1 kilogram. Mark all that apply.

☐ A skateboard

☐ D egg

☐ B laptop computer

☐ E desk

☐ C cell phone

☐ F pencil

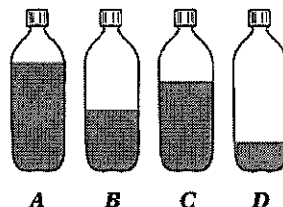
Spiral Review

17. Marsie blew up 24 balloons. She tied the balloons together in groups of 4. How many groups did Marsie make?

18. Ravi scored 247 points in a video game. How many more points does he need to score a total of 650 points?

19. Use the order of operations to find the unknown number in $15 - 12 \div 3 = n$.

20. Circle the bottle that has the most amount of juice. Box the bottle that has the least amount of juice.

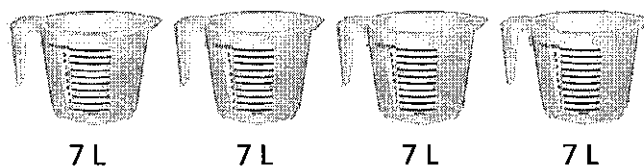


21. Compare using $>$, $<$, or $=$. Use a number line to help solve.

$$\frac{2}{3} \bigcirc \frac{4}{6}$$

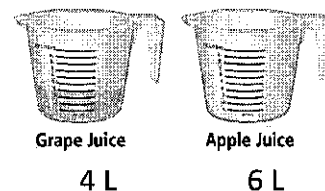
Solve Problems about Liquid Volume and Mass

- 1a.** A restaurant serves iced tea from a large container that can hold 24 liters. Sadie will fill the container with the pitchers of tea shown on the right. Will Sadie have tea left over after filling the container?



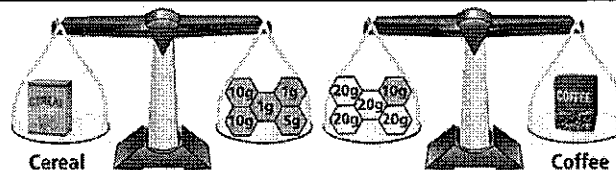
- 1b.** If Sadie has tea left over, how much will be left?

- 2a.** Jeremy has two containers of juice. During the week, he drinks all the juice. How much juice does he drink?



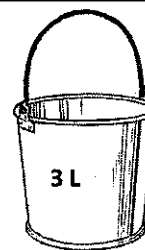
- 2b.** How much more apple juice does he drink than grape juice?

- 3a.** Which has more mass, a small box of cereal or a bag of coffee?



- 3b.** How many more grams does it weigh?

4. Zoe's fish tank holds 27 liters of water. She wants to empty all the water into pails like the one shown at the right. How many pails will Zoe need?



Spiral Review

5. Julie made \$22, \$55, and \$38 babysitting. How much did she make babysitting?

6. Tom jogged $\frac{1}{2}$ mile. Betsy jogged $\frac{1}{8}$ mile. Sue jogged $\frac{1}{4}$ mile. Who jogged the least distance?

7. Bob started mowing at 9:55 A.M. It took him 25 minutes to mow the front yard and 45 minutes to mow the backyard. At what time did Bob finish mowing?

8. Juliana wants to find the mass of a watermelon. What unit should she use, *grams* or *kilograms*? Explain.

9. Find the unknown number.

$$8 \times \square = 48$$

10. Find the unknown number.

$$72 \div \square = 8$$

Building Spelling Skills

Name:

Spelling List

23

Read and spell

1. threw
2. through
3. thoughtless
4. caught
5. fault
6. taught
7. because
8. one
9. once
10. water
11. watch
12. wanted
13. wonder
14. wonderful
15. walk
16. _____
special word
17. _____
special word

Copy and spell

Spell and check

Building Spelling Skills

Name: _____

Visual Memory

23

Find the words hiding in this puzzle.

w a n t e d e d b e c
t h o u g h t l e s s
h r t a u g h t c w o
r e w a t e r o a o n
e w a a n d o o u n c
w f a u l t u n s f e
w a t c h k g w e u t
o n c a u g h t x l e
n w o n d e r f u l d

because
caught
fault
once
one
taught
thoughtless
threw
through
walk
wanted
watch
water
wonderful



Edit Spelling

Mark the misspelled words.
Write them correctly on the lines.

1. wundir

2. caught

3. walck

4. wunce

5. becuz

6. tawght

7. thoughtless

8. watur

9. through

10. fawlt

11. wanted

12. throo

13. wach

14. onederful

15. one

Name: _____

Word Meaning

23

Answer the questions.

1. Which word belongs in each sentence? threw through

The fox ran _____ a hole in the fence.

Someone _____ a pie in the clown's face.

2. Which spelling words rhyme with ...?

bought _____

new _____

3. What does watch mean in this sentence?

You must watch your step when you climb a ladder.

a. be careful b. something that tells time c. standing guard

4. Which word means "only one time"? _____

5. Which word means "very special"? _____

6. What is the past tense of ...?

catch _____

teach _____

throw _____

want _____

threw	walk	one	through	wonderful
once	water	wonder	watch	thoughtless
caught	wanted	because	fault	taught

Write sentences with _____ and _____.

Building Spelling Skills

Name: _____

Word Study

23

Phonics

Read the words. Write them in the correct boxes.

sound of <i>wu</i> in <i>won</i>	sound of <i>wa</i> in <i>wall</i>	sound of <i>aw</i> in <i>fawn</i>	sound of <i>oo</i> in <i>too</i>

wanted

water

caught

watch

walk

threw

one

wonderful

wonder

taught

thought

because

through

fault

once

Structure

Add the correct suffix to the words.

less means without

ful means filled with

1. Morris had a _____ surprise.
(wonder)

2. It was _____ of you to be late for the party.
(thought)

3. The _____ man helped fix the flat tire.
(thought)

4. I always feel _____ on my birthday.
(joy)

5. A newborn kitten is _____.
(help)

6. Will you be _____ and clean up that mess?
(help)

Name: _____

Spelling List



Read and spell

Copy and spell

Spell and check

1. color

2. odor

3. store

4. calendar

5. dollar

6. party

7. liar

8. after

9. number

10. better

11. doctor

12. weather

13. every

14. forty

15. sugar

16. _____
special word

17. _____
special word

fold

Building Spelling Skills

Name: _____

Visual Memory

24

Match the parts.

Write the words on the lines.

- | | | |
|-----------|-----|-----------|
| 1. co | y | 1. _____ |
| 2. calen | ber | 2. _____ |
| 3. part | lor | 3. _____ |
| 4. ev | dar | 4. _____ |
| 5. num | ery | 5. _____ |
| 6. o | gar | 6. _____ |
| 7. doc | dor | 7. _____ |
| 8. for | tor | 8. _____ |
| 9. su | ty | 9. _____ |
| 10. weath | ter | 10. _____ |
| 11. li | ter | 11. _____ |
| 12. bet | ar | 12. _____ |
| 13. af | er | 13. _____ |

Edit Spelling

Mark the misspelled words. Write them correctly on the lines.

1. The calender cost one doller.

2. Dad had a big partie when he turned fourty.

3. You had bettir see the doctur about that bad cold.

4. What nummer comes after nine?

5. Evry flower in the garden has a sweet oder.



Name: _____

Word Meaning

24

Answer these questions.

1. Which letters make the sound er in these words?

liar _____ after _____ doctor _____

2. What sound does the final y make in these words:
forty, every, party?

3. What do you call someone who helps sick people to
feel better?

4. What do you call someone who is not truthful?

5. What does a calendar tell you?

6. Which spelling word has the sound of sh in she?

7. Which spelling word means "all"?

8. What is the opposite of...?

before _____ worse _____

color	odor	store	dollar	calendar
party	liar	after	number	better
doctor	weather	every	sugar	forty

Write sentences with _____ and _____.

Building Spelling Skills

Name: _____

Word Study

24

Phonics

**Underline all the words that have the sound of *er* in *her*.
Circle the letters that make the *er* sound.**

color

every

better

odor

calendar

sugar

dollar

watch

stare

march

number

liar

store

weather

after

Structure

Divide the words into syllables.

1. color

col or

7. party

2. calendar

8. liar

3. better

9. weather

4. dollar

10. odor

5. store

11. after

6. number

12. sugar



Name: _____

Date: _____

Week 23

threw

through

thoughtless

ought

fault

taught

because

one

once

water

watch

wanted

wonder

Name: _____

Date: _____

Week 24

color

odor

farmer

calendar

dollar

party

lion

after

number

better

doctor

weather

every

Name _____

- A **possessive noun** is a noun that shows who or what owns or has something.
- Add an apostrophe (') and the letter s to make a singular noun possessive.

A. Write the possessive form of each underlined noun. The first one is done for you.

- the tail of the pig the pig's tail
- the ears of the rabbit the _____ ears
- the trunk of the elephant the _____ trunk
- the neck of the giraffe the _____ neck
- the whiskers of the cat the _____ whiskers

B. Read the list of things that tells about a puppy. Write out each thing as a possessive noun. The first one is done for you.

the puppy

- nose the puppy's nose
- tail _____
- teeth _____
- bark _____
- spots _____

Name _____

- Adding an apostrophe (') to the end of a plural noun makes it possessive.
- Adding an apostrophe (') and s forms a possessive of plural nouns not ending in s. These are called irregular possessives.
- **Collective nouns** are a singular form of a word that refers to a group of things.

Write the possessive form of each underlined plural noun.

1. the den of the rabbits the _____ den
2. the cage of the parrots the _____ cage
3. the pond of the ducks the _____ pond
4. the home of the family the _____ home
5. the lodge of the beavers the _____ lodge
6. the nest of the bluebirds the _____ nest
7. the burrow of the chipmunks the _____ burrow
8. the cave of the bears the _____ cave
9. the web of the spiders the _____ web
10. the room of the children the _____ room

Name _____

- Add an apostrophe (') and s to singular possessive nouns.
- Add an apostrophe (') at the end of plural possessive nouns that end in s.
- Add an apostrophe (') and s to the end of plural possessive nouns not ending in s.

Complete each sentence with the possessive form of the noun in parentheses.

1. The (children) _____ book reports are about animals.
2. The (horse) _____ mane is soft and silky.
3. (Porcupines) _____ quills are pointy and sharp.
4. A (rabbit) _____ tail is like a cotton ball.
5. Some (fish) _____ scales are silvery.
6. A (hippopotamus) _____ mouth is huge.
7. (Squirrels) _____ tails are long and furry.
8. A (turtle) _____ shell protects its soft body.
9. (Fireflies) _____ lights send messages to other fireflies.
10. A (frog) _____ tongue can catch insects.

Name _____

Read each sentence. Mark the correct possessive form for the noun in parentheses.

1. A (bird) song is a beautiful thing to hear.
a. birds's c. bird
b. bird's d. birds'
2. The (geese) honks could be heard all over the barnyard.
a. geese c. geese'
b. geeseses d. geese's
3. A (monkey) chatter can be noisy and loud.
a. monkey's c. monkeys's
b. monkeys' d. monkey
4. (Whales) songs have been recorded for many years.
a. Whale's c. Whales'
b. Whales's d. Whales
5. A (wolf) howl can sound scary on a dark night.
a. wolfs c. wolfs's
b. wolf's d. wolfs'

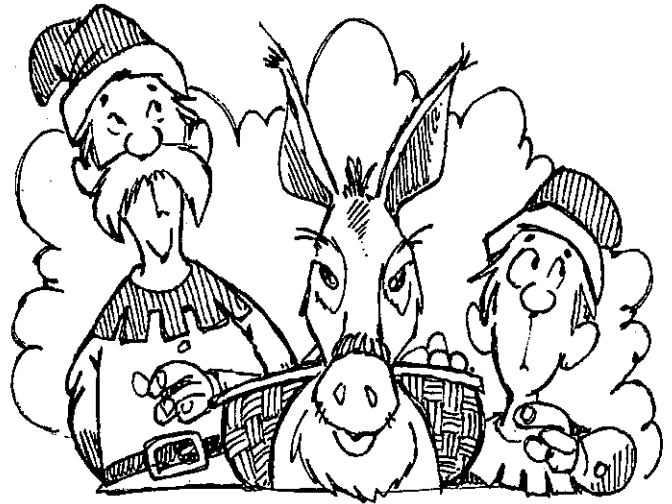
THE MAN, THE BOY, AND THE DONKEY

A farmer and his son were going into town with their donkey. As the three walked along, some young girls pointed at them and began to laugh. The girls thought that it was strange that they didn't ride the donkey. The farmer told his son to get on the donkey and ride. He did not want them to look silly.

A little farther down the road, they passed some old men who began to talk about them. The old men said that it was wrong for the son to ride and the father to walk. The farmer had his son get off the donkey so that he could ride it himself. He did not want the old men to think the boy was lazy.

Soon they passed some women in the fields. The women were shocked that the father would ride and make the little boy walk. The father decided to bring the boy up on the donkey with him.

Near the town, some people thought that the farmer and his son were being mean to the donkey. They said the load was too heavy. The father did not know



what to do then. Finally, he decided that they would carry the donkey. They tied the donkey's feet to a long pole. By putting the pole on their shoulders they could carry the donkey upside down between them.

The donkey did not like to ride this way and began to kick his feet. The boy dropped his end of the pole. The donkey fell into the river and drowned.

The farmer and his son learned the lesson that if you try to please everybody, no one will be happy.

SEQUENCE-COMPREHENSION

I. Number these events in the order they happened:

- _____ They passed some women in a field.
- _____ Young girls laughed at them.
- _____ They tried to carry the donkey.
- _____ Old men talked badly about them.

Name _____

THE MAN, THE BOY,
AND THE DONKEY

READING FOR DETAILS—KNOWLEDGE & COMPREHENSION

1. Why were girls laughing at the farmer and his son? _____

2. Why did the old men think it was wrong for the boy to ride alone? _____

3. What were the women in the fields shocked about? _____

4. Why did the townspeople think the father and his son were mean to the donkey?

5. What is the moral of this story? _____

CAUSE AND EFFECT—COMPREHENSION

6. What caused the donkey to drown? _____

ANALYSIS

7. What was the pattern of behavior of the father and son (what did they do over and over)? _____

8. What did the people they met do over and over? _____

APPLICATION

9. Describe a time when you or someone you know got into trouble trying to please too many people. (You may use another sheet of paper.)

STORY MAP

TITLE _____

The setting & main characters

Statement of the problem

Events

1.

2.

3.

4.

5.

Statement of the solution or what finally happened

Moral or lesson of the story

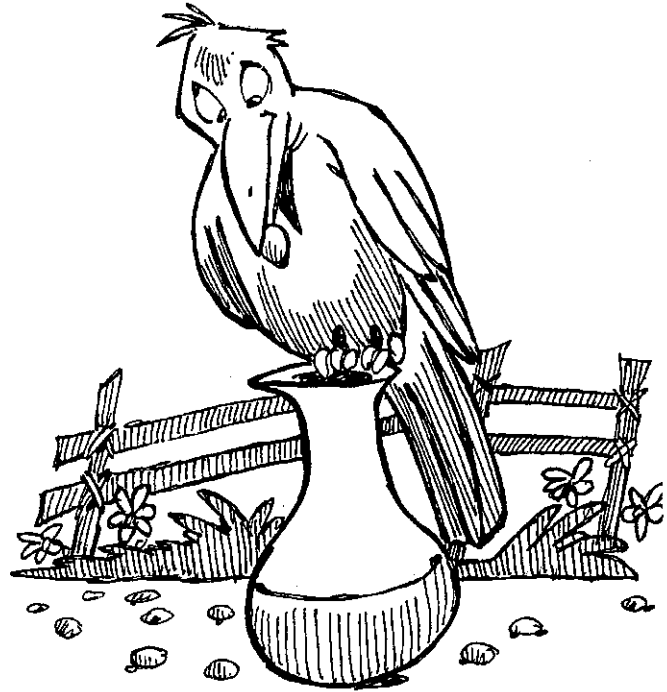
THE CROW AND THE PITCHER

A crow had been flying for a long time and was very thirsty. He looked below him and saw a water pitcher on the side of the road. The crow flew down to get a drink of water from the pitcher.

When he looked down into the pitcher, he could see the water near the bottom. It was too far down for him to reach it with his beak. He thought and thought about the problem of getting the water. He thought that he might tip over the pitcher, but the water would spill. It would soak into the ground, and he would not be able to drink it. What could he do?

Finally, the thirsty crow solved his problem. He picked up a little stone with his beak and dropped it into the pitcher. Then he picked up another pebble and dropped it in. Over and over again, the crow put pebbles into the water pitcher.

Each time he dropped a pebble into the pitcher, the water would rise a little higher. The crow worked all afternoon dropping the pebbles one at a time into the water.



At last, the water was high enough for him to reach it with his beak. The half-dead crow was able to drink the water and save his life.

The crow had learned the lesson that little by little does the trick. It had taken him a very long time, but his hard work had paid off!

CLASSIFYING—COMPREHENSION AND ANALYSIS

I. What groups do these belong to?

crows, robins, eagles: _____

water, milk, juice: _____

Name _____

THE CROW AND THE PITCHER

READING FOR DETAILS--KNOWLEDGE AND COMPREHENSION

1. Why was the crow so thirsty?

2. Where did the crow see water?

3. What problem did the crow have to solve to get a drink?

4. How did the crow solve his problem?

5. What is the moral of this story?

MAKING INFERENCES - COMPREHENSION

6. What was one of the crow's good qualities?

ANALOGIES AND LOGIC - ANALYSIS

7. Milk is to carton AS _____ is to pitcher.

Insect is to crawl AS bird is to _____.

APPLICATION AND SYNTHESIS

8. Describe a problem you have had and the steps you took to solve it. (You may use another sheet of paper.)

Name: _____

Date: _____

RL.3.2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

Title: _____

Beginning

Middle

End

What is the major challenge the character faces?

How did the character act to overcome this challenge? What did he/she do?

What is the moral of the story?

What evidence from the text supports your thinking?

THE FOX WITH NO TAIL

Fred, the fox, was proud of his big, bushy tail. He used to strut around and show it off to the other foxes. They thought he was very handsome, indeed.

One day, Fred was walking in the woods when he was caught in a trap. The trap had clamped around his tail. In order to escape, Fred pulled as hard as he could. He pulled so hard that his tail came off in the trap. All he had left was a little stump where his wonderful tail had been.

Fred was ashamed for the other foxes to see him without his tail, so he hid from them. Then he thought of a plan which he thought might work.

He called a meeting of all the other foxes. When they had gathered, Fred began to tell them how nice it was not to have a tail to worry about. He pointed out the way the tail got in the way when one tried to run from enemies. He said it was not easy to sit down with a big, bushy tail. He tried to convince the other foxes to get rid of their tails too.



Finally, one of the wise old foxes spoke up. He said that he did not think Fred would ask them to get rid of their tails if he still had his. They all agreed and kept their beautiful tails.

The foxes had learned the lesson that when someone gives advice, he usually wants something for himself. Fred had wanted the other foxes to look like him.

ANALYSIS

1. Why did Fred want the other foxes to get rid of their tails?

Name _____

THE FOX WITH NO TAIL

READING FOR DETAILS—KNOWLEDGE AND COMPREHENSION

1. What happened one day when Fred was walking in the woods?

2. What did Fred have to do to free himself?

3. What did Fred do at the meeting with the other foxes?

4. What did the wise old fox say at the meeting?

5. What is the moral of the story?

CAUSE AND EFFECT—COMPREHENSION

6. What caused the other foxes to keep their tails?

APPLICATION

7. Give a real-life example of someone trying to get someone else to do something bad or stupid just to make himself feel better. _____

DRAWING CONCLUSIONS—COMPREHENSION AND SYNTHESIS

8. Do you think the other foxes liked Fred? Why or why not? (You may use another sheet of paper.)

Fable Poster Graphic Organizer

Title:	
Illustration	Beginning:
Illustration	Middle:
Illustration	End:
Moral:	

Independent Study Daily Checklist

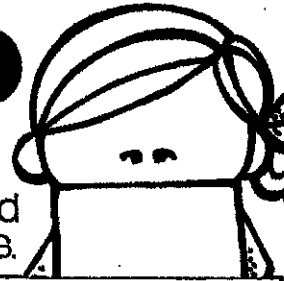
- ☐ Read 20 minutes and fill out the reading log
- ☐ Respond to reading by completing one activity from the reading response menu
- ☐ Work for 20 minutes on a writing task
(See enclosed writing task menu)
- ☐ Complete 2 ~~minutes~~/pages of math practice

Reading Log

[illegible]

READING MENU 7

After reading, choose 1 question and circle it. Questions 1-6 are best for fiction stories and questions 7-9 are best for nonfiction books. Record your answer to the question in complete sentences.



1. Compare and contrast this story to another story that you have read.	2. Would you recommend this story to others? Why or why not? Give specific reasons and examples.	3. How does the main character feel about the problem in the story? How do you know?
4. If you were the author, what would you change about the story? Why?	5. If you were giving a gift to the main character, what would you give? Why?	6. Was the author's purpose to persuade, inform or entertain? How do you know?
7. Find three new words in the text. Use context clues and/or a dictionary to define the words.	8. What new facts have you learned from your book?	9. What questions do you still have on the topic you are reading about?

SELF CHECK

- ☐ I answered the entire question that I chose.
- ☐ I wrote in complete sentences.
- ☐ I used evidence and examples from the text to support my answer.
- ☐ I edited my work to make sure that it makes sense.

READING MENU 8



After reading, choose 1 question and circle it. Questions 1-6 are best for fiction stories and questions 7-9 are best for nonfiction books. Record your answer to the question in complete sentences.

1. What questions do you still have about your story? Explain your answer.	2. Which character from the story reminds you of a character from another story that you have read? Why?	3. What genre is the story that you are reading? How do you know?
4. What is your least favorite part of the story? Why?	5. How has the main character changed throughout the story? Give evidence from the text.	6. Write a letter to persuade your teacher to read your book to the whole class. Use examples from the text.
7. Write three questions that you can answer about your topic after reading. Include answers.	8. What types of people need to know the facts that are included in your text? Why?	9. What part of the text was hard to understand? What strategies did you use to help you to comprehend?

SELF CHECK

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Writing Task Menu

Please choose one or more of these tasks to complete. You do not need to complete all of them. You will write and create for 20 minutes each day. If you complete a task choose a new one to work on.

<p>Expert Book</p> <p>What are you an expert on? Soccer, ice cream, Pokemon, baking? Create a book that shares your knowledge with your reader. Your book should include chapters with written facts and visuals. Feel free to type, write, or create a Google Slides Presentation.</p>	<p>Sequel or Series</p> <p>Read a good book lately? Write the sequel! Be sure to use basic plot structure. Your story should have characters who face challenges, and a clear beginning, middle, and end.</p> <p>Option: Create a series of short children's books featuring the same main character.</p>	<p>Your Fantasy</p> <p>Create your fantasy world! Write a story where you are the main character in your own fantasy world. What challenges will you face? What problems can you solve? Be creative and have fun.</p>
<p>Book Commercial</p> <p>Watch the Reading Rainbow Video:</p> <p>https://www.youtube.com/watch?v=MQG6AR5dIPw</p> <p>Create your own book commercial. Write a script and record yourself reading it. Share your love of literature!</p>	<p>Animal Research Report</p> <p>Write a report about any animal you choose. Include facts about their habitat, diet, body parts, and life cycle. You may write a report or create a book, or slide show. Be sure to include lots of pictures and visuals.</p>	<p>Plastic Persuasion</p> <p>Watch the TedEd Video:</p> <p>https://www.ted.com/talks/emma_bryce_what_really_happens_to_the_plastic_you_throw_away#t-231958</p> <p>Write a speech or create a poster, presentation or commercial that helps others understand how important it is to recycle plastic!</p>
<p>Comic Creator</p> <p>Create your own graphic novel or comic. Use mainly dialogue to tell a story that has a clear beginning, middle, and end. Check out this link for lots of fun tips, including how to create your own comic book paper!</p> <p>https://www.youtube.com/watch?v=R-PZIRngfcQ</p>	<p>Hero's Journey</p> <p>Watch the TedEd Video:</p> <p>https://www.ted.com/talks/matthew_winkler_what_makes_a_hero#t-80589</p> <p>Create your own hero and write a story that tells their journey. Try to include all of the elements of a hero's journey that the video introduces.</p>	<p>Bedtime Debate</p> <p>Watch the Video:</p> <p>https://www.youtube.com/watch?v=_aAmaCeq9v4</p> <p>What do you think your ideal bedtime is? Use facts from the video to support your thinking. Share your thoughts with your parents! Remember kids need 10-12 hours of sleep each night.</p>

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<p>Book Commercial</p> <p>Watch the Reading Rainbow Video:</p> <p>https://www.youtube.com/watch?v=MQG6AR5diPw</p> <p>Create your own book commercial. Write a script and record yourself reading it. Share your love of literature!</p>	<p>Animal Research Report</p> <p>Write a report about any animal you choose. Include facts about their habitat, diet, body parts, and life cycle. You may write a report or create a book, or slide show. Be sure to include lots of pictures and visuals.</p>	<p>Plastic Persuasion</p> <p>Watch the TedEd Video:</p> <p>https://www.ted.com/talks/emma_bryce_what_really_happens_to_the_plastic_you_throw_away#t-231958</p> <p>Write a speech or create a poster, presentation or commercial that helps others understand how important it is to recycle plastic!</p>
<p>Comic Creator</p> <p>Create your own graphic novel or comic. Use mainly dialogue to tell a story that has a clear beginning, middle, and end. Check out this link for lots of fun tips, including how to create your own comic book paper!</p> <p>https://www.youtube.com/watch?v=R-PZIRngfcQ</p>	<p>Hero's Journey</p> <p>Watch the TedEd Video:</p> <p>https://www.ted.com/talks/matthew_winkler_what_makes_a_hero#t-80589</p> <p>Create your own hero and write a story that tells their journey. Try to include all of the elements of a hero's journey that the video introduces.</p>	<p>Bedtime Debate</p> <p>Watch the Video:</p> <p>https://www.youtube.com/watch?v=_aAmaCeq9v4</p> <p>What do you think your ideal bedtime is? Use facts from the video to support your thinking. Share your thoughts with your parents! Remember kids need 10-12 hours of sleep each night.</p>

An Armored Animal

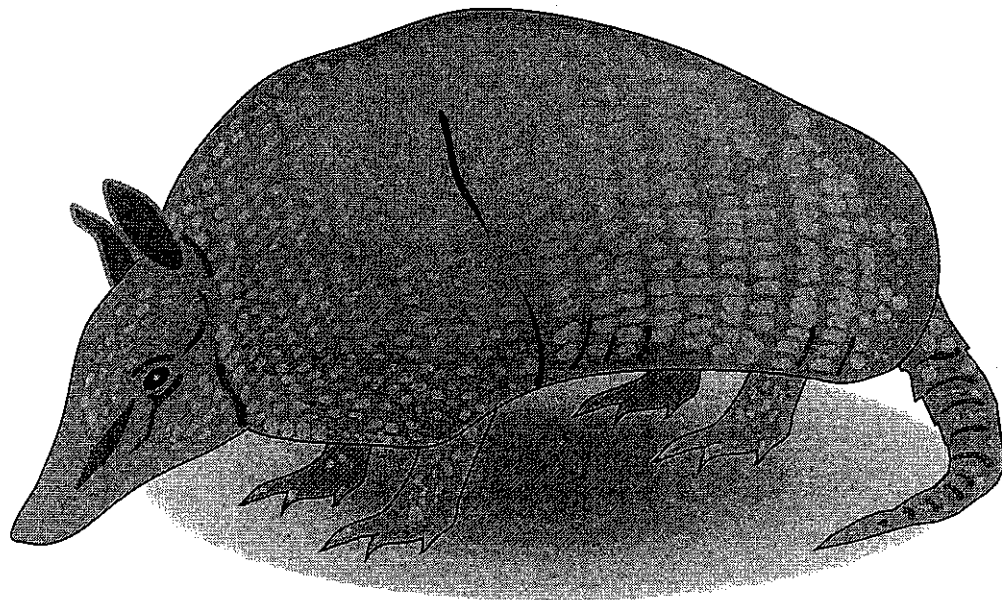
Have you seen an interesting animal that has its own built-in suit of armor? It's the only mammal with this kind of covering. Some people say it looks like a dinosaur. This unique animal is the armadillo.

The word *armadillo* means "little armored thing" in Spanish. The Spanish explorers who first saw the armadillo gave it this name. Its skin has small scales made of hard bone. This creates the armor that covers it from its head to its tail.

Armadillos live in places with soft sand and soil. They dig in the ground to find food. They eat mostly insects and some plants and fruit. Armadillos use their sticky tongues to catch bugs. They have poor eyesight but use their good sense of smell to find food. Strong, curved claws and strong legs help them dig for the food. They also use their claws to dig burrows for homes.

An armadillo's armor is heavy, but it can swim when it needs to. It gulps air to help it float on water. Armadillos can also hold their breath for several minutes. The weight from their armor helps weigh them down so that they can walk along the bottom of rivers and streams.

One kind of armadillo can curl into a ball. This helps to protect it from predators. Other animals cannot eat the armadillo because only its hard outer shell is showing. This armadillo always has a safe hiding place.



Brave Knights

In medieval times, knights had to protect themselves. Swords were often used during battles. Knights would wear suits of armor and carry shields. Some suits were made of metal rings. Others were made from metal plates. Knights also wore helmets to protect their faces and heads.

Mail armor was made from thousands of tiny metal rings that were linked together. Worn like a long coat, mail was easy for a knight to move in. But, it could be pierced by an arrow or sword. Knights needed something else for protection.

Soon, knights began wearing metal plates of armor. This type of armor was heavier to wear. The rigid plates were hooked together with movable rivets and leather straps. These separate plates allowed a knight to move different parts of his body. This armor helped protect the knight from injury or death.

Knights often rode horses while in battle. These were known as warhorses. A knight would train his warhorse not to shy away from danger. Knights would also dress their horses in metal plates of armor. These were placed on a horse's neck, face, chest, and sides.

Knights used different weapons in battle. A lance was a long wooden pole with a sharp metal tip. It could be used while riding a horse. Swords had long, sharp blades with handles. Knights used swords when they were not on horseback. They carried shields to protect themselves from injuries from swords and lances. Knights were brave and skilled fighters who were always prepared to battle.

Name _____

Answer the questions.

1. Why did the author write "An Armored Animal"?

2. In "An Armored Animal," how do armadillos use their armor?

- A. to protect them from predators
- B. to keep them dry
- C. to help them run
- D. to help them find food

3. What is the main idea of "Brave Knights"?

4. In "Brave Knights," when did knights wear armor?

- A. when they were hunting
- B. when they were swimming
- C. when they were sleeping
- D. when they were in battle

5. In "Brave Knights," what was armor made from? What were its advantages?

Name _____

6. Complete the chart to compare information from both passages to tell what the armor is made from, how it provides protection, and how the animal or person moves with it on.

Armadillo	Knight
Armor Made From _____ _____	Armor Made From _____ _____
Protects From _____ _____	Protects From _____ _____
How It Moves _____ _____ _____ _____	How It Moves _____ _____ _____ _____

7. How does their armor help protect both the armadillo and a knight?

An Incredible Journey

President Thomas Jefferson had an important job. He knew of land out west that had not yet been explored. He wanted a team of people to travel to the West. They would write about what the land looked like. They would also tell about the people they met. He chose Meriwether Lewis and William Clark to make the trip.

The explorers brought along others to help them. They packed canoes, tents, and food. Glass beads were brought to trade with people they met. They wrote in journals and drew pictures. They discovered many plants and animals that people back home had never seen. Grizzly bears and prairie dogs were animals that were new to them. They even took a prairie dog back with them.

The team was to travel until they reached the Pacific Ocean. They did not know what they would find along the way. They traveled across rivers. They climbed mountains. In the winter, they set up camps until the weather got warmer. The group covered many miles and had been traveling for over a year. After a long **journey**, the explorers finally reached the Pacific Ocean. The trip was a success! Winter was coming, and the weather was growing colder. The group set up camp until spring. Then, they would begin the trip home.

More than two years later, the team arrived home. People were surprised to see them. Many thought the explorers had died on the long and difficult journey. They were welcomed home as heroes.

Sacagawea

Meriwether Lewis and William Clark were asked to explore the land west of the Mississippi River. They needed others to join them on their **journey**. They asked 31 people to go with them. One additional traveler was Seaman, Lewis's large dog. Almost all of the explorers were men. Only one woman traveled with them. Her name was Sacagawea, and she was an American Indian. Lewis and Clark hoped Sacagawea could help them talk to other native tribes they would meet.

Lewis and Clark were not sure about having a woman travel with them. But, Sacagawea was a helpful guide. She knew the land they were going to explore. She helped them gather plants and find food to eat. When someone in the group got sick, she took care of them.

The group needed things that they did not bring with them. Sacagawea helped Lewis and Clark trade with native tribes to get these things. While on the trip, she gave birth to a baby boy. She carried him on her back in a special pouch. When tribes saw her and her baby, they knew the group would not hurt them.

Sacagawea helped Lewis and Clark get horses for travel and fur coats for winter. She also made it easier for them to travel on land owned by native tribes. Sacagawea spoke two native languages. Native people told her about trails the group should take to get to the Pacific Ocean.

Lewis and Clark wrote about how much Sacagawea helped them. Without her, the trip would not have been a success. She was a brave and helpful woman.



Name _____

Answer the questions.

1. Why did the author write "An Incredible Journey"?
 - A. to teach readers about Lewis and Clark's exploration of the West
 - B. to teach readers about animals found in the West
 - C. to teach readers about American Indians
 - D. to teach readers about Thomas Jefferson
2. According to "An Incredible Journey," what did Lewis and Clark **not** take when they started their journey?
 - A. food
 - B. canoes
 - C. glass beads
 - D. horses

3. As used in both texts, what does the word **journey** mean?

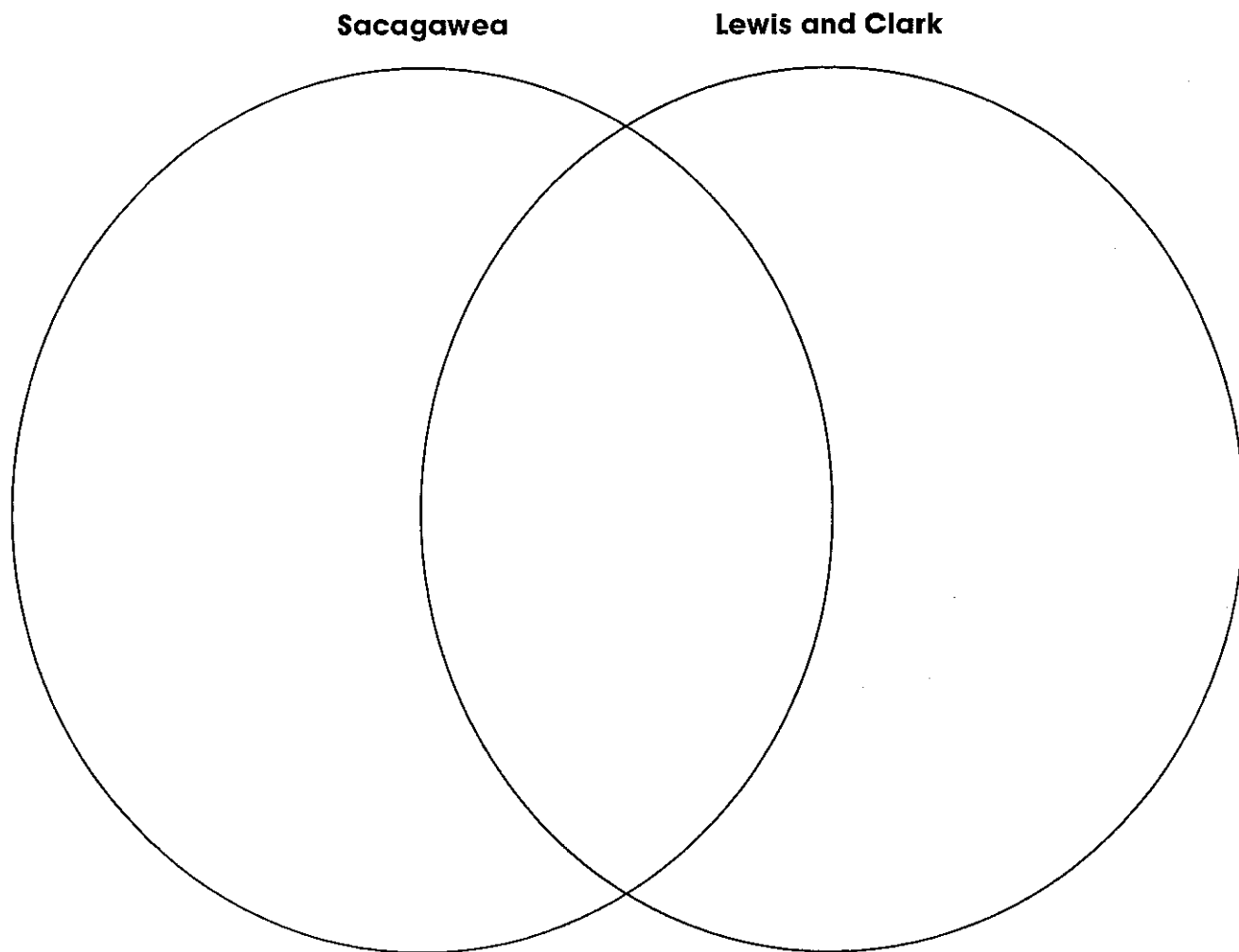
4. Write **true** or **false**.

_____ Sacagawea carried her baby boy on the trip.

5. According to "Sacagawea," how did she help Lewis and Clark?

Name _____

6. Sacagawea, Lewis, and Clark each helped make the journey west a success. Using information from both passages, complete the Venn diagram.



7. Write about how Sacagawea, Lewis, and Clark may have felt at various points on their journey.

Smelling and the Nose

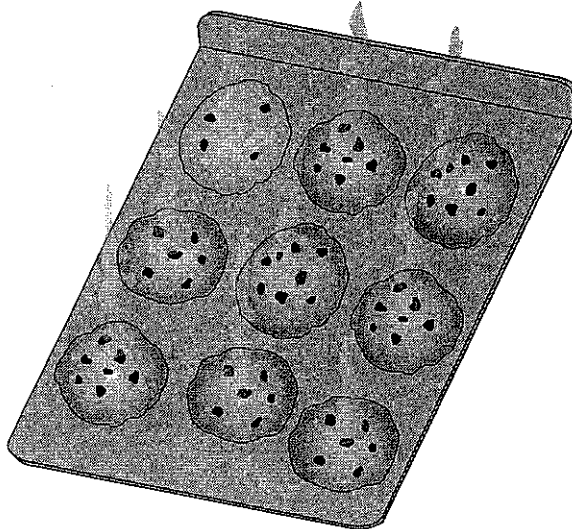
People use their noses to smell things. Your nose sends messages to your brain when a scent reaches it. Then, your brain tells you what the scent is that you are smelling.

Odors are the scents your nose can detect.

Smells can remind us of certain things. When you smell cookies baking, it may make you feel hungry. It may remind you of your grandmother's kitchen. When you smell wood burning, you may be reminded of wintertime. The smell of cologne may make you think of your dad. The bad smell of burning toast tells you something is wrong. When you smell the strong odor of rotten food, your nose is warning you not to eat that food.

How does your nose help you smell? Inside your nose, there are millions of tiny hairs called cilia. These hairs are connected to smell sensors. When the cilia pick up a scent, these sensors send a message to your brain. Your brain identifies the scent.

Your sense of smell also helps you taste the food you eat. When you have a cold and get a stuffy nose, you will not be able to taste your food. The mucous in your nose keeps the cilia from picking up scents. Try this experiment next time you are about to eat something. Pinch your nose as you take a bite. Can you still taste it?



Tasting and the Tongue

Your tongue does many things for you. It helps you chew, speak, and swallow. It also helps naturally clean your teeth after eating. Your tongue guides food into your throat to prevent choking.

Your tongue is a large muscle attached to the bottom of your mouth. The top of it is covered with taste buds that have taste receptors. The taste buds tell you if you are eating something sweet, salty, sour, bitter, or savory. Every food you eat is a mixture of these five flavors. Because of taste buds, you can tell if you are eating sweet ice cream or salty pretzels. Your tongue also tells you about the texture and temperature of foods. You can tell if something is creamy, crunchy, hot, or cold.

But, it is not just your tongue that helps you taste your favorite foods. Your nose plays a part too. While you are chewing, the food in your mouth releases chemicals. These travel to your nose. Your taste buds and your nose work together to smell and taste what you put in your mouth.

Try giving your tongue a workout. Can you touch your nose with your tongue? Can you say the tongue twister "red leather, yellow leather" three times quickly? Eat something sweet while holding an onion slice under your nose. Was your tongue confused?

Name _____

Answer the questions.

1. What is the main idea of "Smelling and the Nose"?
 - A. to teach readers about colds
 - B. to teach readers how the nose helps a person smell
 - C. to teach readers about odors
 - D. to teach readers about being healthy

2. As used in "Smelling and the Nose," what does the word **odor** mean?
 - A. perfume
 - B. sweet
 - C. stinky
 - D. scent

3. According to "Smelling and the Nose," how does your nose help you smell scents?

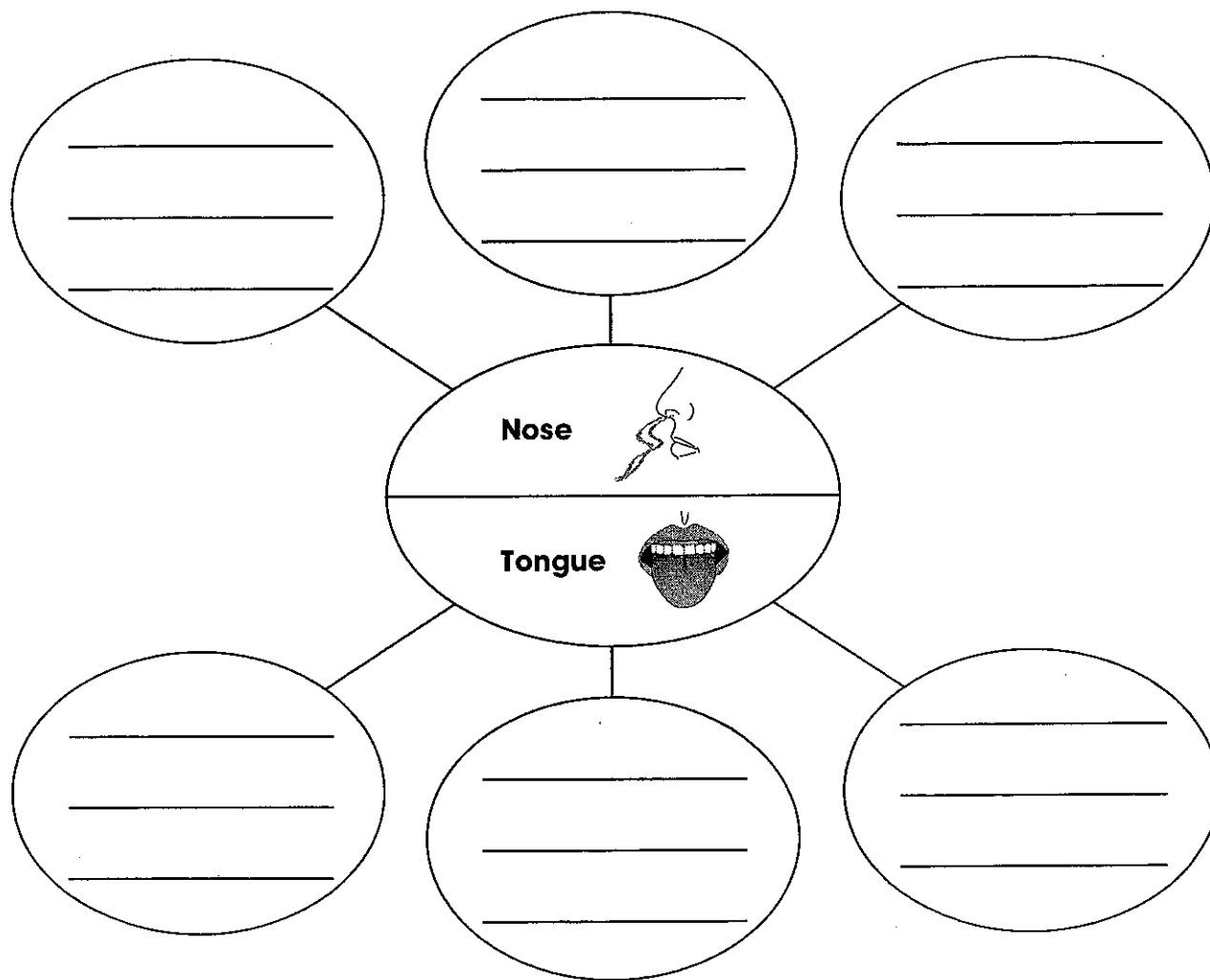
4. According to "Tasting and the Tongue," what kind of body part is the tongue?
 - A. a bone
 - B. a muscle
 - C. a taste bud
 - D. an organ

5. Write **true** or **false**.

_____ The tongue has taste buds.

Name _____

6. Complete the chart with details about the nose and the tongue. Read the passages again if you need help.



7. Compare the "jobs" of the nose and the tongue. How do they work together?

The Pony Express

How did people send letters over long distances before there were mail trucks and planes? The pony express was one way! The pony express carried mail about 2,000 miles (3,220 km) from the East to the West. It took about nine days to deliver a letter with the pony express. It would take a horse-drawn carriage several weeks to make the same trip. Before the pony express, mail was delivered to the west by ships.

Pony express riders traveled on horseback. They rode on a route with many stops. These stops were called stations. Riders would take turns carrying letters. The letters were placed in a special leather covering with four locking pockets. This was called a **mochila**. A water sack for the rider was also in the mochila. The mochila was thrown over the saddle. It was kept in place by the rider sitting on it. When a rider arrived at a station, he would change horses. The trip was long and riders rode through the day and night. Having stations meant that no one rider would have to make the entire trip.

The biggest problem for riders was the weather. They had to ride in the rain, snow, and wind. They had to ride through the mountains and across rivers. Sometimes, bandits would try to steal the mail from the riders. They used only the fastest horses so that they could travel quickly.

The pony express only lasted a short time, less than two years. A telegraph line connecting the East and the West was completed in 1861. Messages could be sent faster by telegraph. The pony express was no longer needed.

The US Post Office

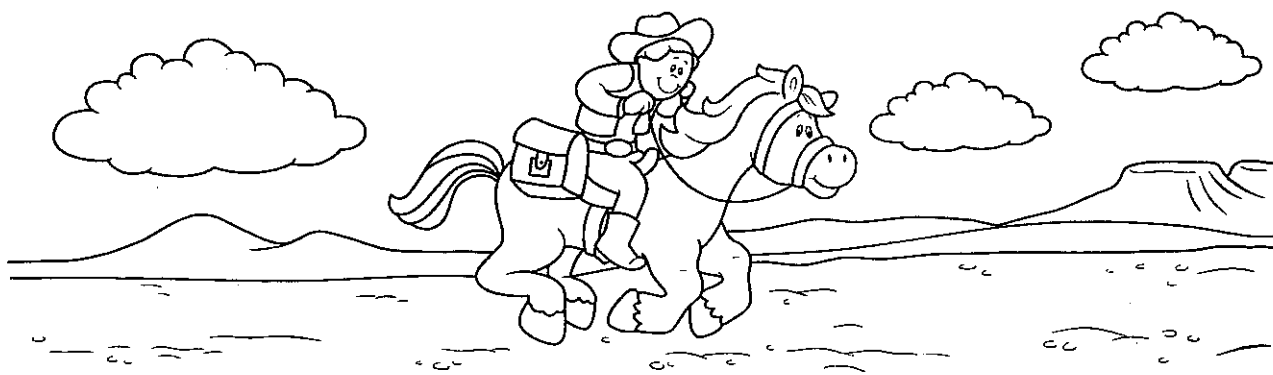
Long before you could call, text, or email friends, you could mail letters. Long ago, it might take weeks for a letter to arrive. Getting a letter was very exciting!

Post offices used to be in taverns, or restaurants. These places gathered mail. Then, people would go there to pick up letters. Later, people would have their own mailboxes where their letters could be delivered. Soon, each city or town had a **postmaster**. This person worked to get the mail delivered to people's homes and businesses. The US Post Office was formed in 1775. It helped to connect all of the colonies that were scattered across the eastern United States.

Mail carriers started out delivering mail by walking, riding horses, and using rafts and rowboats. Today, only one place still gets its mail delivered by mule. It is an American Indian reservation at the bottom of the Grand Canyon. Trucks and cars cannot reach it. So, mules are used to carry the mail down a path into the canyon. It is a three-hour trip, one way, every day!

Later, mail would be delivered to post offices by trains or boats, such as fast-moving steamboats. Now, mail is delivered by plane or truck. At first, it took almost six weeks to mail a letter from the East to the West. Now, mail can be sent with overnight delivery. Millions of letters and packages are mailed all over the country every day.

Stamps are used to pay the postage for a letter to be mailed. People once had to use glue or paste to stick stamps on letters. Stamps today have self-stick backs. There are many kinds of postage stamps. Some stamp designs honor people or remember important events. Some designs highlight nature or celebrate holidays. Interesting stamps come from countries all over the world.



Name _____

Answer the questions.

1. What is the main idea of "The Pony Express"?

- A. to teach readers about one way that mail was delivered
- B. to teach readers about horses
- C. to teach readers about trains
- D. to teach readers about post offices

2. According to "The Pony Express," what was the biggest problem for riders?

3. As used in "The Pony Express," what does the word **mochila** mean?

4. According to "The US Post Office," what does a **postmaster** do?

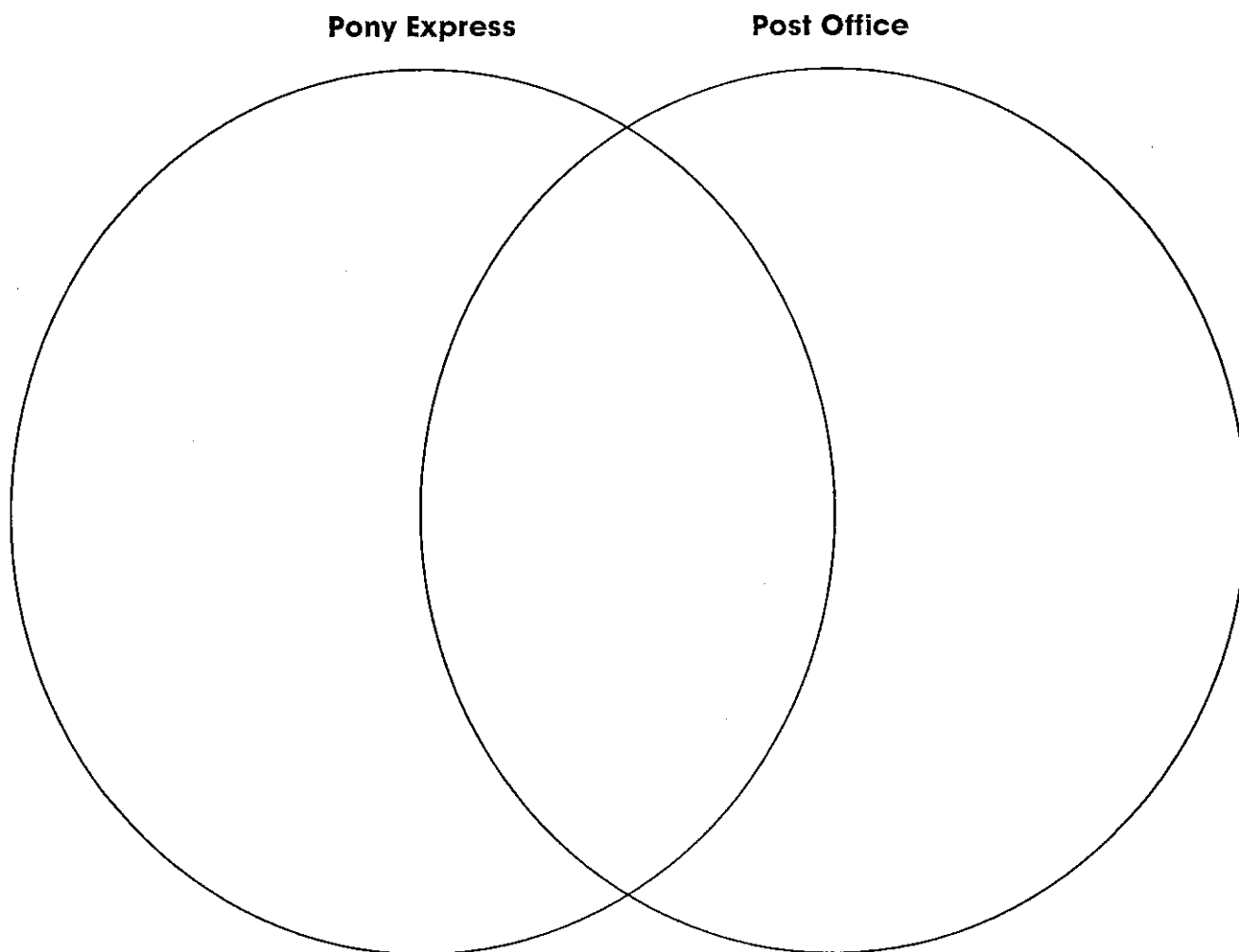
- A. writes letters to people
- B. sorts out the mail
- C. sees that people get their mail
- D. designs stamps for letters

5. Write **true** or **false**.

_____ People used to pick up their mail at taverns.

Name _____

6. Complete the Venn diagram to compare the information about mail delivery. Read the passages again if you need help.



7. It has always been important to carry mail from place to place, even though it took time and was hard work. Why? Use information from the passages to support your answer.
