

Dear 3<sup>rd</sup> – 5<sup>th</sup> Grade Parents and Guardians,

While your students are home, we ask that you continue to partner with us in ensuring ongoing learning. Below is a list of activities we recommend your students complete daily.



**Reading (30 minutes)** - if you have access to online resources, your student can log into [Clever](#) to access district resources such as [Mc-Graw Hill Wonders](#), [Learning A-Z](#), [Scholastic](#), [Common Lit](#) (*click library in top left corner*) and [Spanish story options](#) . Resources have both English and Spanish options available. Please encourage your student to choose stories or articles to read. If you have reading materials at home, feel free to use those as well. After students are done reading, have your students tell you what their article or story was about. Students may also complete hard copy Reading activities as well. Reading packet options are available [here](#).



**Writing (30 minutes)**- if you have access to online resources, please visit [Scholastic Story Starters](#), [Story Jumpers](#) , or [Story Board That](#) for fun and creative story starters and writing prompts. Have students use these prompts and tools to create their very own story. Students can also write... a story about their feelings, their thoughts about what they are reading, a letter, or an information piece about something on which they are an expert. Writing packet options are also available [here](#) for students to write about what they have read.



**Math (30 minutes)** - if you have access to online resources, your student can log into [Clever](#) to access Imagine Math. A Math [scavenger hunt](#) is provided to encourage your student to find the math that is all around them. Visit [IXL](#) and [Cool Math](#) for practice and fun Math games. Math packet options are available [here](#).



**Social Studies (20 minutes)** - if you have online access, your student can log into [Clever](#) to access district resources. You will also find articles in both English and Spanish at [Tweentribune](#). Have students to read articles and complete the quiz. Also visit [Education.com](#), and [IXL](#) for interactive Social Studies activities. Social Studies packet options are available [here](#).



**Science (20 minutes)**- if you have online access, your student can log into [Clever](#) to access district resources. Visit [Energy Kids](#) to learn more about energy as well as games and activities. Visit [Optics for Kids](#) to learn about cool optical illusions and other activities. Visit [Ask a Biologist](#) for virtual field trips and activities. Science packet options are available [here](#).



**Exercise (60 minutes a day)** - regular exercise and movement is important to do every day. Movement helps you reduce stress, build strong bones and muscles, and helps you to be ready to learn! Try to get 60 minutes of physical activity every day. Visit [GoNoodle](#) for movement videos.

Estimados padres y tutores de 3º a 5º grado:

Mientras sus estudiantes están en casa, le pedimos que continúe colaborando con nosotros para garantizar aprendizaje. A continuación hay una lista de actividades que recomendamos que sus estudiantes completen diariamente.



**Lectura (30 minutos)** - Si tiene acceso a recursos en línea, su estudiante puede iniciar sesión en [Clever](#) para acceder a recursos del distrito como [Mc-Graw Hill Wonders](#), [Learning A-Z](#), [Scholastic](#), [Common Lit](#) (*haga clic en la biblioteca en la esquina superior izquierda*) y [opciones de historias en español s](#). Los recursos tienen opciones disponibles en inglés y español. Por favor anime a su estudiante a elegir historias o artículos para leer. Si tiene materiales de lectura en casa, siéntase libre de usarlos también. Una vez que los alumnos hayan terminado de leer, pídeles que le cuenten de qué trata su artículo o historia. Los estudiantes también pueden completar actividades de lectura impresas. Las opciones de paquetes de lectura están disponibles [aquí](#).



**Escritura (30 minutos)**- si tienen acceso a recursos en línea favor de visitar a [Scholastic Story Starters](#), [Story Jumpers](#), o [Story Board That](#) para iniciadores de historias divertidas y creativas y mensajes de escritura. Haga que los estudiantes usen estas indicaciones y herramientas para crear su propia historia. Los estudiantes también pueden escribir ... una historia sobre sus sentimientos, sus pensamientos sobre lo que están leyendo, una carta o una información sobre algo en lo que son expertos. Las opciones de paquetes de escritura también están disponibles [aquí](#) para que los estudiantes escriban sobre lo que han leído.



**Matemáticas (30 minutos)** - Si tiene acceso a recursos en línea, su estudiante puede iniciar sesión en [Clever](#) para usar Imagine Math. Una búsqueda de matemáticas se puede encontrar aquí [scavenger hunt](#) para animar a su estudiante a encontrar las matemáticas que en todo su alrededor. Visite [IXL](#) y [Cool Math](#) para practicar y divertirse con juegos matemáticos. Las opciones de paquetes matemáticos están disponibles [aquí](#).



**Estudios Sociales (20 minutos)** - si tiene acceso en línea, su estudiante puede iniciar sesión en [Clever](#) para acceder a los recursos del distrito. También encontrará artículos en inglés y español en [Tweentribune](#). Los estudiantes pueden leer artículos y completar el cuestionario. Visite también [Education.com](#), y [IXL](#) para actividades interactivas de estudios sociales. Las opciones de paquetes de estudios sociales están disponibles [aquí](#).










**Ciencias (20 minutos)**- - Si tiene acceso a recursos en línea, su estudiante puede iniciar sesión en [Clever](#) para acceder los recursos. Visite [Energy Kids](#) para aprender más sobre energía, juegos y actividades. Visite [Optics for Kids](#) para aprender sobre ilusiones ópticas geniales y otras actividades. Visite [Ask a Biologist](#) para excursiones virtuales y actividades. Las opciones de paquetes de ciencias están disponibles [aquí](#).









**Ejercicio (60 minutos al día):** es importante hacer ejercicio y movimiento regularmente todos los días. ¡El movimiento te ayuda a reducir el estrés, desarrollar huesos y músculos fuertes, y te ayuda a estar listo para aprender! Intente realizar 60 minutos de actividad física todos los días. Visite [GoNoodle](#) para videos de movimiento.










<p>Access these programs from Clever at <a href="https://www.clever.com/in/maywood89">https://www.clever.com/in/maywood89</a></p>	
	Lexia Core 5 has literacy activities with tracked progress and customized lessons. K-5; App available
	Raz-Kids has online leveled books from basic to advanced. Students can record themselves and take quizzes. K-5; English and Spanish; App available
	Imagine Español has Spanish literacy activities with tracked progress and customized lessons. K-3; Spanish
	Imagine Math has math activities with tracked progress and customized lessons. K-5
	Wonders/Maravillas includes literature, vocabulary, writing, and grammar activities K-5; English and Spanish; App available (separate sign-in required—email teacher if needed)
	World Book A world of learning at your fingertips. Explore important people, animals, maps, science, and activities. K-8; English and Spanish
	Edgenuity Pathblazer includes Math and Reading activities linked to standards. K-8; Limited School Access


If you need login assistance with login information, contact your teacher through [email](#).






## Additional Resource Links






<b>Reading</b>	
	<a href="https://classroommagazines.scholastic.com/support/learnathome.html">https://classroommagazines.scholastic.com/support/learnathome.html</a> Choose books, videos, and activities by grade levels
	<a href="https://www.thespanishexperiment.com/stories">https://www.thespanishexperiment.com/stories</a> Children's stories in Spanish
	<a href="https://www.storylineonline.net/">https://www.storylineonline.net/</a> Actors and Actresses read books with illustrations
	<a href="https://www.getepic.com/">https://www.getepic.com/</a> 1000's of award winning books. English and Spanish Signup required, free 30 days
	<a href="https://newsela.com/">https://newsela.com/</a> English; <a href="https://newsela.com/rules/spanish">https://newsela.com/rules/spanish</a> Spanish News articles written for students with quizzes and writing prompts for 3-8; English and Spanish
	<a href="https://www.tweentribune.com/">https://www.tweentribune.com/</a> Informational text at different grade levels



<b>Online Magazines</b>	
	Time for Kids <a href="http://www.timeforkids.com">http://www.timeforkids.com</a>
	Scholastic News <a href="http://magazines.scholastic.com">http://magazines.scholastic.com</a> English <a href="https://classroommagazines.scholastic.com/spanish.html">https://classroommagazines.scholastic.com/spanish.html</a> Spanish
	Highlights Kids <a href="https://www.highlightskids.com/">https://www.highlightskids.com/</a>
	Sport Illustrated Kids <a href="http://www.sikids.com">http://www.sikids.com</a>
	National Geographic Kids <a href="http://kids.nationalgeographic.com">http://kids.nationalgeographic.com</a>



Writing	
	<a href="http://www.scholastic.com/teachers/story-starters/index.html">http://www.scholastic.com/teachers/story-starters/index.html</a> Story Starter ideas by grade level
	<a href="https://www.storyboardthat.com/">https://www.storyboardthat.com/</a> Digital story telling with backgrounds, characters, and text


Dual Language	
	<a href="https://l2trec.utah.edu/news/utahdliathome/spanish.php">https://l2trec.utah.edu/news/utahdliathome/spanish.php</a> Spanish and Dual language activities and resources

Math	
	<a href="https://www.coolmath4kids.com/">https://www.coolmath4kids.com/</a> K-5 Math games, lessons, brainteasers
	<a href="https://minds-in-bloom.com/math-scavenger-hun/">https://minds-in-bloom.com/math-scavenger-hun/</a> K-5 Math scavenger hunt ideas
	<a href="https://www.khanacademy.org/math">https://www.khanacademy.org/math</a> K-8 Practice early math through grade 8
	<a href="https://www.ixl.com/">https://www.ixl.com/</a> K-8 Practice early math through grade 8
	<a href="https://www.mathgames.com/math-games.html">https://www.mathgames.com/math-games.html</a> K-8 math games by grade and topic

Science and Social Studies	
	BrainPop Jr <a href="https://jr.brainpop.com">https://jr.brainpop.com</a> BrainPOP Español <a href="https://esp.brainpop.com">https://esp.brainpop.com</a> BrainPop <a href="https://www.brainpop.com/">https://www.brainpop.com/</a> BrainPopELL <a href="https://ell.brainpop.com">https://ell.brainpop.com</a> Animated educational videos and activities on many school topics K-8; App available (Username: district89; Password: brainpop2)
	<a href="https://www.eia.gov/kids/">https://www.eia.gov/kids/</a> Information and games about energy
	<a href="https://www.optics4kids.org/illusions">https://www.optics4kids.org/illusions</a> Optical illusions
	<a href="https://blockly.games/">https://blockly.games/</a> Programming games for kids
	<a href="https://www.education.com/activity/social-studies/">https://www.education.com/activity/social-studies/</a> Social Studies activities by grade level

Health	
	<a href="https://www.gonoodle.com/">https://www.gonoodle.com/</a> Movement and mindfulness videos
	<a href="https://aha-nflplay60.discoveryeducation.com/families">https://aha-nflplay60.discoveryeducation.com/families</a> Fun activities, videos, and virtual field trips

Art/Music	
	<a href="http://www.maywoodfinearts.org/?page_id=3043">http://www.maywoodfinearts.org/?page_id=3043</a> Take an online class with Maywood Fine Arts
	<a href="https://colormandala.com/">https://colormandala.com/</a> Color mandelas online

For Parents	
	<a href="http://www.parenttoolkit.com/">http://www.parenttoolkit.com/</a> English; <a href="http://www.parenttoolkit.com/home?lang=es">http://www.parenttoolkit.com/home?lang=es</a> Spanish Age level guides for academic, health, social emotional topics and video parenting guides English and Spanish

## Virtual Field Trips/Tours

Use Google Earth to explore our National Parks.

[Badlands National Park](#)

[Death Valley National Park](#)

[Denali National Park](#)

[Everglades National Park](#)

[Glacier National Park](#)

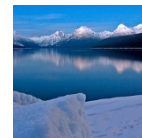
[Grand Canyon National Park](#)

[Great Smoky Mountain National Park](#)

[Redwood National and State Parks](#)

[Rocky Mountain National Park](#)

[Yellowstone National Park](#)



Lesson ideas:

Choose a National Park. Record your observations, then choose to create one of the following:

- Design a travel brochure
- Write a newspaper article to describe the location and encourage travel there
- Create a map that shows the location of the national park

Zoos and Web Cams - Observe various zoo animals through web cams.

[Smithsonian's National Zoo](#)

[San Diego Zoo](#)

[Animal Planet Live](#)

[National Aquarium](#): Black Tip Reef Sharks, Jellies, and Pacific Coral Reef Live

[Seattle Aquarium](#): YouTube virtual field trip and lesson

[Seattle Aquarium Live Cams](#)



Lesson ideas:

Visit and observe an animal of your choice. Complete one of the following:

- Observe the animal for one week. Record these observations and then write a journal about the animal and its habits.
- Create an informative poster about the animal.
- Describe the animal's habitat.

[Planetarium](#) - Explore over 60,000 stars, locate planets, and watch sunrises and solar eclipses. If you enter your location, and you can see all the constellations that are visible in the night sky in your corner of the world.

[NASA Commercial Crew Virtual Tours](#) - YouTube series containing virtual tours of training facilities. Learn how the astronauts train for space travel and life aboard the International Space Station.

[Smithsonian Latino Center](#) - Features live broadcasts of Latina writers and virtual exhibits around Latino cultures. Includes a Latino Virtual Museum Bilingual Teacher Training Tool Kit that is now available online and via iTunes U.

Tour various locations from around the world.

[The Great Wall of China](#)

[Pompeii](#)

[Ellis Island](#) - this site also includes some additional activities

Lesson ideas:

Write a journal entry from about a journey to this location.

Create a travel brochure.

Take a trip to Walt Disney World and go on a virtual ride of some of Disney's famous attractions.

[Space Mountain](#)

[Splash Mountain](#)

[Test Track](#)

[Expedition Everest](#)

[Rock n Roller Coaster](#)

[Soarin'](#)

[Seven Dwarfs Mine Train](#)

[Rise of the Resistance](#)

[Mickey and Minnie's Runaway Railway](#)

[Slinky Dog Dash](#)

[Millenium Falcon/ Smuggler's Run](#)



## Student eLearning Activities Log Week 3

Student Name \_\_\_\_\_ Grade \_\_\_\_\_

Teacher \_\_\_\_\_

Please write the activities you completed each day.

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
Example:	Read/listened to a story Imagine Math Scholastic Science experiment Jumping Jacks Reading packet Math packet	Reading packet Math packet Raz-Kids Art Imagine Math	Imagine Math Writing Virtual Tour Read a book Jumped Rope/Burpees	Imagine Math Reading packet Math packet Social Studies YouTube exercise video	Imagine Math Reading packet Math packet Art project Science experiment Raz-Kids Lexia
Activities/ Assignments					

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

## Registro de actividades de aprendizaje electrónico semana 3

Nombre \_\_\_\_\_ Grado \_\_\_\_\_

Maestro/a \_\_\_\_\_

Por favor escribe las actividades que completaste cada día.

	lunes	martes	miércoles	jueves	viernes
Ejemplo:	Leer un libro Imagine Math Scholastic Experimento de Ciencias Jumping Jacks Paquete de lectura Paquete de matemáticas	Paquete de lectura Paquete de matemáticas Raz-Kids Arte Imagine Math Lexia	Imagine Math Escritura Paseo Virtual Leer un libro Brincar la cuerda/sentadillas lexia	Imagine Math Paquete de lectura Paquete de matemáticas Estudios Social Video YouTube de ejercicio	Imagine Math Paquete de lectura Paquete de matemáticas Arte Experimento de Ciencia Raz-Kids Lexia
Actividades/ Tareas					

Firma de Padres \_\_\_\_\_ Fecha \_\_\_\_\_



# HOW TO USE THIS BOOK

*180 Days of Reading for Third Grade* offers teachers and parents a full page of daily reading comprehension and word-study practice activities for each day of the school year.

## Easy to Use and Standards Based

These activities reinforce grade-level skills across a variety of reading concepts. The questions are provided as a full practice page, making them easy to prepare and implement as part of a classroom morning routine, at the beginning of each reading lesson, or as homework. The weekly focus alternates between fiction and nonfiction standards.

Every third-grade practice page provides questions that are tied to a reading or writing standard. Students are given the opportunity for regular practice in reading comprehension and word study, allowing them to build confidence through these quick standards-based activities.

Question	Common Core State Standards
<b>Days 1–3</b>	
1–2	<b>Reading Anchor Standard 1:</b> <i>Read closely to determine what the text says explicitly and to make logical inferences from it.</i>
3	<b>Reading Foundational Skills Standard:</b> <i>Know and apply grade-level phonics and word analysis skills in decoding words.</i>
4–5	<b>Reading Anchor Standard 4:</b> <i>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone</i> <b>or</b> <b>Reading Anchor Standard 6:</b> <i>Assess how point of view or purpose shapes the content and style of a text.</i>
<b>Day 4</b>	
1–2	<b>Reading Anchor Standard 10:</b> <i>Read and comprehend complex literary and informational texts independently and proficiently</i> <b>or</b> <b>Reading Anchor Standard 6:</b> <i>Assess how point of view or purpose shapes the content and style of a text.</i>
3	<b>Reading Anchor Standard 1:</b> <i>Read closely to determine what the text says explicitly and to make logical inferences from it.</i>
4–6	<b>Reading Anchor Standard 2:</b> <i>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</i>
<b>Day 5</b>	
	<b>Writing Anchor Standard 4:</b> <i>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</i>



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read the text and then answer the questions.

Sacajawea (sak-uh-juh-WEE-uh) played a big role in history. She was an American Indian. She made a trip with Lewis and Clark. Most people believe she joined because of her husband. He was a translator. He worked for the group. They needed help speaking with different tribes. Sacajawea helped, too. She knew the landscape. She could also speak to other American Indians. This helped the group make trades and find food.

**1.** Who is this text about?

- (A) Lewis
- (B) Sacajawea
- (C) Clark
- (D) American Indians

**2.** Which title best describes the main idea?

- (A) The Sacrifice of Sacajawea
- (B) Sacajawea's Husband
- (C) Sacajawea's Contribution
- (D) Tribal Language

**3.** Which word could add the prefix *dis-* to make another word?

- (A) group
- (B) speak
- (C) believe
- (D) food

**4.** What is another form of the verb *speaking*?

- (A) speeding
- (B) talking
- (C) peak
- (D) spoke

**5.** Which word describes the tone of this text?

- (A) informative
- (B) silly
- (C) funny
- (D) false

SCORE

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

\_\_\_ / 5

Total

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read the text and then answer the questions.

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

\_\_\_\_ / 5  
Total

Lewis and Clark learned so much about the land in the region. They observed many new plants and animals. They gathered facts about these new species. They brought that information home with them. They wanted to share it with others. Lewis and Clark were the first to discover the magpie bird. They saw these birds in 1804.

**1.** Which statement shows a connection to the text?

- (A) Mrs. Lewis is my piano teacher.
- (B) I think pigeons are annoying.
- (C) I like to notice things in nature like Lewis and Clark did.
- (D) I want a new pet animal in my home.

**2.** Which chapter title best fits this text?

- (A) A Map of Lewis and Clark's Journey
- (B) Observations by Lewis and Clark
- (C) The End of an Expedition
- (D) Plants in the West

**3.** Which root word could add the prefix *re-* to make another word?

- (A) three
- (B) first
- (C) new
- (D) bird

**4.** Which word is a synonym for *gathered*?

- (A) compared
- (B) argued
- (C) noticed
- (D) collected

**5.** What does the language tell you about the author's purpose?

- (A) The language is personal so that people will feel like they know Lewis and Clark.
- (B) The language is factual so that people will learn more about Lewis and Clark.
- (C) The language is funny so that people will laugh about Lewis and Clark.
- (D) The language is persuasive so that people will believe things about Lewis and Clark.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read the text and then answer the questions.

Thomas Jefferson was the third president. He had dreams of exploring the West. For years, he tried to find a way to organize a group to explore. Lewis and Clark were one group he sent to gather facts about the new land. He ordered other groups to other parts of the country. He wanted the country to extend to the West Coast. Many years later, that is what happened.

1. What type of visual would tell more about this text?

- (A) a picture of the White House
- (B) a map of the United States
- (C) a portrait of George Washington
- (D) a chart showing how much money Jefferson paid Lewis and Clark

2. Which index entry would help a reader find this information?

- (A) Jefferson at war
- (B) Jefferson's presidency
- (C) role of Jefferson in expedition
- (D) Jefferson's childhood

3. Which word is the root word in *exploring*?

- (A) ring
- (B) polar
- (C) explode
- (D) explore

4. Which of these words are synonyms?

- (A) *dreams* and *places*
- (B) *extend* and *stretch*
- (C) *organize* and *happened*
- (D) *ordered* and *sent*

5. What does the phrase *that is what happened* refer to?

- (A) Thomas Jefferson died.
- (B) The country extended to the West Coast.
- (C) Thomas Jefferson explored the West himself.
- (D) Thomas Jefferson met Lewis and Clark.

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

\_\_\_ / 5

Total

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

## Lewis and Clark

More than 200 years ago, people did not know a lot about the western part of the United States. Going west was an exciting adventure. It was also a difficult journey.

Two famous explorers made that trip. They were named Meriwether Lewis and William Clark. They traveled when little was known about the West. There were no maps to tell them the way. Their goal was to reach the Pacific Ocean.

Lewis and Clark began their journey in 1804. It was not just two men doing all the work on this trip. They brought many people along to help. More than forty people joined Lewis and Clark. They packed a lot of food and supplies for the whole group.

Lewis and Clark kept good records of their journey. They both kept detailed records of where they went. Clark made maps of their journey. The maps showed the route they took as well as the rivers and mountains they crossed. Lewis kept notes in a journal about the journey and the places they stayed. He also recorded information about plants and animals they saw along the way.

Many American Indians helped Lewis and Clark during their trip. They worked as guides to show the explorers where to go. They also helped the group find food and other supplies.

Lewis and Clark finally reached the ocean shore. They had been traveling for more than a year. They were thrilled to see the Pacific Ocean. They were also eager to go home. The group knew they had another long trip to return to Missouri. They spent the winter at an area they called Fort Clatsop. Today, this area is in the state of Oregon. After about six months, they began the journey home.



*map of the Lewis and Clark expedition*

Lewis and Clark taught people about the new land in the West. Their stories and maps were very helpful for people who traveled after their journey. Today, the trip that used to take an entire year would take a few hours on an airplane. A lot has changed since the time of Lewis and Clark.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read "Lewis and Clark" and then answer the questions.

- |  |  | <u>SCORE</u> |
|--|--|--------------|
| <p><b>1.</b> Which summary is the most accurate for the text?</p> <p>(A) This is about explorers named Lewis and Clark.</p> <p>(B) This is about brothers named Lewis and Clark.</p> <p>(C) This is about a store named Lewis and Clark.</p> <p>(D) This is about a town named Lewis and Clark.</p>                  |  | 1. (Y) (N)   |
| <p><b>2.</b> What is the author's purpose?</p> <p>(A) to teach people about geography</p> <p>(B) to inform people about Lewis and Clark</p> <p>(C) to make people enjoy and laugh at this text</p> <p>(D) to teach people about American Indians</p>   |  | 2. (Y) (N)   |
| <p><b>3.</b> Which statement shows a connection to the text?</p> <p>(A) I do not like to go on boats.</p> <p>(B) I have always wanted to explore the world and see new places.</p> <p>(C) I know there are seven oceans.</p> <p>(D) I live in the state of Texas.</p>  |  | 3. (Y) (N)   |
| <p><b>4.</b> How is the text organized?</p> <p>(A) It is sequential, explaining every single step that they took.</p> <p>(B) It is chronological, explaining from start to finish.</p> <p>(C) It compares Lewis and Clark to other explorers.</p> <p>(D) It describes how Lewis and Clark solved their problems.</p> |  | 4. (Y) (N)   |
| <p><b>5.</b> What is the most important idea about Lewis and Clark?</p> <p>(A) They learned about the West and shared information with others.</p> <p>(B) They traveled slowly.</p> <p>(C) They traveled in three boats.</p> <p>(D) They wanted to reach the Pacific Ocean.</p>                                      |  | 5. (Y) (N)   |
| <p><b>6.</b> What did Lewis and Clark share about their trip?</p> <p>(A) how to navigate a boat</p> <p>(B) ways to survive the trip in the winter</p> <p>(C) facts about the new land in the West</p> <p>(D) how to survive the heat of the summer months</p>  |  | 6. (Y) (N)   |
|  |  | ___ / 6      |
|  |  | <b>Total</b> |

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Reread "Lewis and Clark." Then, read the prompt and respond on the lines below.

SCORE

\_\_\_ / 4

Think about what it must have been like for Lewis and Clark to go somewhere for the first time. When have you done something for the first time? How did you feel doing it?

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# ANSWER KEY *(cont.)*

## Week 29

### Day 1

1. C
2. B
3. D
4. B
5. C

### Day 2

1. A
2. D
3. B
4. A
5. C

### Day 3

1. D
2. A
3. A
4. A
5. C

### Day 4

1. A
2. C
3. D
4. D
5. A
6. D

### Day 5

Responses will vary.

## Week 30

### Day 1

1. B
2. B
3. D
4. B
5. B

### Day 2

1. D
2. B
3. B
4. B
5. A

### Day 3

1. B
2. C
3. B
4. B
5. B

### Day 4

1. C
2. D
3. B
4. B
5. A
6. C

### Day 5

Responses will vary.

## Week 31

### Day 1

1. A
2. B
3. B
4. C
5. B

### Day 2

1. D
2. C
3. B
4. A
5. D

### Day 3

1. D
2. C
3. D
4. B
5. A

### Day 4

1. B
2. D
3. C
4. C
5. A
6. A

### Day 5

Responses will vary.

## Week 32

### Day 1

1. D
2. A
3. C
4. B
5. A

### Day 2

1. D
2. C
3. C
4. A
5. A

### Day 3

1. B
2. C
3. C
4. C
5. A

### Day 4

1. D
2. C
3. B
4. B
5. C
6. D

### Day 5

Responses will vary.

## Week 33

### Day 1

1. B
2. A
3. B
4. C
5. D

### Day 2

1. A
2. B
3. B
4. A
5. B

### Day 3

1. B
2. B
3. C
4. D
5. D

### Day 4

1. B
2. D
3. C
4. B
5. A
6. D

### Day 5

Responses will vary.

## Week 34

### Day 1

1. B
2. C
3. C
4. D
5. A

### Day 2

1. C
2. B
3. C
4. D
5. B

### Day 3

1. B
2. C
3. D
4. B
5. B



## ANSWER KEY *(cont.)*

### Week 34 *(cont.)*

#### Day 4

1. A
2. B
3. B
4. B
5. A
6. C

#### Day 5

Responses will vary.

### Week 35

#### Day 1

1. B
2. B
3. B
4. A
5. B

#### Day 2

1. B
2. C
3. C
4. D
5. B

#### Day 3

1. D
2. B
3. B
4. B
5. B

#### Day 4

1. A
2. B
3. B
4. A
5. A
6. D

#### Day 5

Responses will vary.

### Week 36

#### Day 1

1. D
2. A
3. A
4. B
5. C

#### Day 2

1. B
2. C
3. D
4. C
5. B

#### Day 3

1. C
2. A
3. B
4. C
5. A

#### Day 4

1. C
2. B
3. C
4. B
5. B
6. D

#### Day 5

Responses will vary.



# HOW TO USE THIS BOOK

*180 Days of Math for Third Grade* offers teachers and parents a full page of daily mathematics practice activities for each day of the school year.

## Easy to Use and Standards-Based

These activities reinforce grade-level skills across a variety of mathematical concepts. The questions are provided as a full practice page, making them easy to prepare and implement as part of a classroom morning routine, at the beginning of each mathematics lesson, or as homework.

Every third-grade practice page provides 10 questions, each tied to a specific mathematical concept. Students are given the opportunity for regular practice in each mathematical concept, allowing them to build confidence through these quick standards-based activities.

Question	Mathematics Concept	NCTM Standard
1	Addition or Subtraction	Understands meanings of operations and how they relate to one another; Computes fluently and makes reasonable estimates; Understands various meanings of multiplication and division; Develops fluency in adding, subtracting, multiplying, and dividing whole numbers; Understands numbers, ways of representing numbers, relationships among numbers, and number systems
2	Multiplication	
3		
4	Division or Number Sense	
5	Place Value or Fractions, Decimals, and Money	Understands numbers, ways of representing numbers, relationships among numbers, and number systems; Computes fluently and makes reasonable estimates
6	Algebra and Algebraic Thinking	Understands patterns, relations, and functions; Represents and analyzes mathematical situations and structures using algebraic symbols
7	Measurement	Understands measurable attributes of objects and the units, systems, and processes of measurement; Applies appropriate techniques and formulas to determine measurements
8		
9	Geometry or Data Analysis	Analyzes characteristics and properties of two-dimensional and three-dimensional geometric shapes and develops mathematical arguments about geometric relationships; Formulates questions that can be addressed with data and collects, organizes, and displays relevant data to answer them
10	Word Problem/Logic Problem or Mathematical Reasoning	Builds new mathematical knowledge through problem solving; Applies and adapts a variety of appropriate strategies to solve problems

*Standards are listed with the permission of the National Council of Teachers of Mathematics (NCTM). NCTM does not endorse the content or validity of these alignments.*

NAME: \_\_\_\_\_

**DIRECTIONS**

Solve each problem.

1.  $8 + 3 + 2 = \square$

6. Fill in the missing number.

493, 488, \_\_\_\_\_, 478

2. What is the product of 1 and 10?

\_\_\_\_\_

7. 8 cups = \_\_\_\_\_ gallon(s)

8. Which has more mass: a bag of rocks or a bag of leaves?

\_\_\_\_\_

3.  $10 \times 9 = \square$

9. What shape is the cross-section of a sphere?

\_\_\_\_\_

4.  $24 \div 3 = \square$

5.  $\frac{1}{4}$  of 16 is \_\_\_\_\_.

10. Marissa has \$1.35. She has 6 coins. What coins does she have?

\_\_\_\_\_

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

6. (Y) (N)

7. (Y) (N)

8. (Y) (N)

9. (Y) (N)

10. (Y) (N)

\_\_\_\_ / 10

Total

NAME: \_\_\_\_\_

**DIRECTIONS**

Solve each problem.

SCORE

1. (Y) (N)

1. 
$$\begin{array}{r} 20 \\ - 16 \\ \hline \end{array}$$

2. (Y) (N)

3. (Y) (N)

2. Thirteen times one is

\_\_\_\_\_

4. (Y) (N)

5. (Y) (N)

3.  $9 \times 9 = \square$

6. (Y) (N)

7. (Y) (N)

4. What number follows 736?

\_\_\_\_\_

8. (Y) (N)

9. (Y) (N)

5. What number is 100 more than 98?

\_\_\_\_\_

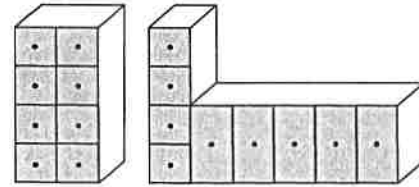
10. (Y) (N)

6.  $42 \div 7 = 2 \times \square$

\_\_\_ / 10

Total

7. Jo painted these cupboards. Circle the one that needed the most paint.



8. Is a bed longer or shorter than one meter?

\_\_\_\_\_

9. How many fewer people liked skiing than snowboarding?

\_\_\_\_\_

**Favorite Winter Sports**

Snowboarding	Sledding	Skiing	Ice Skating
324	225	278	175

10. Rachel walks to school every day. At the end of the week, she has spent 45 minutes walking to school. How long does it take Rachel to walk to school every day?

\_\_\_\_\_



NAME: \_\_\_\_\_

**DIRECTIONS** Solve each problem.

1.  $437 + 19 = \square$

6.  $42 + \square = 50$

2.  $8 \times 4 = \square$

7. Circle the item that has a mass less than 1 kilogram.



pasta



potatoes

3. How many eyes are there on 3 birds?

\_\_\_\_\_

8. How many centimeters are there in 90 millimeters?

\_\_\_\_\_

4. Divide 6 into 60.

\_\_\_\_\_

9. Circle the parallel lines on the capital F.



5. Write  $\frac{1}{4}$  in words.

\_\_\_\_\_

10. In a pet shop, one-half of the animals are dogs. One-fourth of the animals are bunnies. Six of the animals are cats. There are an equal number of cats and bunnies. How many dogs are there in the pet shop?

\_\_\_\_\_

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

6. (Y) (N)

7. (Y) (N)

8. (Y) (N)

9. (Y) (N)

10. (Y) (N)

\_\_\_ / 10

Total

NAME: \_\_\_\_\_

**DIRECTIONS** Solve each problem.SCORE

1. (Y) (N)

1. The difference between 418 and 18 is

\_\_\_\_\_

2. (Y) (N)

3. (Y) (N)

2.  $1 \times 0 = \square$ 

4. (Y) (N)

5. (Y) (N)

3.  $10 \times 0 = \square$ 

6. (Y) (N)

7. (Y) (N)

4. What is the next even number after 526?

\_\_\_\_\_

8. (Y) (N)

9. (Y) (N)

5. Add 4 pennies to the coins below and write the total.



\_\_\_\_\_

10. (Y) (N)

6.  $80 \square 10 = 8$ 

7. Name the last month of the year.

\_\_\_\_\_

8. Could it be  $30^{\circ}\text{C}$  on a hot day?

Circle: yes    no

9. Which solid has 6 square faces?

\_\_\_\_\_

10. A monkey eats 6 bananas a day. How many bananas will it eat in 2 weeks?

\_\_\_\_\_

\_\_\_\_ / 10

Total

NAME: \_\_\_\_\_

**DIRECTIONS** Solve each problem.

1. 
$$\begin{array}{r} 70 \\ - 55 \\ \hline \end{array}$$

2. Seven times seven is \_\_\_\_\_.

3.  $40 \times 3 =$  \_\_\_\_\_

4.  $48 \div 6 =$  \_\_\_\_\_

5.  $\$5.00 + \$1.50 =$  \_\_\_\_\_

6.  $\square + 47 = 90$

7. How many cups are there in a pint?  
\_\_\_\_\_

8. Would you use centimeters or meters to measure the width of a book?  
\_\_\_\_\_

9. Write the number of each for the solid below.

surfaces \_\_\_\_\_

edges \_\_\_\_\_

vertices \_\_\_\_\_



10. What is the largest odd number that can be made with 5, 6, and 7?  
\_\_\_\_\_

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

6. (Y) (N)

7. (Y) (N)

8. (Y) (N)

9. (Y) (N)

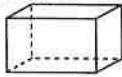
10. (Y) (N)

\_\_\_\_ / 10

**Total**

# ANSWER KEY *(cont.)*

## Day 139

- 60
- 21
- 210
- 6
- 165
- 4
- 12 times
- 3 cm
- 

10. 554

## Day 140

- 16
- 56
- 560
- 97
- \$1.50
- 18
- 16 cm<sup>2</sup>
- pencil
- 4 triangles should be drawn.
- 9 pages

## Day 141


- 13
- 10
- 90
- 8
- 4
- 483
- $\frac{1}{2}$
- a bag of rocks
- circle
- 5 quarters and 1 dime; or 3 quarters, 1 half dollar, and 2 nickels; or one dollar coin, 2 dimes, and 3 nickels

## Day 142

- 4
- 13
- 81
- 737
- 198
- 3
- The cupboard on the right should be circled.

- longer
- 46 fewer people
- 9 minutes

## Day 143

- 456
- 32
- 6 eyes
- 10
- one fourth
- 8
- The pasta should be circled.
- 9 cm
- 

10. 12 dogs

## Day 144

- 400
- 0
- 0
- 528
- 45¢
- ÷
- December
- yes
- cube
- 84 bananas

## Day 145

- 15
- 49
- 120
- 8
- \$6.50
- 43
- 2 cups
- centimeters
- surfaces: 3  
edges: 2  
vertices: 0
- 765

## Day 146

- 24
- 42

- 13
- 5
- 1,606
- 6
- B
- meter
- 5 lines of symmetry
- 7 yards

## Day 147

- 92
- 320
- 64
- 9
- 2,000 + 300 + 4
- 572
- 2 hours
- less than
- parallel lines
- 18 teddy bears

## Day 148

- 61
- 6 arms
- 16
- 446
- 6 tens or 60
- 1
- 10 minutes
- 32° F
- Number of Sides: 3  
Number of Angles: 3  
Number of Lines of Symmetry: 3  
Name of Shape: triangle
- yes

## Day 149

- 50
- 36
- 18
- 8
- 1,030
- 6
- 6
- 3.5 cm
- circle
- 350 minutes