



Dear 3rd – 5th 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](#). 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, pídale 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.














Access these programs from Clever at <https://www.clever.com/in/maywood89>



	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






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



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



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


Dual Language	
	https://l2trec.utah.edu/news/utahdliathome/spanish.php Spanish and Dual language activities and resources

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

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

Health	
	https://www.gonoodle.com/ Movement and mindfulness videos
	https://aha-nflplay60.discoveryeducation.com/families Fun activities, videos, and virtual field trips

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

For Parents	
	http://www.parenttoolkit.com/ English; http://www.parenttoolkit.com/home?lang=es 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](#)

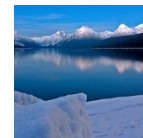
[Grand Canyon National Park](#)

[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 Took 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 4

Student Name _____ Grade _____

Teacher _____

Please write the activities you completed each day.

	Monday	Tuesday	Wednesday	Thursday	Friday
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 4

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
Days 1–3	
1–2	Reading Anchor Standard 1: <i>Read closely to determine what the text says explicitly and to make logical inferences from it.</i>
3	Reading Foundational Skills Standard: <i>Know and apply grade-level phonics and word analysis skills in decoding words.</i>
4–5	Reading Anchor Standard 4: <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> or Reading Anchor Standard 6: <i>Assess how point of view or purpose shapes the content and style of a text.</i>
Day 4	
1–2	Reading Anchor Standard 10: <i>Read and comprehend complex literary and informational texts independently and proficiently</i> or Reading Anchor Standard 6: <i>Assess how point of view or purpose shapes the content and style of a text.</i>
3	Reading Anchor Standard 1: <i>Read closely to determine what the text says explicitly and to make logical inferences from it.</i>
4–6	Reading Anchor Standard 2: <i>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</i>
Day 5	
	Writing Anchor Standard 4: <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.

Stacy was learning about fables at school. She had never read one before. *Fables* are fictional stories. Fables might include animals or plants as characters. There might be pretend creatures. The characters act like humans. Fables have a *moral*, or a lesson. Stacy enjoyed reading this type of fantasy story—she loved the talking animals!

1. Which title best fits this text?

- (A) Talking Animals
- (B) Fable Characters
- (C) Stacy's Favorites
- (D) Story Characters

2. Why did Stacy enjoy reading fables?

- (A) They have funny characters that act like humans.
- (B) They are fictional stories.
- (C) They are popular.
- (D) They have magic.

3. Which word includes the same *en-* prefix as *enjoyed*?

- (A) enemy
- (B) enact
- (C) end
- (D) energy

4. What is the meaning of the word *pretend* in this text?

- (A) alien
- (B) live
- (C) make-believe
- (D) mean

5. What does the language of this text tell you about Stacy?

- (A) She disliked school.
- (B) She was a silly girl.
- (C) She did not read much.
- (D) She was happy to learn about this new type of story.

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

Lin was always trying to stay home from school. She liked staying home because she got to watch movies and rest. Many days, she complained that her stomach hurt. Her father let her stay home. After a while, her father realized Lin was not telling the truth. One day when she asked to stay home, her father said, "You have to go to school." Lin was very angry because her stomach really did hurt that day, but she had used that excuse too many times.

1. Which title best fits the text?

- (A) No More Excuses
- (B) Lin's Day Off
- (C) Stomach Ache
- (D) A Day at the Movies

2. Which story is similar to this text?

- (A) "Cinderella"
- (B) "The Boy Who Cried Wolf"
- (C) "Jack and the Beanstalk"
- (D) "Hansel and Gretel"

3. Which word has the same root word as *really*?

- (A) early
- (B) unreal
- (C) ally
- (D) tally

4. Where could a reader look to find synonyms for *complained*?

- (A) a thesaurus
- (B) an encyclopedia
- (C) an atlas
- (D) a dictionary

5. What does the phrase *used that excuse* mean?

- (A) said sorry
- (B) lied by claiming false reasons
- (C) screamed
- (D) left the house

NAME: _____ DATE: _____

DIRECTIONS

Read the text and then answer the questions.

The farmer and his wife were worried about their crops. It had been a very dry winter and spring, and people assumed there would be a drought by summertime. This was bad news for the farmers in the area. It was not easy to plant seeds in hard, dry land. "If only we had tons of money in the bank," the farmer wished.

1. Which picture would tell a reader more about this text?

- (A) a picture of a wintry scene
- (B) a picture of wilting crops
- (C) a picture of a goose
- (D) a picture of a tractor

2. Which word best describes the main characters?

- (A) angry
- (B) concerned
- (C) confused
- (D) ecstatic

3. Which word includes the same root word as *wished*?

- (A) whisk
- (B) dish
- (C) wishes
- (D) washed

4. Where could a reader look to find the definition of *drought*?

- (A) a thesaurus
- (B) an encyclopedia
- (C) an atlas
- (D) a dictionary

5. Reread the last sentence. Which figure of speech does this sentence contain?

- (A) a simile
- (B) personification
- (C) alliteration
- (D) hyperbole

SCORE

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

___ / 5

Total

NAME: _____ DATE: _____

The Lion's Share

One day, a lion, a fox, a jackal, and a wolf went hunting together. They hunted all morning. But they could not find anything satisfactory. It was only in the late afternoon that they finally caught a deer. The four beasts surrounded the poor animal. They killed it as fast as they could. Then they decided to share their food.

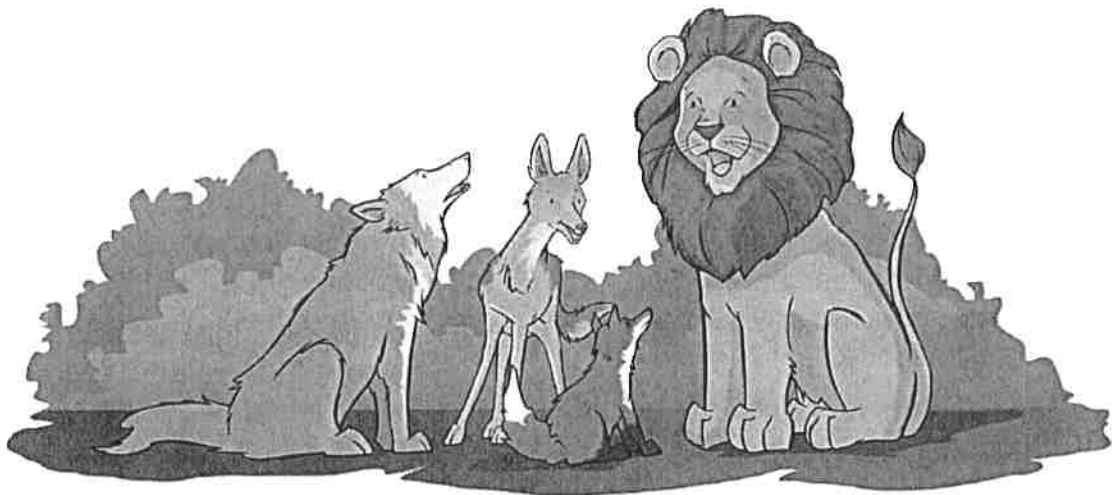
The lion was the Lord of the Jungle. He was superior to all in strength. Hence, the other creatures agreed when he proposed to share the food for all. Placing one of his paws upon the deer, the lion said, "You see, as a member of the hunting party, it is my right to receive one of these portions."

The others nodded in agreement. "But I am also the King of Beasts. So I must receive another portion," he declared. The others looked uneasily at each other. "And besides, I was leading the hunt. So I deserve a third portion," he proclaimed.

The others mumbled something, but it could not be heard. "As for the fourth portion, if you wish to argue with me about its ownership, let's begin, and we will see who will get it."

"Humph," the others grumbled. They walked away with their heads down. They knew it was pointless to argue about their shares.

Moral: You may share the labors of the great, but you cannot share the spoils.



NAME: _____ DATE: _____

DIRECTIONS

Read "The Lion's Share" and then answer the questions.

- | | | <u>SCORE</u> |
|---|---|---|
| <p>1. Which purpose for reading this fable makes the most sense?</p> <p>(A) to learn the deer's perspective</p> <p>(B) to be entertained and learn a lesson at the end</p> <p>(C) to learn about hunting</p> <p>(D) to understand how animals act together in the wild</p> | <p>4. Which word describes the lion's character?</p> <p>(A) friendly</p> <p>(B) untrustworthy</p> <p>(C) giving</p> <p>(D) uneasy</p> | <p>1. (Y) (N)</p> <p>2. (Y) (N)</p> <p>3. (Y) (N)</p> <p>4. (Y) (N)</p> <p>5. (Y) (N)</p> <p>6. (Y) (N)</p> |
| <p>2. How many portions of food did the lion get?</p> <p>(A) one portion</p> <p>(B) two portions</p> <p>(C) three portions</p> <p>(D) all of the portions</p> | <p>5. Which theme relates to the fox, jackal, and wolf?</p> <p>(A) Do not always trust your superiors.</p> <p>(B) No hunting after dark.</p> <p>(C) Killing other animals is wrong.</p> <p>(D) Working together will get you nowhere.</p> | |
| <p>3. Which statement shows a connection to the moral?</p> <p>(A) I saw a fox and a wolf at the zoo.</p> <p>(B) My pet dog and pet cat fight over who gets to lie under the table.</p> <p>(C) My older brother made me help him do his chores but did not give me any part of his allowance.</p> <p>(D) My parents do not let me eat as much dessert as they do.</p> | <p>6. Which type of text is most closely related to "The Lion's Share"?</p> <p>(A) a fictional story that takes place on an African safari</p> <p>(B) a nonfiction text about protecting endangered species</p> <p>(C) a nonfiction text about the diet of lions</p> <p>(D) a fictional story about a friend who is the leader of a group and makes decisions for the other kids</p> | <p>___ / 6</p> <p>Total</p> |

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

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.

SCORE

1. (Y) (N)

1. $40 - 16 = \underline{\hspace{2cm}}$

6. $9 \times \square = 54$

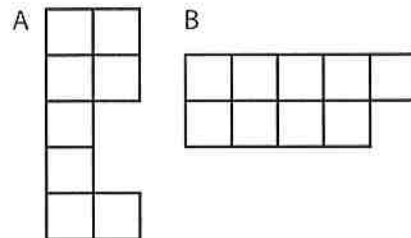
2. (Y) (N)

2. $6 \times 7 = \square$

7. Circle the floor that needs more tile.

3. (Y) (N)

3. $13 \times 1 = \square$



4. (Y) (N)

5. (Y) (N)

6. (Y) (N)

4. If you make 25 tally marks, how many groups of 5 will there be?

8. Which is longer: a yard or a meter?

7. (Y) (N)

8. (Y) (N)

9. (Y) (N)

9. How many lines of symmetry are there in a regular pentagon?

10. (Y) (N)

5. What is 3 hundred more than 1,306?

10. If a flagpole is 21 feet tall, how many yards tall is it?

____ / 10

Total

NAME: _____

DIRECTIONS

Solve each problem.

$$\begin{array}{r} 1. \quad 25 \\ \quad 52 \\ + 15 \\ \hline \end{array}$$

$$2. \quad 4 \times 80 = \square$$

3. What is the product of 8 and 8?

$$4. \quad 72 \div 8 = \square$$

5. Write 2,304 in expanded notation.

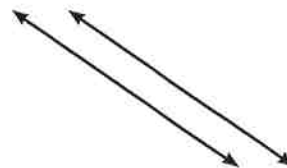
6. Fill in the missing number.

550, 561, _____, 583

7. Which is longer: 2 hours or 100 minutes?

8. Does the palm of your hand have an area greater than or less than 1 m^2 ?

9. Name the lines.



10. Gwen has a collection of 54 stuffed animals. Two-sixths are teddy bears. The rest are other types of animals. How many teddy bears does Gwen 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.
$$\begin{array}{r} 79 \\ - 18 \\ \hline \end{array}$$

2. (Y) (N)

6. $2 \times 12 = 24 \times \square$

3. (Y) (N)

2. How many arms are there on 3 people?

7. How many minutes are there from 8:20 P.M. to 8:30 P.M.?

4. (Y) (N)

8. What is freezing on the Fahrenheit temperature scale?

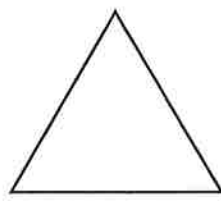
5. (Y) (N)

3. $8 \times 2 = \square$

9. Complete the chart.

7. (Y) (N)

4. What number follows 445?



8. (Y) (N)

Number of Sides	
Number of Angles	
Number of Lines of Symmetry	
Name of Shape	

9. (Y) (N)

5. What is the value of the digit 6 in the number 62?

10. (Y) (N)

10. Can 5 cylinders be stacked on top of each other?
Circle: yes no

___ / 10

Total

NAME: _____

DIRECTIONS Solve each problem.

1. $25 + 25 = \square$

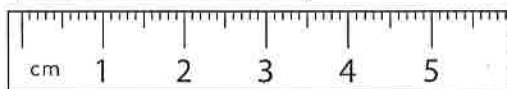
6. $3 \times \square = 18$

2.
$$\begin{array}{r} 9 \\ \times 4 \\ \hline \end{array}$$

7. $\frac{1}{2}$ foot = _____ inches

3. Six times three is _____.

8. Write the line length.



4. $4 \overline{)32}$

9. What shape forms the base of a cylinder?

5. 1 thousand + 3 tens =
_____10. Jack walks his dog for 20 minutes in the morning and 30 minutes at night. How many minutes does he walk his dog in a week?
_____**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. $100 - 25 = \square$

6. $35 \square 14 = 21$

2. (Y) (N)

7. Which is larger: $1\frac{1}{2}$ yards or 45 inches?

3. (Y) (N)

2. $8 \times 6 = \square$

4. (Y) (N)

8. A train leaves at 8:05 A.M. It arrives at 10:10 A.M. How long does the trip take?

5. (Y) (N)

3. $80 \times 6 = \square$

6. (Y) (N)

9. Is the shape below a prism, a pyramid, or a cylinder?

7. (Y) (N)

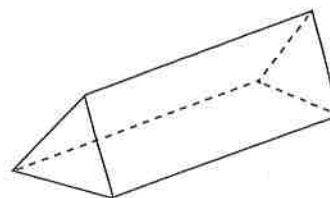
4. What is the odd number right before 721?

8. (Y) (N)

9. (Y) (N)

5. $\$7.00 + \$2.00 + \$1.50 =$

10. A teddy bear costs \$12.50. Jack has \$26.00. He wants to buy two teddy bears. Does Jack have enough money?
Circle: yes no




___ / 10

Total

ANSWER KEY *(cont.)*

Day 139

- 60
- 21
- 210
- 6
- 165
- 4
- 12 times
- 3 cm
- 
- 554

Day 140

- 16
- 56
- 560
- 97
- \$1.50
- 18
- 16 cm^2
- 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



- 12 dogs

Day 144

- 400
- 0
- 0
- 528
- 45¢
- \div
- 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

ANSWER KEY *(cont.)*

Day 150

- 75
- 48
- 480
- 719
- \$10.50
-
- $1\frac{1}{2}$ yards
- 2 hours 5 minutes
- prism
- yes

Day 151

- 82
- 81
- 10 feet
- 8
- $\frac{1}{4}$
- 5
- 15 inches
- meters
- The left figure should be circled.
- 63

Day 152

- 25
- 24
- 24
- 534
- $3,000 + 500 + 60 + 2$
- 351
- 8
- 36 inches
- hexagon
- C

Day 153

- 121
- 52
- 28
- 10
- $2,000 + 90 + 4$
- 48
- true
- 5.5 cm
- chocolate
- 48 inches

Day 154

- 35
- 56
- 30
- 684th
- \$0.55
- 2
- a pencil
- gallons
- prism
- Answers will vary.

Day 155

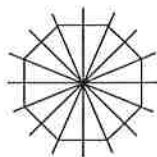
- 90
- 120
- 18 wheels
- 10
- $5,000 + 200 + 70$
- +
- false
- no
- no



- 23 pounds

Day 156

- 60
- 35
- 350
- 593
- 70¢
- 3
- minutes
- 9 cm^2
- no



- 8 months

Day 157

- 9
- 75
- 28
- 7

- $7,000 + 20 + 1$
- 18
- 15 minutes
- 6 L
- Mon.: 35 tally marks
Tue.: 30 tally marks
Wed.: 45 tally marks
Thur.: 20 tally marks
- 5 times

Day 158

- 62
- 15 fingers
- 72
- 181
- \$1.55
- 9
- The right cupboard should be circled.
- no
- 8
- 732

Day 159

- 22
- 140
- An array of 2 rows by 9 columns should be drawn.
- 8
- \$16.50
- 6
- The right floor should be circled.
- 2 pints
- intersecting lines
- \$79.96

Day 160

- 45
- 54
- 64
- odd number
- 2 hundred or 200
- 327
- 3 pitchers
- 48 hours
- 8 angles
- 16 people

Name _____

Use your best cursive writing to copy the words.

Elephants

jump

sloths

Use your best cursive writing to copy the sentences below.

Elephants can't jump. There are many other animals that also can't jump, including sloths and rhinoceroses.

Wow! Wow! Wow! Wow! Wow! Wow! Wow! Wow!

Tip! If you have to break a word at the end of the line, use a hyphen.



Extra Wacky!

Chickens can only fly for about 10 seconds.

Name _____

Use your best cursive writing to copy the words.

America

bill

President

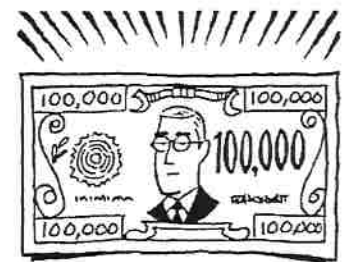
Use your best cursive writing to copy the sentences below.

America used to have a \$100,000 bill. It was the biggest bill ever and it had a picture of President Woodrow Wilson.

Tip!
Check your SMOOTHNESS. Do all of your letters have the same line thickness?



Wow! Wow! Wow! Wow! Wow! Wow! Wow! Wow!



Extra Wacky!

It costs nearly 2 cents to make each penny!

Name _____

Use your best cursive writing to copy the words.

Pizza

breakfast

common

Use your best cursive writing to copy the sentences below.

Pizza for breakfast on a Monday may sound yummy. But the most common time to eat pizza is dinner on Saturday.

Tip! Check your SLANT. Do all your letters slant in the same direction?



Wow! Wow! Wow! Wow! Wow! Wow! Wow! Wow!



Extra Wacky!

In Brazil, they like peas on pizza.



Division Facts: Dividing by 1 - 12

Grade 3 Division Worksheet

Find the quotient.

1. $63 \div 7 =$ _____ 2. $16 \div 8 =$ _____ 3. $4 \div 2 =$ _____

4. $54 \div 9 =$ _____ 5. $30 \div 5 =$ _____ 6. $80 \div 8 =$ _____

7. $10 \div 5 =$ _____ 8. $70 \div 7 =$ _____ 9. $11 \div 11 =$ _____

10. $42 \div 7 =$ _____ 11. $21 \div 3 =$ _____ 12. $40 \div 5 =$ _____

13. $49 \div 7 =$ _____ 14. $24 \div 8 =$ _____ 15. $5 \div 5 =$ _____

16. $90 \div 9 =$ _____ 17. $2 \div 2 =$ _____ 18. $66 \div 11 =$ _____

19. $90 \div 10 =$ _____ 20. $36 \div 9 =$ _____ 21. $42 \div 6 =$ _____

22. $81 \div 9 =$ _____ 23. $48 \div 8 =$ _____ 24. $16 \div 2 =$ _____

25. $20 \div 5 =$ _____ 26. $56 \div 8 =$ _____ 27. $60 \div 10 =$ _____