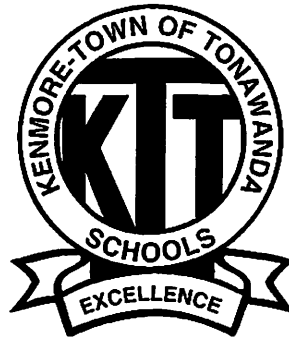# Kenmore-Town of Tonawanda U.F.S.D

Grade 3

Purpose: In the event of a school closure, we have prepared materials that can be used to reinforce skills and strategies previously taught. Again, this work is only being sent home as a precautionary measure in the event school is closed for an extended period of time. We ask that you store these packets in a safe place and set aside. Should we ask our parents to begin to use these packets, families will receive a communication by the District to do so. In the event we do not close, please feel free to use as you wish to reinforce your child's skills.

The Ken-Ton School District's highest priority is the health and safety of our students and staff, and we will continue to monitor this rapidly developing situation and keep the community informed. Updates will continue to be communicated to families and staff and will be posted to the district's homepage and on our ktufsd.org/covid19 page.

Name _____ Date _____

3rd Grade-Literacy Board Activities

Word Hunt Endings -ed, -tion, -ly, -es Write the list of words you found.	Independent Writing Draw a timeline of your life. Use first, next, then, and finally to write about it.	**Mystery Word** Unscramble to find the mystery word. How many words can you make using these letters? **o s s e r p n e b i l**	Independent Reading	Listen to Stories www.storylineonline.net
Mystery Word Unscramble to find the mystery word. How many words can you make using these letters? **p e l a e t s n h**	Independent Reading	**Word Hunt** Make a T-chart and look for words that have a soft c and a hard c sound. **cake center**	Independent Writing Hide objects around your home, write clues to help someone find them.	**Mystery Word** Unscramble to find the mystery word. How many words can you make using these letters? **e n n t u d r s a d**
Listen to Stories www.storylineonline.net	**Word Hunt Sounds of ch** Look for words that have ch. Sort them by the sound ch makes.	Independent Reading	**Mystery Word** Unscramble to find the mystery word. How many words can you make using these letters? **r h p c a e t s**	Independent Writing Write a letter to a friend telling them why they would like a book you've read.
Independent Reading	**Mystery Word** Unscramble to find the mystery word. How many words can you make using these letters? **e n l e v b a b u e i l**	Independent Writing If you could be the main character from your favorite book, who would you be. Write about an adventure you might have.	**Word Hunt** Write the list of words you found	Listen to Stories www.storylineonline.net

Word Hunt- search for words. You can look in independent reading books.

Mystery Word- use scrap paper and make letter cards if you need them to help solve the mystery word

Looking for MORE Learning Options at Home?

Continue to encourage daily reading! And remember, reading isn't just about the books on the shelves—it's about anything around you with letters! Turn on the closed captioning feature on your TV or read catalogs that come in the mail. The backs of cereal boxes work, too, as do directions to board games!

Running out of stuff to read? **Grab some sticky notes, and label household objects, or make up new, silly names for things!** Communicating with sticky notes, instead of talking, is fun, too—start with a half hour and see if you can go all afternoon. Reading is everywhere!

Don't worry about right/wrong answers when you talk about text—the important thing is that you and your student share a reading experience and have fun!

How About Exciting Learning Options Online?

Scholastic has created a *Learn at Home Website*! This **FREE** resource provides your children with 20 days of exciting articles and stories, videos, and fun learning challenges. The site will be updated weekly. Children can complete them anytime, in any order. They can work on their own or together with you and your family.

This site is available on any device and will provide your child with up to three hours' worth of exciting learning experiences per day. They can go on virtual field trips, meet best-selling authors, or dig deep into a topic they love!

www.scholastic.com/learnathome

You might also like these fun, free, high–quality material for kids:
www.starfall.com
www.storyplace.org
www.uniteforliteracy.com
www.storynory.com
www.freekidsbooks.org
en.childrenslibrary.org

Good Writing Ideas for Students

Write about an unforgettable experience in your life

Write about your best school day EVER! Explain in detail what happened on that day.

Write about teaching someone something you are good at doing.

Write a story about your favorite pair of shoes.

Write about an embarrassing event that happened to you.

Write about a trip or a vacation you have taken or you want to take.

Write about your favorite summer vacation memory.

Write about Sundays and how you spend them?

Write about a thing that you are scared of and why it frightens you.

Write all about your best friend.

What qualities do you look for in your friends and why?

If you could travel anywhere in the world, where would you go and why?

What would you do if you were the President of your country?

You found a pot of gold in your backyard... What would you do for the day if you could do anything in the whole wide world?

Describe what you would do if you got the chance to live on the moon for a whole year!

You wake up and find a purple giant living in your home...

Sharing the Crops

a folktale from England

1   Once a farmer rented some land. "How much does it cost to use this land?" the farmer asked the landowner.

2   The owner wanted to get the better part of the deal. So he said, "I'll take the top half of the crop, and you can take the bottom half."

3   But the farmer was clever. He planted potatoes because they grow in the ground. At harvest time, he gave the owner the potato tops, which are not good for anything.

4   The owner knew he had been outsmarted. He said, "Next year, I want the bottom half of your crops."

5   So the next year the farmer planted oats, which grow at the top of long grasses. The bottom half is useless grassy straw. That's what the farmer gave to the owner.

6   This time the owner said, "Next year, I'll take the top and the bottom. You can have the middle."

7   So this time, the farmer planted corn. At the top of each corn stalk are tassels. At the bottom are woody stalks. In the middle is where the tasty sweet corn grows.

8   For a third time, the owner had been outsmarted. Now it was the farmer's turn to suggest a deal. "From now on," he said, "why don't you take half of whatever I grow? Whatever I get, you will get the same."

9   This was a fair deal at last. From that day on, the owner and the farmer shared the crops equally.

> **Close Reader Habits**
>
> Why does the landowner keep changing the deal he made with the farmer? **Underline** the key details about the first deal between the landowner and the farmer.

► **Think**

1 This question has two parts. Answer Part A. Then answer Part B.

> To find the central message of a story, think about which character learns a lesson.

Part A
What is the central message of "Sharing the Crops"?

    A It is wrong to try to cheat others.

    B Never make a deal with a clever farmer.

    C The best part of a crop is usually at the top.

    D If a plan doesn't succeed, keep trying.

Part B
Which sentence from the story **best** supports the answer you chose for Part A above?

    A "Once a farmer rented some land."

    B "The owner wanted to get the better part of the deal."

    C "This was a fair deal at last."

    D "So this time, the farmer planted corn."

► **Talk**

2 Using key details from the text, talk to your partner about how the farmer outsmarts the landowner.

► **Write**

3 **Short Response** Explain which character in "Sharing the Crops" learns a lesson. Use one detail from the folktale to support your response. Use the space provided on page 127 to write your answer.

> **HINT** Reread to look for the character who learns a lesson.

Sharing the Crops

3 **Short Response** Explain which character in "Sharing the Crops" learns a lesson. Use one detail from the folktale to support your response.

> **HINT** Reread to look for the character who learns a lesson.

_____

_____

_____

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_____

Check Your Writing

☐ Did you read the prompt carefully?

☐ Did you put the prompt in your own words?

☐ Did you use the best evidence from the text to support your ideas?

☐ Are your ideas clearly organized?

☐ Did you write in clear and complete sentences?

☐ Did you check your spelling and punctuation?

For numbers 1–5, choose the correct answer to each question.

1 How might a **patient** person act?

A   tell a friend to hurry up

B   run to be first in line

C   refuse to wait for someone

D   teach a baby something new

2 What might a **stubborn** person say?

A   "I like this new food after all."

B   "I won't eat that even if it's good for me."

C   "I agree with you about that."

D   "I'll stay home because you need my help."

3 What might a **generous** person do?

A   help a friend with homework

B   eat candy without sharing

C   disobey his parents

D   scare a friend's dog

4 How might someone cause **confusion**?

A   by solving a problem

B   by telling the truth

C   by giving poor directions

D   by speaking clearly

5 What is a **rude** thing to do?

A   invite a friend to a party

B   talk while others are talking

C   offer to wash the dishes

D   help a neighbor plant a garden

ZEL
the Gentle Donkey

A FOLKTALE FROM HAITI

1   Long ago, there was a gentle donkey named Zel. Everyone in town loved Zel because she was so pleasant and kind. But Zel's owner, Madame Charity, was angry and mean. She was so mean that she threw rocks at birds for singing too loud. She yelled at little boys when they laughed. But she was the meanest of all to poor Zel.

2   Every Saturday, Madame Charity sold sugar and rice at a market. Whoever arrived earliest sold the most. But Madame Charity always woke up late. Then she got angry and yelled at Zel, who had done nothing wrong.

3   In a huff, Madame Charity would then load heavy bags of rice and sugar onto Zel's back. Last, she climbed on top of it. "Hurry, Zel!" she yelled. "Get me to market as fast as you can!" Although Zel always trotted as fast as she could, it was never fast enough for Madame Charity.

4   One day, Zel's friend Touloulou the crab visited. "Did you have a good day at the market?" asked Touloulou.

5   "Madame Charity was mad at me all day. I work as hard as I can, but she is always mean to me."

6   "Madame Charity is always late. She won't blame herself, so she blames you," said Touloulou.

7   "Yes," said Zel. "And because everyone is afraid of her angry tongue, she never sells much at the market."

8   "I will help you," said Touloulou.

9   The next Saturday, Madame Charity woke up at 9 a.m. "Oh, no! I'm late again!" she yelled. As she tossed her heavy bags onto Zel's back, Touloulou the crab grabbed onto the hem of her long skirt. Madame Charity climbed on Zel's back. Touloulou held tightly to her skirt.

10   Zel started trotting. Madame Charity remembered how late she was. She opened her mouth to speak angrily, but Touloulou pinched her ankle.

11   "Ouch!" Madame Charity rubbed her ankle. She forgot how late she was. But soon she remembered. "Faster, Zel! Faster!" she yelled.

12   Again Touloulou pinched Madame Charity's ankle.

13   "Ouch!" shouted Madame Charity.

14   When they got to the market, Madame Charity saw that someone had taken the stall she liked to use. In a fit of rage, Madame Charity opened her mouth to yell. For the third time, Touloulou pinched her ankle. Madame Charity screamed.

15   "What's wrong?" people asked.

16   "Hurrying to get to market, I must have hurt my ankle. It's very painful. Ouch! Ouch! Ouch!"

17   The fish seller said, "Madame Charity, you should get up earlier. Then you will not have to rush. Next week, I will wake you at 6 a.m."

18   "Thank you," said Madame Charity. She was surprised at the man's kindness.

19   "Let me fix your ankle," said the fruit seller. In the past, the fruit seller had not talked to Madame Charity. Today he felt sorry for her.

20   When Madame Charity saw how kind everyone was, she smiled. For the first time, she sold all of her rice and sugar. At the end of the day, she saddled Zel gently and rode quietly home.

21   From that day on, Madame Charity tried not to raise her voice in anger. Sometimes she got angry, but she kept it to herself. And Zel the gentle donkey was happy at last.
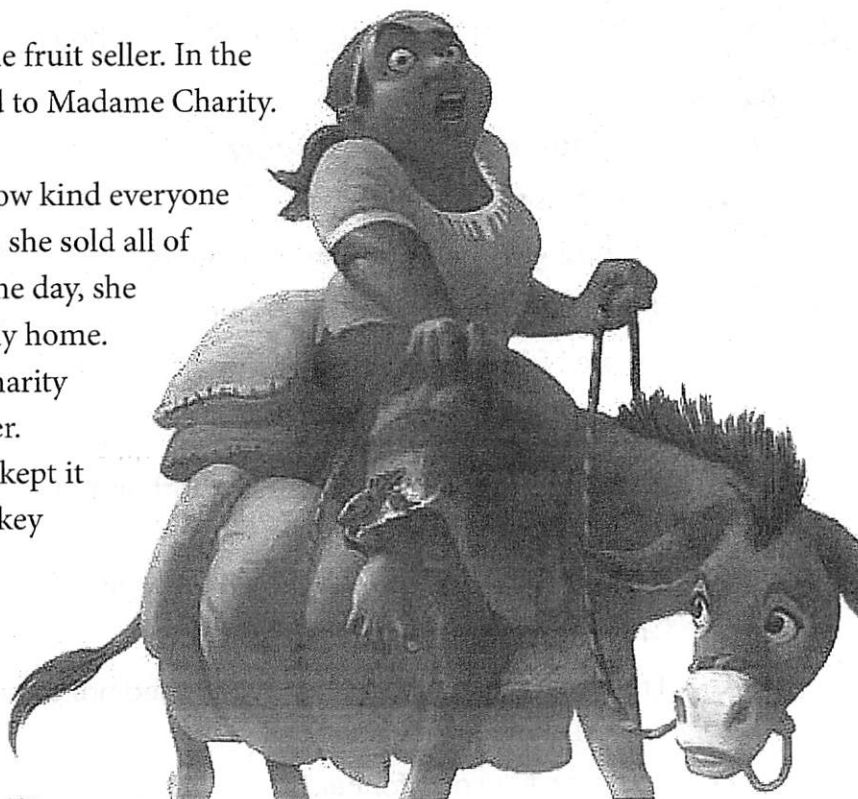
▶ Think Use what you learned from reading the selection to respond to these questions.

1 Which detail in the first part of the story explains why Madame Charity is cruel to Zel?

    A   Zel does not walk to the market as fast as she is able to.

    B   Madame Charity is always angry and mean.

    C   Madame Charity does not have enough sugar and rice to sell.

    D   Everyone in town loves Zel because she is pleasant and kind.

2 Describe how Touloulou helps Zel.

_____

_____

_____

_____

3 This question has two parts. First, answer Part A. Then answer Part B.

Part A

What is the central message of this story?

    A   Honesty is the best policy.

    B   Kindness gets better results than anger.

    C   Things are not always as they appear.

    D   Beware of strangers.

Part B

Which sentence from the story is **most** important to the central message of the story?

    A   "'Madame Charity, you should get up earlier.'"

    B   "Then she got angry and yelled at Zel. . . ."

    C   "From that day on, Madame Charity tried not to raise her voice in anger."

    D   "Today he felt sorry for her."

4 What is the meaning of the word *market* as it is used in this sentence from the story?

> **Every Saturday, Madame Charity sold sugar and rice at a market.**

    A   a store where food and spices are bought

    B   a place where people buy and sell things

    C   a street fair where people gather

    D   a bank where money is exchanged

▶ **Write** A central message of "Zel, the Gentle Donkey" is that being kind to others can cause good things to happen. Explain how the actions of the characters in the story show this central message.

5 **Plan Your Response** Make a list of things from the story that tell about the kindness of some of the characters.

_____

_____

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6 **Write an Extended Response** Review the central message of "Zel, the Gentle Donkey." Explain how the characters in the story help deliver this message. Use details from the story to support your answer.

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Learning Target

Explain why understanding the central message of a story will help you understand the text you read.

_____

_____

_____

Lesson 33
Words for Time and Space

👥 Introduction
How can you help make your writing clear for readers? One way is to use words and phrases that explain when and where actions or events take place.

- Words and phrases that tell *when* show the time events happen or the order in which they happen. *First, second, next, often, at noon,* and *in the morning* are some words and phrases that tell when events happen.

When	Plan your garden in the winter.
	First, decide what to grow.

- Words and phrases that tell *where* show the position or direction of something. *Down, around, under, close to,* and *on the right* are some words and phrases that tell where.

Where	Vegetables grow best in sunny areas.
	Some flowers can grow under trees or climb up walls.

👥 Guided Practice

Complete each sentence. If the parentheses ( ) say *when*, add a word or phrase that tells *when*. If they say *where*, add a word or phrase that tells *where*.

> **HINT** Think about what happens when you plant and care for a garden. What words and phrases that tell *when* or *where* will make the steps clear?

1 _____ , get a shovel and loosen the soil. (when)

2 Plant your seeds, and be sure to water them _____

_____. (when)

3 The roots of the tiny seedlings will grow _____

_____ (where)

4 The stems and leaves will grow _____

_____. (where)

5 Don't forget to weed your garden _____

_____. (when)

For numbers 1–5, complete each sentence by choosing the word or phrase that tells *when* or *where*.

1 If you have packets of seeds, _____ read the directions.

A slowly

B first

C carefully

D you must

2 It's a good idea to plant _____.

A vegetables

B many seeds

C in the morning

D with a friend

3 You can grow corn, squash, and beans _____.

A near one another

B if you want

C for food

D for your family

4 Some seeds sprout _____.

A in just a few days

B with little water

C but others do not

D without much trouble

5 Once your vegetables grow, you can share them _____.

A with neighbors

B easily

C too

D at school

Lesson 7
Recounting Stories

Retell or recount stories from around the world by telling key events in the order in which they happened.

▶ **Read** When you **recount** a story, you are retelling the story in your own words. Be sure that you include the key details and **events** that happened in the beginning, middle, and end. Tell the events in the **sequence,** or order, in which they happened.

Read this story. Think about what happens at the beginning, middle, and end. Then reread the story. What are the most important details?

A Bundle of Sticks

Long ago, a mother had three children who were always arguing. "Your arguing sounds worse than the clucking of all the hens in the world," their mother told them. She wanted them to stop!

One day she got an idea. She gathered the children around her. Then she took a stick and broke it. "See how easy it is to break one stick?" she asked. Then she tied three sticks together. She asked each child to try to break the sticks. None of the children could break the bundle.

The mother told the children, "We're just like the sticks. When we don't stay together, our family is weak. When we stay together, nothing can break us apart."

The children understood! From that day forward, they didn't argue (as much).

▶ **Think** The chart below will help you to organize the most important details of a story. Think about what happened in the beginning, middle, and end of the story. Then add those details to the chart.

Beginning	→	Middle	→	End

▶ **Talk** Using the key details in your chart, retell the story to your partner.
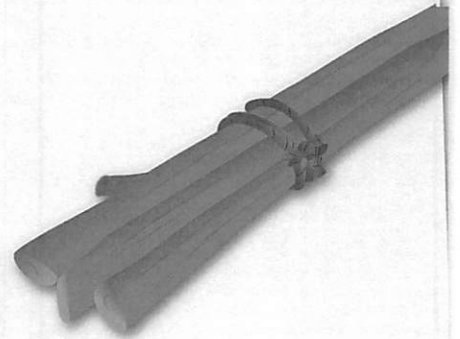
◎ **Academic Talk**
Use these words to talk about the text.
- recount
- setting
- sequence
- events
- character

Brother and Sister

a folktale from Korea

1   Long ago, a brother and sister grew rice to sell. Through the long summer, they worked together to care for the rice paddies. In the fall, they harvested all the rice and put the rice into bags. Each got the same number of bags.

2   After one harvest, the brother announced he was soon to be married. The sister knew her brother would need money to buy a new house for his bride. She didn't feel the rice was divided fairly, so that night, she took an extra bag of rice to her brother's house in secret.

3   The brother, too, felt the rice was not divided fairly. His sister had a large family. She would need more rice. So that night, the brother took an extra bag to his sister's house in secret.

4   The next day, the brother and sister counted their rice bags. Strange! Both had the same number as before. So that night, when the moon was full, they made another attempt. In the moonlight, the brother and sister each saw the other carrying a bag of rice! They laughed. The mystery was solved.

Close Reader Habits

Underline the sentences that tell the key events.

How do you choose which details to include when you recount a story?

▶ Think

> To decide whether a detail is important, think about whether the story makes sense without it.

1 Recount the folktale "Brother and Sister" by adding key details to the chart below.

Beginning	A brother and sister grow and sell rice. They each get the same number of bags of rice.
Middle	Sister Brother
End	

▶ Talk

2 Using the details from your chart, take turns retelling the story with your partner.

▶ ✏️ Write

> **HINT** What details would you need to help a friend understand what happens in the story?

3 **Short Response** Which details from the chart do you think are most important? List them and tell why you chose them. Use the space provided on page 112 to write your answer.

Brother and Sister

HINT What details would you need to help a friend understand what happens in the story?

3 **Short Response** Which details from the chart do you think are most important? List them and tell why you chose them.

_____

_____

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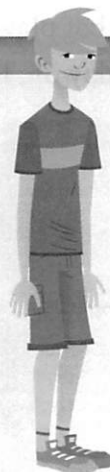
Don't forget to check your writing.

HOW THE BAT GOT
WINGS

◀◀◀ A CHEROKEE NATION TALE ▶▶▶

1   A long time ago, the bat was a tiny mammal. It had no wings. One day, the mammals and birds decided to play a game. The birds played on one team, and the mammals played on the other team.

2   The bat wanted to play with the mammals, but the mammals laughed at her size. "You are too small," they said.

3   So the bat asked to play with the birds. The birds said, "You don't have wings, but we can make you some out of a drum." The birds stretched the skin of a drum into wings.

4   The birds put the wings on the bat and said, "Flap your wings." The bat jumped off a tree and flapped her wings, but she didn't fly in a straight line like the birds. Instead, she flew every which way in a crazy, zigzag pattern.

5   The birds let the bat play on their team. Just as she had done before, the bat flew in a crazy, zigzag pattern. The mammals on the other team could not catch the bat. The bat scored the winning points for the birds.

6   When the game was over, the mammals said, "Who is that superstar on your team?"

7   The birds said, "It is the bat. We gave her wings."

8   The mammals did not know what to say. After all, they had refused to let the tiny bat play on their team. The mammals had learned their lesson. From that day on, they let any animal of any size play on their team.

◀◀◀ ▶▶▶
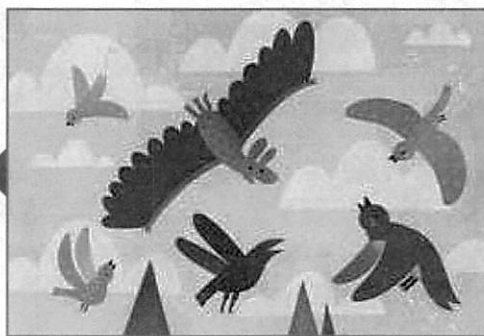
Close Reader Habits

Which details would you include to recount the story? **Underline** the most important ones.

▶ Think

1 Number the items to show the order of some events in the story.

_____ The bat flies in a crazy, zigzag pattern.

_____ The birds make wings for the bat.

_____ The mammals do not let the bat play on their team.

2 Why do the birds win the game?

 A The mammals cannot follow the bat's movements.

 B The mammals are surprised to see the bat on the team.

 C The mammals refuse to play against a bat.

 D The birds fly in a crazy, zigzag pattern.

▶ Talk

3 Using key details from the text, talk to your partner about how the bat's way of flying helps the birds win.

▶ Write

4 **Short Response** In your own words, recount what happens when the bat plays the game with the birds. Be sure to include the most important details from the story. Use the space provided on page 113 to write your answer.

HINT Review the game in paragraphs 5 to 8.

HOW THE BAT GOT WINGS

4 **Short Response** In your own words, recount what happens when the bat plays the game with the birds. Be sure to include the most important details from the story.

> **HINT** Review the game in paragraphs 5 to 8.

_____

_____

_____

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Check Your Writing

☐ Did you read the prompt carefully?

☐ Did you put the prompt in your own words?

☐ Did you use the best evidence from the text to support your ideas?

☐ Are your ideas clearly organized?

☐ Did you write in clear and complete sentences?

☐ Did you check your spelling and punctuation?

True or False

a folktale from Myanmar (Burma)

WORDS TO KNOW
As you read, look inside, around, and beyond these words to figure out what they mean.

- **fuss**
- **disbelief**

1   There once were three poor brothers who loved to tell tall tales. They traveled throughout the countryside telling wild stories. They always claimed that their tales were true, but no one ever believed them.

2   One day, the three brothers met a rich traveler. The man was dressed in fine clothes and wore shining jewels. The brothers wanted his things. "Let's ask him to play a game. Each of the four of us will tell a tale of a past adventure. The rule is that if anyone doubts the truth of another's story, he must become that person's servant. The man will never believe our stories. Getting him to doubt our stories will be like rolling off a log. He will have to become our servant."

3   The others liked this plan. They did not want a servant. But they wanted the man's fine things. The man agreed to the game.

4   The first brother told a story of how he had climbed a tree and could not get down. So he ran to a nearby cottage and borrowed a rope.

5   The second brother told of jumping into the stomach of a tiger who wanted to eat him. "I made such a fuss that the tiger spit me out," he said.
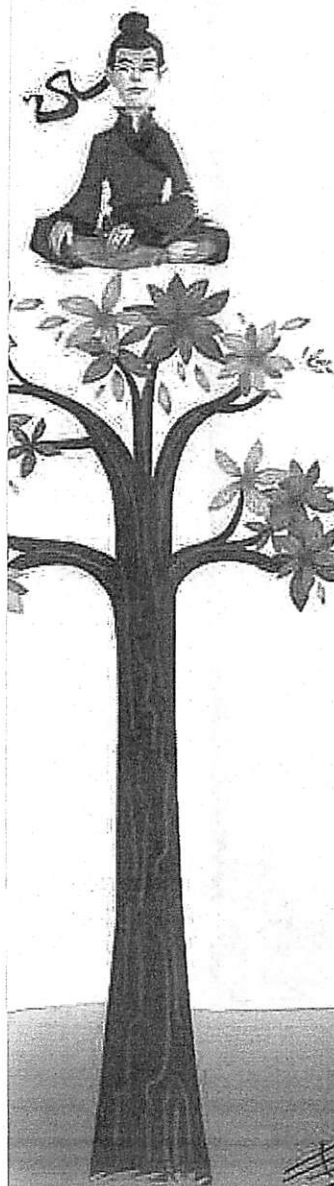
6   The third told of helping the village fishermen. He said he turned into a fish and jumped into the river. There, he turned back into a man and killed the big fish that were eating all the little fish.

7   The rich man listened to the three tales without saying one word of disbelief. Then he told his story. He said he was searching for three servants who had run away from him.

8   "You three must be the ones I am looking for," he said.

9   The brothers looked at him with alarm. If they doubted him, they must become his servants. That was their rule. But if they said his story was true, they would have to become his servants too!

10   They said nothing.

11   Finally, the man said he would let them go if they promised never to tell tall tales again.

12   The brothers agreed, and they kept their promise.

▶ **Think** Use what you learned from reading the selection to respond to these questions.

1 Number the items to show the order of some events in the story.

_____ Each brother told his make-believe story.

_____ Three brothers talked a rich traveler into playing a game.

_____ The rich man made them promise not to tell tall tales.

_____ The rich man told them a story.

_____ The rich man did not question the brothers' stories.

_____ The brothers realized they were trapped.

2 This question has two parts. First, answer Part A. Then answer Part B.

Part A
Why did the three brothers want to play a game with the traveler?

    A They wanted to see if he would believe their tall tales.

    B They wanted to trick him so they could have what he owned.

    C They disliked people who had more money than they did.

    D They were once the rich traveler's servants.

Part B
Write a sentence from paragraph 2 that supports the answer you chose for Part A.

_____

_____

3 Which is the **best** recounting of the third brother's story?

    A He plays a trick on the fishermen. He pretends to be a big fish catching small ones.

    B He gets away from the fishermen by swimming in the river like a fish.

    C He helps the fishermen. He turns himself into a fish and then back into a person to kill a big fish.

    D He becomes a fish so that he can help the fishermen chase fish into their nets.

4 Which is the **best** description of the brothers' problem at the end of the folktale?

    A The brothers think the rich man's story is the best of all the stories they have heard.

    B The rich man believes that the brothers are the runaway servants he is looking for.

    C The brothers promise never to tell tall tales again as they know they should not be doing that.

    D No matter how the brothers answer the rich man, they will have to become his servants.

5 Which **two** details could you leave out when recounting this story?

- **A** The brothers tell their tales throughout the countryside.
- **B** The brothers ask a rich traveler to play a game.
- **C** A tiger spit one brother out after eating him.
- **D** The rich man said nothing about the brothers' stories.
- **E** The rich man told a story about missing servants.
- **F** The brothers agreed not to tell any more tall tales.

6 Reread these sentences from paragraph 2.

> **The man will never believe our stories. Getting him to doubt our stories will be like rolling off a log.**

What does the word *doubt* mean in this context?

- **A** dislike
- **B** understand
- **C** mistrust
- **D** enjoy

Reading

Read the passage. Then answer the questions that follow.

Following the Stars

by Krista O'Connell

1   "Wait up!" Robert said, hurrying along the forest path.

2   Jake stopped for a moment, letting his eyes adjust to the semi-darkness around him. Thankfully, there was plenty of moonlight. "You're too slow," he called. "Hurry up!"

3   "No, you're too fast," Robert replied with a smile. "Slow down!" This was a regular joke between the two boys. They had been friends for as long as either could remember. And they were as different as they could be.

4   But this evening, Jake wasn't in the mood for joking. They were completing the final test for their summer nature camp. They had to find the North Star and follow it until they came to an open field. The counselors would be waiting for them beside a toasty warm campfire. Each of the boys wore a whistle. If either blew the whistle, it would be a signal they were lost.

5   Robert was calm. He had spent lots of time hiking, even at night. But his friend was in a rush and getting worried. This was Jake's first time out of the city. He wanted to get to the safety of the campfire as quickly as he could. "I'm going to blow my whistle. What were they thinking letting us wander around the woods alone at night?" Jake griped, standing close to Robert.

6   "Take it easy!" Robert patted Jake on the back. "We just have to use what we learned. Let's break it down into steps. We can do this!"

7   Jake took a deep breath. "Okay, okay. I guess we're not in any danger yet. First things first, find the Big Dipper," Jake said. The two boys stood still and looked up. For a moment, they forgot about their task and stood in awe of the sight. Away from the lights of the city, the black sky was bursting with stars.

8   But soon the boys remembered their job and began searching for the stars that formed the Big Dipper. "There!" Robert shouted, pointing his finger at a patch of stars.

9   Jake looked up to where Robert was pointing. He smiled when he saw a familiar shape among the tangle of stars. "Okay, let's go," Jake said, and started walking quickly away from their spot in the forest.

10   Robert grabbed his shoulder. "Wait, let's take our time. We want to be sure we get it right," Robert said, shaking his head. Jake was always jumping into things too fast. "What's the next step?"

11   Jake sighed. "I guess you're right. Okay, the next thing is to find the two stars at the end of the Big Dipper, on the side of the cup across from the handle," Robert said.

12   "There they are," Jake said. He pointed to the picture, and then up into the sky.

13   "Now, we just have to imagine a line connecting the stars. The end of the line should point to the North Star," Robert recalled. They soon saw the star that shone brighter than many of the others around it. They began walking toward it, hoping their decision was the right one.

14   They didn't have to travel far. Within minutes, they could see the warm glow of a campfire through the trees. When they proceeded into the clearing, everyone clapped and cheered. "Told you we wouldn't need the whistle," Robert told Jake with a grin and a friendly whack on the back.

15   "I guess you were right...for once," Jake said, smiling. He was proud that he hadn't given up and blown the whistle. As the friends walked toward the fire, they knew they would remember how those stars had helped them find their way, long after they returned home.

1 Which sentence from "Following the Stars" tells what Jake and Robert must do for their final test at camp?

 A "Jake stopped for a moment, letting his eyes adjust to the semi-darkness around him."

 B "They were completing the final test for their summer nature camp."

 C "They had to find the North Star and follow it until they came to an open field."

 D "Within minutes, they could see the warm glow of a campfire through the trees."

2 Why does Robert grab Jake's shoulder in paragraph 10 of "Following the Stars"?

 A to stop Jake from walking into a clump of poison ivy

 B to get Jake to slow down and carefully find the North Star

 C to ask Jake to blow the whistle to let everyone know they are lost

 D to make Jake leave him alone in the woods

3 The following question has two parts. First, answer part A. Then, answer part B.

Part A

Read this sentence from the story.

Away from the lights of the city, the black sky was bursting with stars.

Which of the following best describes the meaning of the word "bursting" as it is used in this sentence?

A dimly lit

B blowing up

C flying apart

D completely filled

Part B

Which sentence from the story **best** supports the answer to part A?

A "Jake stopped for a moment, letting his eyes adjust to the semi-darkness around him."

B "He had spent lots of time hiking, even at night."

C "They soon saw the star that shone brighter than many of the others around it."

D "He pointed to the picture, and then up into the sky."

4 Which sentence **best** begins a retelling of "Following the Stars"?

A Jake and Robert are taking their final test at summer nature camp.

B Jake and Robert find the Big Dipper and the North Star.

C Jake and Robert proudly walk into the clearing following the stars.

D Robert is calm, but Jake is worried about passing the final test.

5 Select the **two** sentences that **best** tell how the picture in "Following the Stars" helps readers better understand the story.

A It shows that Jake is walking much faster than Robert.

B It shows how far the boys had to walk to find the camp.

C It shows what Jake and Robert saw in the sky that night.

D It shows how Jake and Robert feel during the test.

E It shows that Robert is more at ease in the woods than Jake.

F It shows how alone Jake and Robert are out in the dark woods.

Possessive Nouns

Introduction Some nouns show that a person or animal owns something. A noun that shows ownership is called a **possessive noun**. For example, *the girl's hat* means that the girl owns or has the hat. *The tiger's fur* means that the fur belongs to the tiger.

- To form the possessive of a singular noun, add an **apostrophe (')** and then an -*s*.

seller + 's	The ticket seller's booth is at the front of the zoo.

- To form the possessive of a plural noun, add an apostrophe (') *after* the -*s*.

lions + '	The lions' area is near the back of the zoo.

Guided Practice Write the possessive form of the noun in parentheses ( ) to complete each phrase.

HINT How can you tell if the possessive noun should be singular or plural? Look at the ending of the noun in ( ). Also look for clue words, such as *a*, *one*, *several*, and *few*.

1 a _____ key (zookeeper)

2 several _____ ears (bunnies)

3 one _____ flippers (penguin)

4 a few _____ tails (foxes)

5 three _____ brooms (cleaners)

6 a _____ tickets (guest)

7 some _____ nests (cranes)

8 an _____ egg (emu)

For numbers 1–5, choose the correct way to write each underlined noun.

1 Several <u>workers</u> pails had food for the animals.

   A worker's'

   B workers

   C worker's

   D workers'

2 The workers put bottles in a few <u>babies</u> mouths.

   A babies'

   B babie's'

   C babies

   D babie's

3 The zookeeper pointed out three <u>ostriches</u> strong legs.

   A ostriche's's

   B ostriches

   C ostriches'

   D ostriche's

4 There was a big spray of water from an <u>elephants</u> trunk.

   A elephants

   B elephant's

   C elephants's

   D elephants'

5 We loved seeing one <u>peacocks</u> colorful feathers.

   A peacocks'

   B peacocks

   C peacock's

   D peacocks's

Writing and Research

This is a rough draft of a story. It has some mistakes. Read the story. Then answer the questions that follow.

Baby Bird

One day Alec and Molly were walking through the park. Suddenly, they saw something move in the grass. It was a baby bird! It was small and round. It had fluffy brown feathers. But its mother was nowhere in sight.

Alec said "The baby bird must be lost."

The children walked closer. The baby bird tried to run away. They could see the scared feeling in its eyes.

Alec and Molly didn't know what to do.

"Let's pick it up so a cat won't get it, said Alec.

But Molly said that would scare the baby bird even more. Let's hide it under a box" she suggested.

Alec thought that was a bad idea. The mother bird would never find it under a box.

Finally the children decided to just watch and wait. "If a cat comes, we will chase it away," they agreed.

So the children crawled behind a bush and watch quietly.

A long time went by. Nothing happened. No cats appeared, but the mother did not either. Molly and Alec grew more and more worried.

All of a sudden, they heard a bird chirping loudly. The baby bird chirped back. A yellow bird flew down. It was the baby birds mother! She gave her baby a bug that was in her beak. The baby bird ate it right up and chirped for more.

"Hooray!" Molly and Alec shouted. The baby bird wasn't lost after all!

---

23 Read this sentence from the story.

So the children crawled behind a bush and watch quietly.

Which of the following is the correct tense for the verb "watch" in this sentence?

A watched

B watches

C will watch

D correct as is

24 Which sentence from the story uses commas and quotation marks correctly?

A Alec said "The baby bird must be lost."

B "Let's pick it up so a cat won't get it, said Alec.

C Let's hide it under a box" she suggested.

D "If a cat comes, we will chase it away," they agreed.

25 Read the sentence from the story.

It was the baby birds mother!

Circle the word in the sentence that needs an apostrophe to show possession. Then write the sentence correctly on the line below.

_____

26 To change a word ending in the letter *y* from singular to plural, remove the *y* and add *-ies*. How would you spell the plural of "baby"?

A babys

B babies

C babyies

D baies

a	b	c	d	e
f	g	h	i	j
k	l	m	n	o
p	q	r	s	t
u	v	w	x	y
z	a	e	i	o
u	t	p	n	s
b	l	r	c	d

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│      **Attach IXL Student**      │
│   **Username and Password**      │
│         **Card Here**            │
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Accessing IXL from Home

Website Access

Using any internet browser, enter the website below to access the district Sign in page. **Your child must sign in to IXL or work will NOT be recorded.**

https://www.ixl.com/signin/KTUFSD
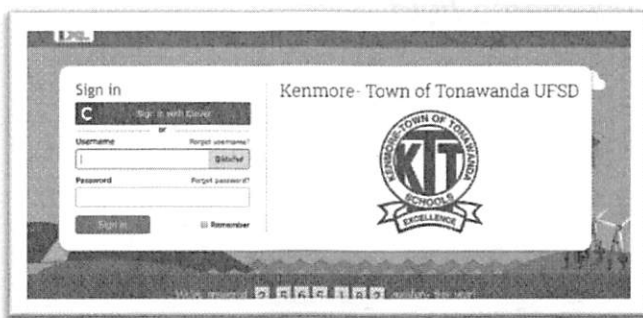
Your child will enter his or her district username and password. Note that @ktufsd is preloaded and does not need to be entered as part of the username

Mobile Apps

Mobile devices supported	
iPad & iPhone	All models, iOS 9.0 or higher
Android tablets & phones	Android 5.0 or higher
Kindle Fire	7-inch screen or larger, Fire OS 5 or higher
Chromebooks	All models

To start practicing on IXL, please download one of our custom apps. IXL may also be accessed from any browser on your mobile device.

App Store   Google play   kindle fire   chrome web store

IXL App for iPhone or iPad

Step 1:   Go the App Store.
Search for IXL.
Download the free IXL app for use on the iPhone or iPad.

Step 2:   Go to *Settings* on the iPad.
Scroll down to "IXL" on the left and select.
Enter "ktufsd" at the "Custom Sign-in @" setting.

Step 3:   Open the App.
Select Sign in.

Step 4:   Your child will enter his or her district username and password
and select Sign in.
*Please note that your child does not need to type @ktufsd
in the username field.*
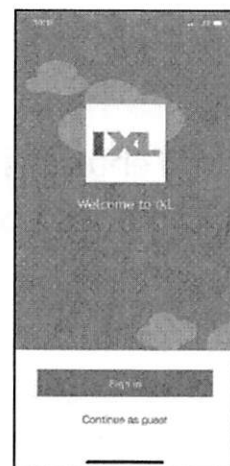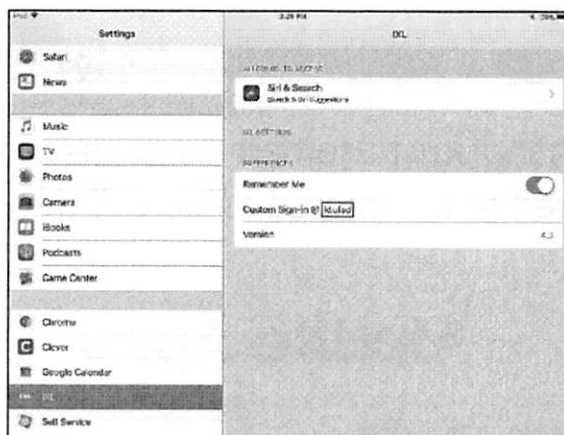
IXL App for Android Tablet and Phones

Step 1: Go to Google Play.
Download the free IXL app for Android devices.

Step 2: Your child will enter his or her district username and password and select Sign in.
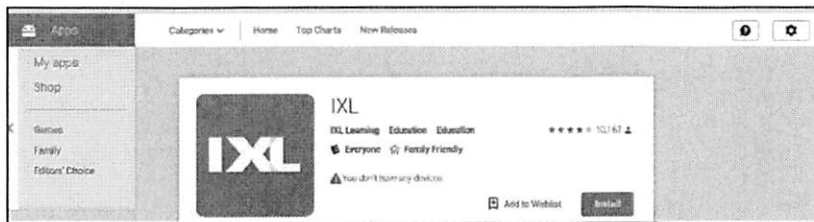
Step 1   *Step 2*

IXL App for Kindle

Step 1: Go to Amazon Apps and Games.
Download the free IXL app for Kindle devices.

Step 2: Your child will enter his or her district username and password and select Sign in.

Step 1

Step 2

◆ i-Ready®
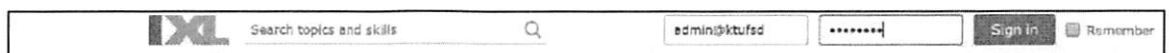
Grade 3 Mathematics
Student At-Home Activity Packet

This At-Home Activity Packet includes 26 sets of practice problems that align to important math concepts your student has worked with so far this year.

We recommend that your student completes one page of practice problems each day.

Encourage your student to do the best they can with this content—the most important thing is that they continue developing their mathematical fluency and skills.

See the Grade 3 Math concepts covered in this packet!

Grade 3 Math concepts covered in this packet

Grade 3 Math concepts covered in this packet (Continued)

Name: _____

1 Show 3 × 5 by drawing equal groups of 5.

Show 3 × 5 by drawing an array.

Complete the equation. 3 × 5 = _____

2 Write an equation that matches the array.

△ △ △ △ △ △
△ △ △ △ △ △

_____
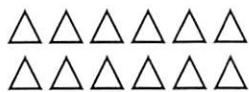
3 Write an equation that matches the picture.

_____
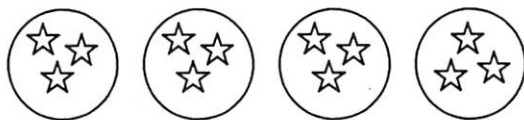
4 Use words to describe the drawing for problem 3.

Multiplying with 2, 5, and 10

Name: _____

Multiply.

1 $5 \times 2 =$ _____

2 $2 \times 5 =$ _____

3 $2 \times 10 =$ _____

4 $10 \times 2 =$ _____

5 $10 \times 5 =$ _____

6 $5 \times 10 =$ _____

7 $6 \times 2 =$ _____

8 $2 \times 6 =$ _____

9 $3 \times 10 =$ _____

10 $10 \times 3 =$ _____

11 $7 \times 2 =$ _____

12 $2 \times 7 =$ _____

13 $4 \times 10 =$ _____

14 $10 \times 4 =$ _____

15 $5 \times 4 =$ _____

16 $4 \times 5 =$ _____

17 $2 \times 2 =$ _____

18 $5 \times 5 =$ _____

19 $10 \times 10 =$ _____

20 What patterns do you notice in the problems? Explain.

21 Draw a model to show how you solved one of the problems.

Name: _____

Write the missing digits in the boxes to make each multiplication problem true.

$3 \times 1 = \boxed{}$ $0 \times 7 = \boxed{}$ $5 \times 1 = \boxed{}$ $1 \times 0 = \boxed{}$

$1 \times 7 = \boxed{}$ $4 \times \boxed{} = 0$ $4 \times \boxed{} = 4$ $9 \times \boxed{} = 0$

$\boxed{} \times 1 = 3$ $\boxed{} \times 9 = 9$ $\boxed{} \times 8 = 0$ $\boxed{} \times 6 = 0$

Write two factors to make each multiplication problem true.

$\boxed{} \times \boxed{} = 5$ $\boxed{} \times \boxed{} = 7$ $\boxed{} \times \boxed{} = 2$ $\boxed{} \times \boxed{} = 1$

Write a digit in the box to make the multiplication problem true. Then use words to write about the groups.

$$\boxed{} \times 0 = 0$$

Multiplying with 3

Multiply.

1 $2 \times 3 =$ _____

2 $3 \times 2 =$ _____

3 $10 \times 3 =$ _____

4 $3 \times 10 =$ _____

5 $5 \times 3 =$ _____

6 $3 \times 5 =$ _____

7 $4 \times 3 =$ _____

8 $3 \times 4 =$ _____

9 $9 \times 3 =$ _____

10 $3 \times 9 =$ _____

11 $1 \times 3 =$ _____

12 $3 \times 1 =$ _____

13 $8 \times 3 =$ _____

14 $3 \times 8 =$ _____

15 $6 \times 3 =$ _____

16 $3 \times 6 =$ _____

17 $7 \times 3 =$ _____

18 $3 \times 7 =$ _____

19 $0 \times 3 =$ _____

20 $3 \times 3 =$ _____

21 Tell how you could check that your answer to problem 9 is correct.

22 Draw a model to show how you solved one of the problems.

Multiplying with 4

Name: _____

Multiply.

1 $2 \times 4 =$ _____

2 $3 \times 4 =$ _____

3 $10 \times 4 =$ _____

4 $5 \times 4 =$ _____

5 $7 \times 4 =$ _____

6 $6 \times 4 =$ _____

7 $8 \times 4 =$ _____

8 $9 \times 4 =$ _____

9 $1 \times 4 =$ _____

10 $4 \times 5 =$ _____

11 $0 \times 4 =$ _____

12 $4 \times 10 =$ _____

13 $4 \times 3 =$ _____

14 $4 \times 2 =$ _____

15 $4 \times 1 =$ _____

16 $4 \times 4 =$ _____

17 Tell what strategy you used to solve 6×4.

18 Draw a model to show how you solved one of the problems.

Name: _____

Multiply.

1 $5 \times 6 =$ _____   **2** $3 \times 6 =$ _____   **3** $10 \times 6 =$ _____   **4** $2 \times 6 =$ _____

5 $7 \times 6 =$ _____   **6** $4 \times 6 =$ _____   **7** $8 \times 6 =$ _____   **8** $1 \times 6 =$ _____

9 $9 \times 6 =$ _____   **10** $6 \times 5 =$ _____   **11** $0 \times 6 =$ _____   **12** $6 \times 10 =$ _____

13 $6 \times 3 =$ _____   **14** $6 \times 2 =$ _____   **15** $6 \times 5 =$ _____   **16** $6 \times 6 =$ _____

17 Tell a strategy you can use to show 5×6.

18 Explain how problem 2 and problem 13 are related.

Multiplying with 7

Name: _____

The answers are mixed up at the bottom of the page. Cross out the answers as you complete the problems.

1 $3 \times 7 =$ _____

2 $6 \times 7 =$ _____

3 $8 \times 7 =$ _____

4 $2 \times 7 =$ _____

5 $9 \times 7 =$ _____

6 $1 \times 7 =$ _____

7 $7 \times 0 =$ _____

8 $10 \times 7 =$ _____

9 $4 \times 7 =$ _____

10 $5 \times 7 =$ _____

11 $7 \times 3 =$ _____

12 $0 \times 7 =$ _____

13 $7 \times 2 =$ _____

14 $7 \times 10 =$ _____

15 $7 \times 4 =$ _____

16 $7 \times 1 =$ _____

17 $7 \times 5 =$ _____

18 $7 \times 7 =$ _____

Answers

14	63	35	70	0	42
7	28	14	21	56	21
28	0	70	49	35	7

Multiplying with 8

Name: _____

The answers are mixed up at the bottom of the page. Cross out the answers as you complete the problems.

1 $2 \times 8 =$ _____

2 $6 \times 8 =$ _____

3 $7 \times 8 =$ _____

4 $3 \times 8 =$ _____

5 $9 \times 8 =$ _____

6 $1 \times 8 =$ _____

7 $0 \times 8 =$ _____

8 $10 \times 8 =$ _____

9 $4 \times 8 =$ _____

10 $5 \times 8 =$ _____

11 $8 \times 3 =$ _____

12 $8 \times 0 =$ _____

13 $8 \times 2 =$ _____

14 $8 \times 10 =$ _____

15 $8 \times 4 =$ _____

16 $8 \times 7 =$ _____

17 $8 \times 5 =$ _____

18 $8 \times 8 =$ _____

Answers

64	40	48	8	0	56
72	80	24	32	16	32
24	0	80	40	56	16

Name: _____

The answers are mixed up at the bottom of the page. Cross out the answers as you complete the problems.

1 $1 \times 9 =$ _____

2 $6 \times 9 =$ _____

3 $7 \times 9 =$ _____

4 $2 \times 9 =$ _____

5 $8 \times 9 =$ _____

6 $3 \times 9 =$ _____

7 $0 \times 9 =$ _____

8 $10 \times 9 =$ _____

9 $4 \times 9 =$ _____

10 $5 \times 9 =$ _____

11 $9 \times 3 =$ _____

12 $9 \times 8 =$ _____

13 $9 \times 2 =$ _____

14 $9 \times 10 =$ _____

15 $9 \times 4 =$ _____

16 $9 \times 7 =$ _____

17 $9 \times 5 =$ _____

18 $9 \times 9 =$ _____

Answers

63	45	18	81	90	36
72	54	27	36	72	63
90	0	18	9	27	45

Name: _____

Write the missing numbers in the boxes to make each multiplication problem true.

$5 \times 6 = \boxed{}$ $2 \times 6 = \boxed{}$ $4 \times 5 = \boxed{}$

$6 \times 5 = \boxed{}$ $6 \times 2 = \boxed{}$ $5 \times 4 = \boxed{}$

$3 \times 8 = \boxed{}$ $4 \times 7 = \boxed{}$ $5 \times 9 = \boxed{}$

$8 \times 3 = \boxed{}$ $7 \times 4 = \boxed{}$ $9 \times 5 = \boxed{}$

$9 \times 2 = \boxed{}$ $\boxed{} \times 5 = 15$ $7 \times 8 = \boxed{}$

$2 \times \boxed{} = 18$ $5 \times 3 = \boxed{}$ $\boxed{} \times 7 = 56$

$\boxed{} \times 10 = 70$ $\boxed{} \times 5 = 10$ $3 \times \boxed{} = 12$

$10 \times \boxed{} = 70$ $5 \times \boxed{} = 10$ $\boxed{} \times 3 = 12$

1 Look at 6×5 and 5×6. How does the order of the factors change the product?

2 Draw two arrays to show 4×7 and 7×4.

i-Ready

Name: _____

Draw parentheses around the numbers you want to multiply first.
Then find the product.

1 $6 \times 3 \times 2$
$6 \times (3 \times 2)$
$6 \times 6 = 36$
Sample Student Work:
$3 \times 2 = 6; 6 \times 6 = 36$

2 $4 \times 3 \times 3$

3 $5 \times 2 \times 8$

4 $8 \times 2 \times 4$

5 $2 \times 2 \times 7$

6 $6 \times 5 \times 2$

7 $3 \times 3 \times 7$

8 $2 \times 4 \times 5$

9 $7 \times 4 \times 2$

10 $6 \times 3 \times 3$

11 $3 \times 3 \times 10$

12 $2 \times 3 \times 4$

13 How did you decide which factors to group?

14 Choose one problem. Tell two ways you can group the factors. Then explain which way is easier for you to solve.

Using Order and Grouping to Multiply

Name: _____

Order and group the factors to show how you want to multiply. Then find the product.

1 $5 \times 7 \times 2$
$5 \times 2 \times 7$
$(5 \times 2) \times 7$
$10 \times 7 = 70$

2 $3 \times 5 \times 3$

3 $4 \times 8 \times 2$

4 $2 \times 9 \times 5$

5 $2 \times 10 \times 5$

6 $2 \times 8 \times 2$

7 $3 \times 9 \times 3$

8 $5 \times 2 \times 6$

9 $4 \times 5 \times 2$

10 $2 \times 9 \times 2$

11 $3 \times 8 \times 2$

12 $4 \times 2 \times 7$

13 What strategies did you use to decide how to order and group the factors?

14 Why do you need to reorder factors in some problems?

Understanding of Division Models

Name: _____

1 Draw a model to show 12 ÷ 6. Show 6 equal groups. How many are in each group?

There are 12 in all. There are 6 equal groups. There are _____ in each group.

12 ÷ 6 = _____

2 Draw a model to show 12 ÷ 6. Show 6 in each group. How many groups are there?

There are 12 in all. There are 6 in each group. There are _____ groups.

12 ÷ 6 = _____

3 Draw an array to find 21 ÷ 3.

4 Draw an array to find 20 ÷ 4.

21 ÷ 3 = _____

20 ÷ 4 = _____

5 What situation could be modeled with the equation 40 ÷ 8 = 5?

Understanding of How Multiplication and Division Are Connected

Name: _____
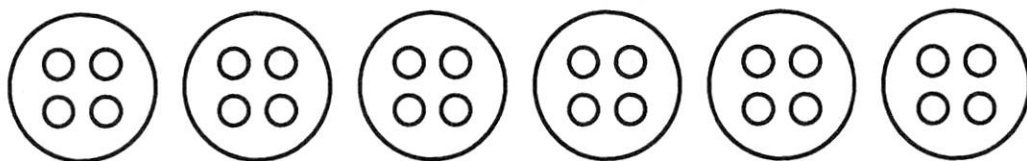
1 There are 24 marbles. Each bag has 4 marbles.

Write an equation that shows the number of bags.

_____

2 There are 24 marbles. An equal number of marbles are in 6 bags.

Write an equation that shows the number of marbles in each bag.

_____

3 There are 6 bags of marbles. 4 marbles are in each bag.

Write two different equations that show the total number of marbles.

_____   _____

4 Write 2 multiplication equations and 2 division equations for this array.

_____   _____

_____   _____
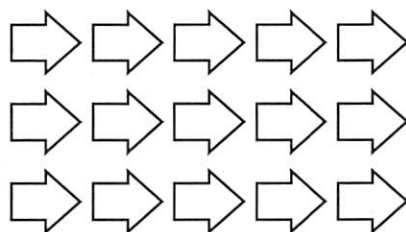
Find the value of ? to complete each fact.

5 $6 \times ? = 48$

$48 \div 6 = ?$

$? =$ _____

6 $? \times 5 = 45$

$45 \div ? = 5$

$? =$ _____

7 $63 \div 9 = ?$

$? \times 9 = 63$

$? =$ _____

8 $32 \div ? = 8$

$8 \times ? = 32$

$? =$ _____

Working with Division Facts

Name: _____

The answers are mixed up at the bottom of the page. Cross out the answers as you complete the problems.

1 $40 \div 4 =$ _____

2 $18 \div 3 =$ _____

3 $24 \div 4 =$ _____

4 $24 \div 8 =$ _____

5 $14 \div 2 =$ _____

6 $40 \div 8 =$ _____

7 $42 \div 7 =$ _____

8 $64 \div 8 =$ _____

9 $32 \div 8 =$ _____

10 $56 \div 8 =$ _____

11 $27 \div 9 =$ _____

12 $28 \div 7 =$ _____

13 $72 \div 8 =$ _____

14 $90 \div 9 =$ _____

15 $54 \div 9 =$ _____

16 $48 \div 8 =$ _____

17 $49 \div 7 =$ _____

18 $27 \div 3 =$ _____

Answers:

4	4	9	6	7	10
5	10	3	3	6	7
8	6	6	7	6	9

Using a Multiplication Table

×	1	2	3	4	5	6	7	8	9	10
1	1	2	3	4	5	6	7	8	9	10
2	2	4	6	8	10	12	14	16	18	20
3	3	6	9	12	15	18	21	24	27	30
4	4	8	12	16	20	24	28	32	36	40
5	5	10	15	20	25	30	35	40	45	50
6	6	12	18	24	30	36	42	48	54	60
7	7	14	21	28	35	42	49	56	63	70
8	8	16	24	32	40	48	56	64	72	80
9	9	18	27	36	45	54	63	72	81	90
10	10	20	30	40	50	60	70	80	90	100

Write the missing numbers in the boxes to make each multiplication or division problem true.

$5 \times 7 = \boxed{}$ $\qquad$ $32 \div 8 = \boxed{}$ $\qquad$ $4 \times 7 = \boxed{}$ $\qquad$ $27 \div \boxed{} = 9$

$\boxed{} \div 5 = 7$ $\qquad$ $8 \times \boxed{} = 32$ $\qquad$ $\boxed{} \div 4 = 7$ $\qquad$ $9 \times \boxed{} = 27$

$4 \times 4 = \boxed{}$ $\qquad$ $9 \times 6 = \boxed{}$ $\qquad$ $6 \times 6 = \boxed{}$ $\qquad$ $81 \div \boxed{} = 9$

$\boxed{} \div 4 = 4$ $\qquad$ $54 \div \boxed{} = 6$ $\qquad$ $63 \div \boxed{} = 9$ $\qquad$ $40 \div 8 = \boxed{}$

$\boxed{} \div 8 = 6$ $\qquad$ $56 \div \boxed{} = 8$ $\qquad$ $45 \div 5 = \boxed{}$ $\qquad$ $\boxed{} \div 7 = 7$

1 Write 3 possible answers for the equation $36 \div \boxed{} = \boxed{}$.

Understanding of Patterns

Solve. Look for patterns.

1 Subtract.

$10 - 1 = $ _____ $20 - 1 = $ _____ $30 - 1 = $ _____

$100 - 1 = $ _____ $200 - 1 = $ _____ $300 - 1 = $ _____

$200 - 100 = $ _____ $300 - 100 = $ _____ $400 - 100 = $ _____

$200 - 101 = $ _____ $300 - 101 = $ _____ $400 - 101 = $ _____

2 Multiply.

$2 \times 10 = $ _____ $2 \times 9 = $ _____

$3 \times 10 = $ _____ $3 \times 9 = $ _____

$4 \times 10 = $ _____ $4 \times 9 = $ _____

$5 \times 10 = $ _____ $5 \times 9 = $ _____

$6 \times 10 = $ _____ $6 \times 9 = $ _____

$7 \times 10 = $ _____ $7 \times 9 = $ _____

$8 \times 10 = $ _____ $8 \times 9 = $ _____

$9 \times 10 = $ _____ $9 \times 9 = $ _____

3 Describe the patterns that you notice in the problems you just solved.

Solving Problems About Equal Groups

Name: _____

Read and solve each problem. Show your work.

1 Heather has 18 photographs of rockets. She wants to hang them on 3 different walls in her room. Each wall will have the same number of photographs. How many photographs will hang on each wall?

There will be _____ photographs on each wall.

2 There are 24 people who want to play volleyball. The coach divides the players into teams of 6. How many teams can she make?

The coach can make _____ teams.

3 At an art show, there are 7 groups of paintings with 6 paintings in each group. How many paintings are there in all?

There are _____ paintings.

4 Jasmine reads for 10 minutes each night. If she reads for 5 nights, how many minutes will she read in all?

Jasmine will read for _____ minutes.

5 Rhonda plants 28 tomato plants in her garden. She plants 7 tomato plants in each row. How many rows does she plant?

Rhonda plants _____ rows.

6 Mr. Jones buys 6 packages of pencils. There are 8 pencils in each package. How many pencils does Mr. Jones buy?

Mr. Jones buys _____ pencils.

7 Choose one problem. Describe the strategy you used to solve it.

Solving Problems About Arrays

Name: _____

Read and solve each problem. Show your work.

1 A parking lot has 6 rows of parking spaces. There are 5 spaces in each row. How many parking spaces are in the lot?

There are _____ parking spaces.

2 Jack has 36 toy robots. He wants to display 9 on each shelf in his room. How many shelves will Jack need to display all of the robots?

Jack will need _____ shelves.

3 There are 24 dancers. The teacher has them stand in 3 equal rows. How many dancers are in each row?

There are _____ dancers in each row.

4 Emily is putting away plates. She puts 6 plates each in 3 stacks. How many plates does she put away?

Emily puts away _____ plates.

5 A farmer picks 54 pumpkins. She places an equal number of pumpkins in 9 wagons. How many pumpkins are in each wagon?

There are _____ pumpkins in each wagon.

6 The school band marches in rows at the parade. There are 24 band members and they form rows with 4 members in each row. How many rows are there?

There are _____ rows.

7 Choose one problem. Describe and use a strategy to check your answer.

Solving Problems About Area

Name: _____

Read and solve each problem. Show your work.

1 Nya covers a rectangular tray with 1-square-inch tiles. She uses 42 tiles, arranged in 7 rows. How many tiles are in each row?

There are _____ tiles in each row.

2 Jacob uses tiles to cover a rectangular hallway. Each tile has an area of 1 square foot. He uses 3 rows of tiles, with 8 tiles in each row. What is the area of the hallway?

The area of the hallway is _____ square feet.

3 Sara covers the top of a box with squares of paper that are 1 square centimeter. She uses 48 squares, with 6 squares in each row. How many rows did she make?

Sara made _____ rows.

4 There are 64 squares on Rasha's chessboard. Each square is 1 square inch. There are 8 rows of squares on her chessboard. How many squares are in each row?

There are _____ squares in each row.

5 A rectangular patio at an outdoor restaurant is made of 35 tiles. Each tile is 1 square yard. If there are 5 tiles in each row, how many rows are there?

There are _____ rows of tiles.

6 Mr. Reilly uses square pieces of fabric that are each 1 square inch for a rectangular wall hanging. He uses 81 squares. If he makes 9 rows of squares, how many squares will be in each row?

There will be _____ squares in each row.

7 Choose one problem. Describe the strategy you used to solve it.

8 Explain why you chose that strategy to solve the problem.

Solving Two-Step Word Problems Using Two Equations

Name: _____

Read and solve each problem by writing an equation for each step. Use letters for the unknown numbers. Show your work.

1 Hirami has 12 cups of flour in a bag and 6 cups of flour in a jar. He is making batches of bread that each call for 3 cups of flour. How many batches of bread can Hirami make?

Hirami can make _____ batches of bread.

2 Cassi bought 50 pounds of dirt. She used 10 pounds to fill a hole in her yard. Then she filled pots with 5 pounds of soil in each pot. How many pots could she fill?

Cassi can fill _____ pots.

3 Becky has 6 packages of clay that each weigh 5 pounds. To make a bowl, she needs 3 pounds of clay. How many bowls can Becky make?

Becky can make _____ bowls.

4 Marc has 36 pounds of apples to use to make pies. He uses 4 pounds of apples for each pie. Marc uses all of the apples to make pies, and then sells each pie for $8. How much money does Marc collect for all the pies?

Marc collects $ _____ for all the pies.

5 Choose one problem. Tell how you could solve the problem in a different way.

Solving Two-Step Word Problems Using One Equation

Name: _____

Read and solve each problem by writing one equation.
Show your work.

1 Mrs. Nelson has one $10-bill and one $20-bill. She wants to buy as many movie tickets as she can with this money. If movie tickets cost $6 each, how many tickets, *t*, can she buy?

Mrs. Nelson can buy _____ tickets.

2 Daisy has a goal of reading 75 minutes in one week. She reads 9 minutes a day for 5 days. How many more minutes, *m*, will she have to read to reach her goal?

Daisy will have to read _____ more minutes.

3 Mr. Garcia buys 3 bags of cat food that each weigh 9 pounds and another bag of cat food that weighs 7 pounds. How many pounds, *p*, of cat food did Mr. Garcia buy?

Mr. Garcia bought _____ pounds of cat food.

4 Jackson has 48 trading cards. His sister gives him 12 more cards. Then he puts all his trading cards in 6 equal stacks. How many cards, *c*, are in each stack?

There are _____ cards in each stack.

5 Choose one problem. Explain how you decided which operations to use to solve it.

Estimating Solutions to Word Problems

Name: _____

**Read each problem. Estimate the answer by rounding to the nearest ten.
Then find the actual answer. Show your work.**

1 Marie has 231 toothpicks in one box and 175 toothpicks in another box. She uses 319 toothpicks to make a bridge. How many toothpicks does she have left?

Estimate: There are about _____ toothpicks left.

Marie has _____ toothpicks left.

2 Kennedy School has 124 third-grade students. Carter School has 16 fewer third-grade students than Kennedy School. How many third-grade students in all are at Kennedy School and Carter School?

Estimate: There are about _____ students.

There are _____ students.

3 There are 197 oak trees in the park. There are 27 more pine trees than oak trees in the park. How many trees are there in all?

Estimate: There are about _____ trees.

There are _____ trees in all.

4 On the first day of a bus trip, Brian and his dad traveled 341 miles. On the second day, they traveled 39 fewer miles. How many miles did they travel in all after two days?

Estimate: They traveled about _____ miles.

They traveled _____ miles.

5 How does an estimate help you decide if your answer is reasonable?

Describing Parts of a Whole with Fractions

Name: _____

Write the fraction of the figure that is shaded.

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

Name: _____

9 Draw a circle that shows 4 equal parts. Then shade to show $\frac{2}{4}$.

10 Draw a rectangle that shows 3 equal parts. Then shade to show $\frac{2}{3}$.

11 Draw a square that shows 8 equal parts. Then shade to show $\frac{3}{8}$.

12 Draw a circle that shows 6 equal parts. Then shade to show $\frac{5}{6}$.

Understanding of Fractions on a Number Line

Set A

Write the missing labels on the number line.

$$0 \quad\quad 1 \quad\quad 2 \quad\quad 3$$

$$\frac{1}{2} \quad \underline{\quad} \quad \frac{3}{2} \quad \underline{\quad} \quad \underline{\quad} \quad \underline{\quad}$$
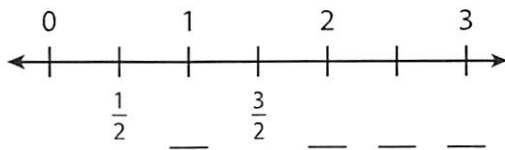
Set B

Use this number line to solve problems 1–4.

$$0 \quad\quad\quad 1 \quad\quad\quad 2$$

$$\underline{\quad} \; \underline{\quad} \; \underline{\quad} \quad\quad \underline{\quad} \; \underline{\quad} \; \underline{\quad}$$
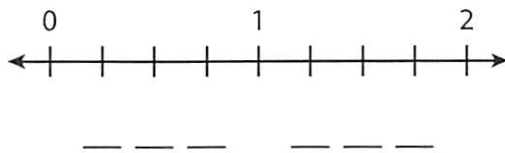
1 How many equal parts are between 0 and 1? _____

2 How many equal parts are between 1 and 2? _____

3 What fraction does each part show? _____

4 Write fractions to label the marks.

Name: _____

Set C

Use this number line to solve problems 5–7.
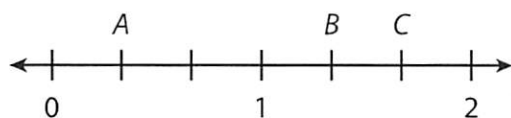
5 *A* is _____.

6 *B* is _____.

7 *C* is _____.

Set D

Use this number line to solve problems 8–10.
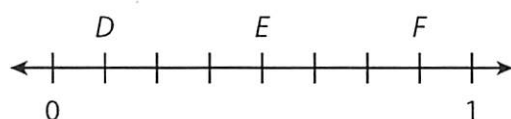
8 *D* is _____.

9 *E* is _____.

10 *F* is _____.

Name: _____

Write the time the clock shows.

1

_____

2

_____

3

_____

4

_____

Draw hands on the clock to show the given time.

5 16 minutes after 1
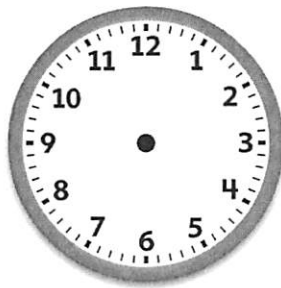
6 7 minutes before 9
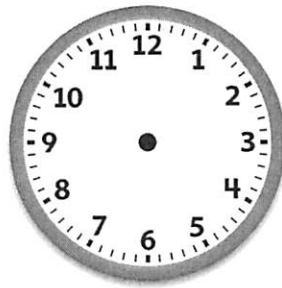
Name: _____

7 35 minutes after 3
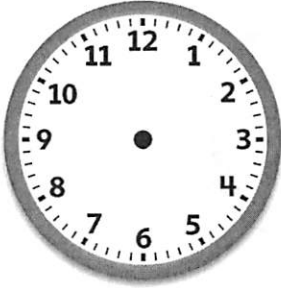
8 26 minutes before 8
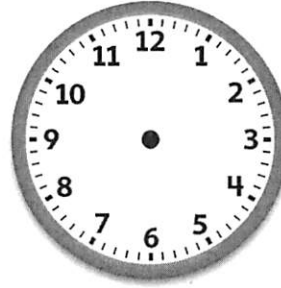
9 Write a word problem that could use one of the times shown on one of the clocks.

SOCIAL STUDIES

3rd Grade

Social Studies Packet

Name: _____

3rd Grade

Social Studies

Communities around the World - Learning About People and Places

In "Communities around the World," students learn about communities around the globe and about global citizenship. Students bring with them knowledge about their communities. In this course, students make comparisons across time and space, examining different communities and their cultures. Culture includes social organization, customs and traditions, language, arts and literature, religion, forms of government, and economic systems. Students are introduced to the concepts of prejudice, discrimination and human rights, as well as to social action.

What is a landform?

A **landform** is any natural feature of Earth's surface that is made up of rock, dirt or minerals. Landforms can be created in many different ways, including through weathering and erosion, by volcanic eruptions, by the movement of Earth's crust and can even be affected by the growth of living things!

Landforms Wordsearch

```
K C A N Y O N L B P M E S A
M P N B P C T A E U U H E U
R O D P L A T E A U T T T Y
H R U D L V P K A R S T K A
I U V N E E A T J R H O E R
V I A K T T K C L I F F A D
A S L E H A E I K I E D T A
L H C T I M I H A C T U X N
L A A U F A G N U R R N L G
E I P O A D E J R B I E W O
Y P E N I N S U L A S O Y F
S J A F A R A S E U H I L L
```

Find the following landform terms in the wordsearch above.

Karst	Mountain	Plateau	Peninsula
Cave	Yardang	Canyon	Cape
Valley	Butte	Cliff	
Hill	Mesa	Dune	

What is the rock cycle?

The **rock cycle** is a gradual process of movement and change that constantly reshapes our landscape. Processes on and within Earth—including weather, pressure and temperature—cause rocks to break down, melt and solidify over and over. Rocks change from one form to another, but are never destroyed.

WEATHERING: the breaking down of rocks

EROSION: the movement of weathered sediment

SEDIMENTS collect in layers

IGNEOUS ROCK

COOLING

layers are COMPACTED

SEDIMENTARY ROCK

HEAT and PRESSURE

MELTING
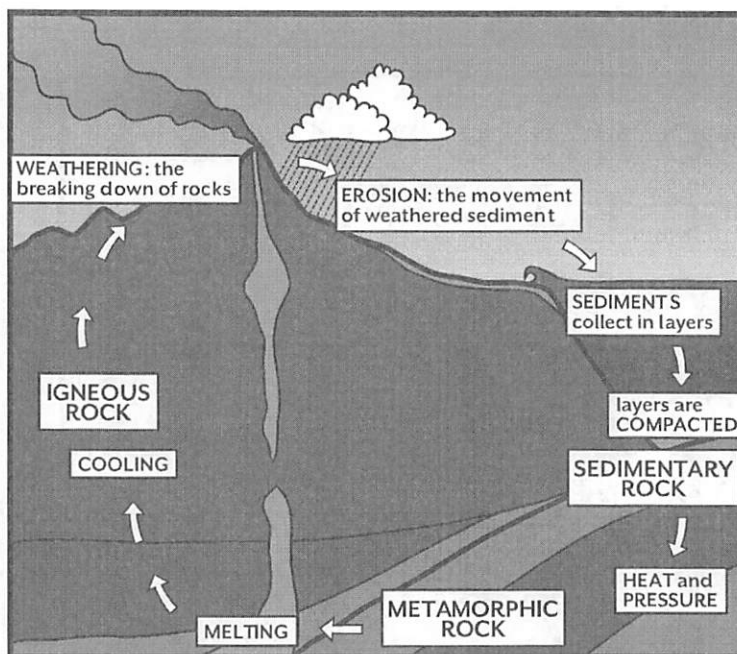
METAMORPHIC ROCK

The Three Types of Rock:

Sedimentary rocks are made from layers of sediment.

Metamorphic rocks are formed under extreme heat and pressure.

Igneous rocks are melted rock that has cooled and hardened.

Processes within the earth push rocks up to the surface, where they're broken down and moved through **weathering** and **erosion**. Bits of rock and sand called **sediment** are deposited in layers. Pressure squeezes the layers and they solidify to form **sedimentary rock**. These rocks gradually move deeper underground, where they encounter extreme heat and pressure that transforms them into **metamorphic rock**. Rocks that are pushed even deeper toward the intense heat of Earth's mantle will melt and become magma. Magma that reaches Earth's surface cools and hardens to form **igneous rock**. This constant recycling of rock has occurred for millions of years, which means that some rocks have been around since the time of the dinosaurs!
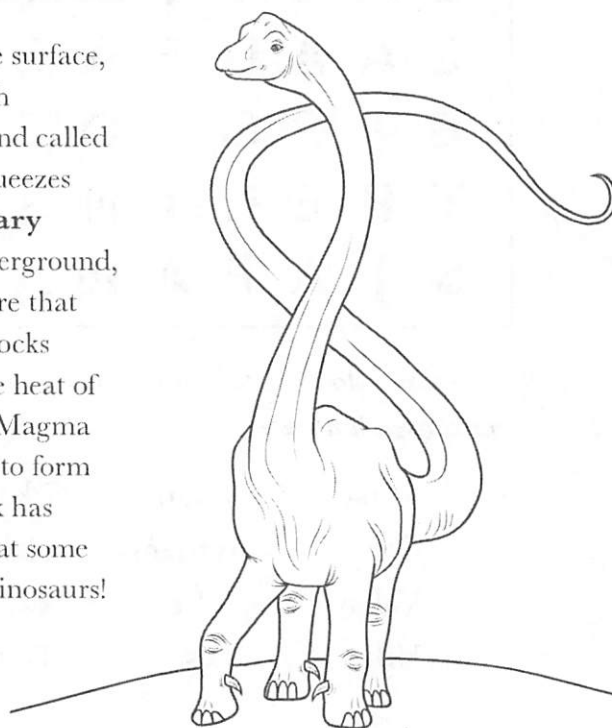
What is weathering?

Weathering is the gradual breaking down of rocks and minerals on Earth's surface. There are two main types of weathering: physical and chemical. Physical weathering includes pressure, water and temperature changes. Chemical weathering includes oxidation, biological action and dissolution (the dissolving of certain kinds of rocks).

Chemical Weathering

Physical Weathering

Dissolution contributes to the formation of many caves.
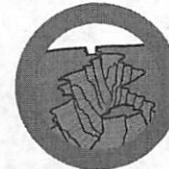
Temperature changes can cause weathering on mountains and rock formations.

Weathering by water contributes to the formation of canyons and valleys.

What is erosion?

Erosion occurs when sediment and materials that are created by weathering are transported from one place to another. There are several ways that erosion can happen, such as through wind, water, ice and gravity.

Erosion

Wind and water both erode material from canyons.

Wind both builds and moves sand dunes in the desert.

Water moves sediment downstream through valleys to the ocean.

Both gravity and glaciers transport materials from mountains.

Continents

A **continent** is a large land mass, larger than an island, that is partly or completely separated from other land masses by water. There are 7 continents on Earth.

Continental Match-up!

Unscramble the continents' names below. Then the number from the map in the box next to the name.
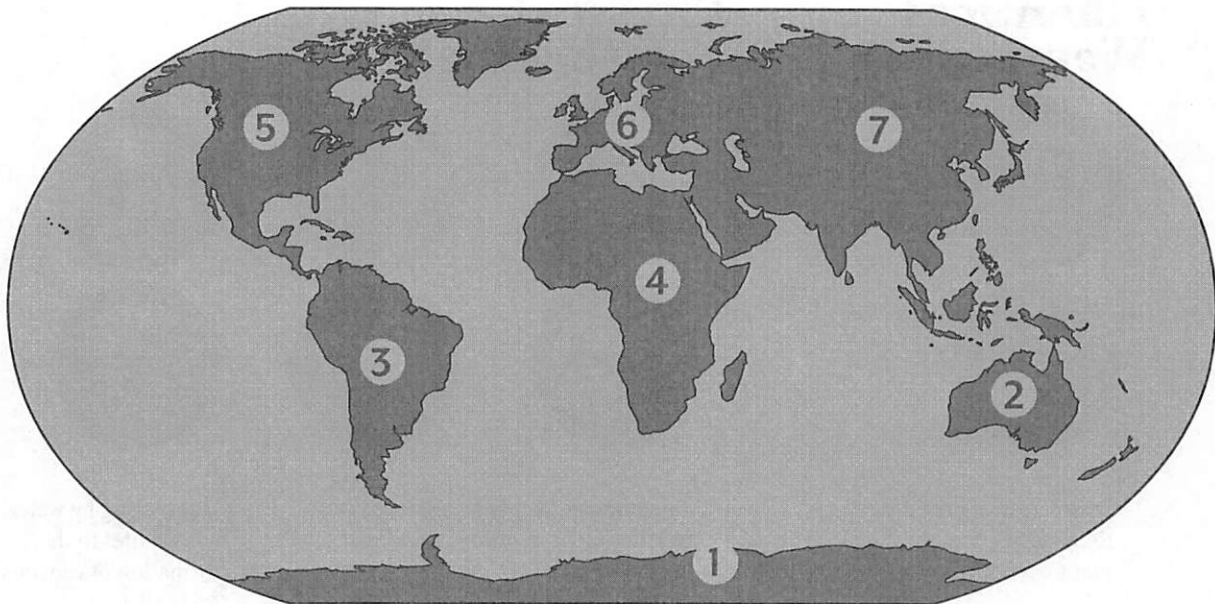
☐ AASI _ _ _ _

☐ RIAFAC _ _ _ _ _ _

☐ ICARTACTAN _ _ _ _ _ _ _ _ _ _

☐ TRONH REICAMA _ _ _ _ _ _ _ _ _ _ _ _

☐ REOPEU _ _ _ _ _ _

☐ SHOUT CERIAAM _ _ _ _ _ _ _ _ _ _ _ _

☐ STAIURALA _ _ _ _ _ _ _ _ _

Plateaus

A **plateau** is a large, flat area of land that is raised higher than the surrounding land. They are usually caused by uplift through tectonic action, and then are worn down by wind and water, forming canyons, mesas, buttes and other formations.

Landscape Labeling!

Read the following two pages about buttes, mesas and canyons. Use what you learned to label this landscape.
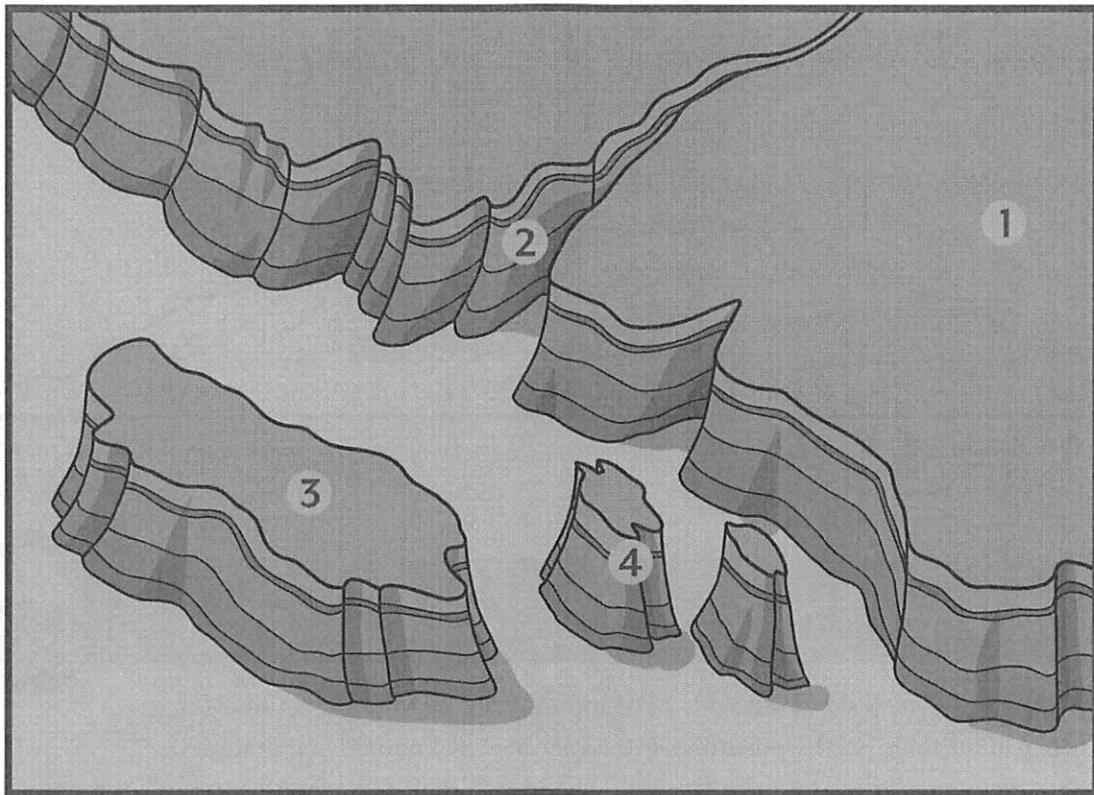
1) _____

2) _____

3) _____

4) _____

Did you know? The layers of rock seen in the walls of the Grand Canyon, located on the Colorado Plateau, were deposited over millions of years. Erosion and weathering from the Colorado River have exposed these ancient rock layers. The bottom of the canyon contains the oldest layers: the Vishnu, Brahma, and Rama Schists. These layers were formed between 1.73 and 1.75 billion years ago, during the Precambrian period!

Buttes

A **butte** is a tall, steep-sided hill, with a top that is narrower than its height. Buttes look like rock towers.
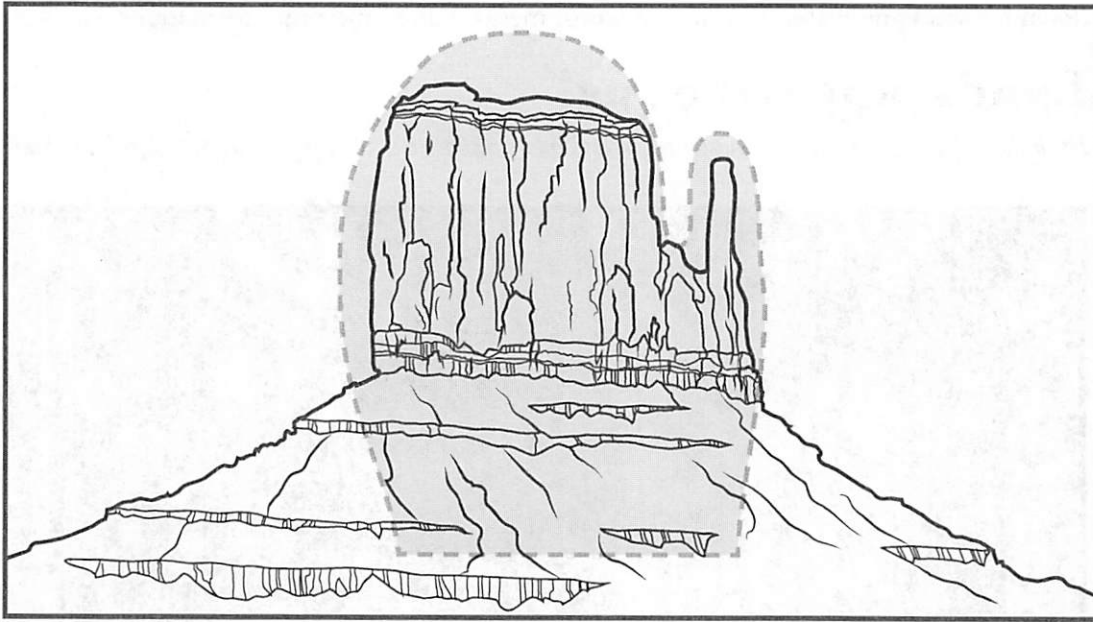
West Mitten Butte in Monument Valley, located on the border of Arizona and Utah, got its name from its unique shape, which looks just like a mitten. In fact, there is a matching East Mitten Butte nearby, making a pair!

Mesas

A **mesa** is a steep sided hill with a flat top that is wider than it is tall. *Mesa* is Spanish for table, so these features are sometimes nicknamed "table tops."
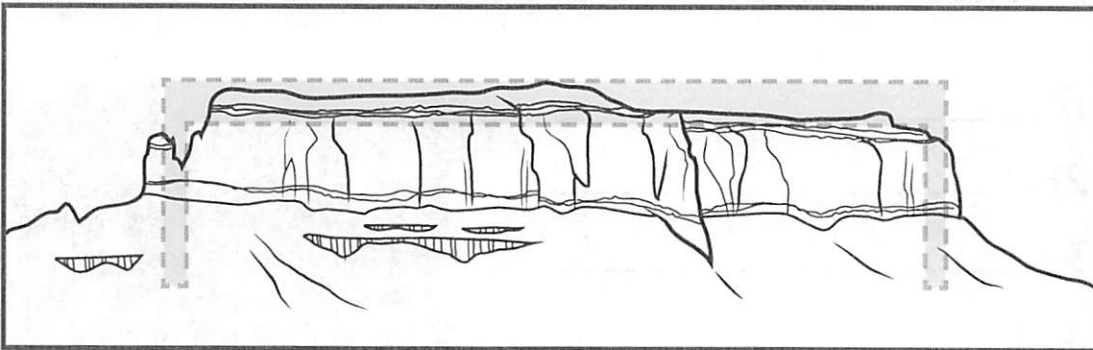
Sentinel Mesa in Monument Valley is a good example of a mesa, because you can clearly see the table shape.

Canyons

A **canyon** is similar to a narrow valley with very steep sides that is carved by a river. **Cliffs**, which are steep rock faces, are common in canyons.

WORD BANK:

COLCA	TAROKO	FISH RIVER
SAMARIA	KINGS	WAIMEA
COPPER	GRAND	ANTELOPE
TIGER LEAPING	TODRA	VERDON

ACROSS:

1) This immense canyon is located in Namibia, Africa.

3) This canyon in Peru is twice as deep as the Grand Canyon.

5) This colorful canyon is on the beautiful island of Kauai.

7) This canyon, located in Arizona, has the same name as an animal.

9) This canyon is located in the Atlas Mountains of Morocco.

11) This canyon in Australia has a very royal sounding name.

13) The Colorado River runs through this amazing canyon in Arizona.

DOWN:

2) This canyon, located on the island of Crete, contains forests of cypress and pine trees.

4) This canyon is located in China, and is a contender for the deepest canyon in the world.

6) This canyon in Mexico shares a name with a common metal.

8) This canyon in France is named after the river that flows through it, and its turquoise-green waters.

9) The name of this canyon in Taiwan means "magnificent and beautiful" in a local language.

1 ACROSS: F I S H R I V E R
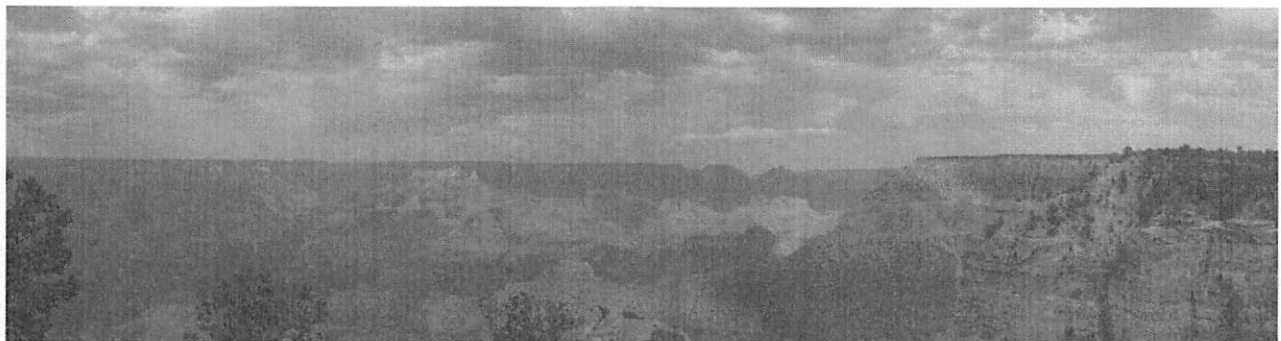
The United States of America

How well do you know the states? Fill in as many names of the states as you can think of on the map below!
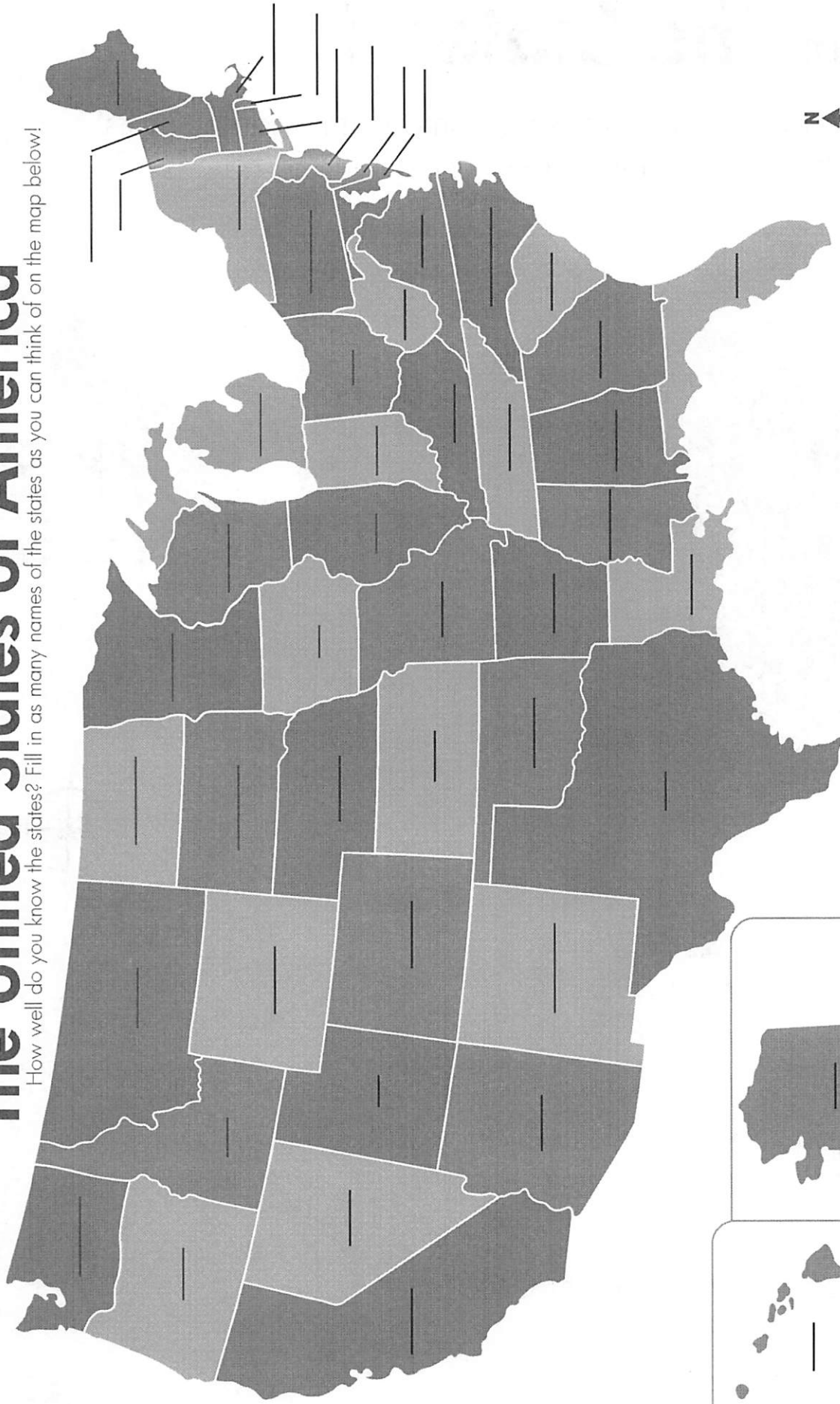
Name the States 1

The United States map is missing some of the names of its states! Use the word bank to help you fill in the names.

Washington

North Dakota

Minnesota

New Hampshire

Vermont

Idaho

South Dakota

Wisconsin

Wyoming

Michigan

Massachusetts

Rhode Island

Nevada

Nebraska

Iowa

Pennsylvania

Connecticut

Utah

Ohio

New Jersey

California

Indiana

Delaware

Maryland

Kansas

Missouri

Virginia

Kentucky

North Carolina

Arizona

Tennessee

New Mexico

Arkansas

Alabama

Georgia

Mississippi

Texas

Florida

Note: Alaska and Hawaii are not to scale.

Alaska

Hawaii

N
W   E
S
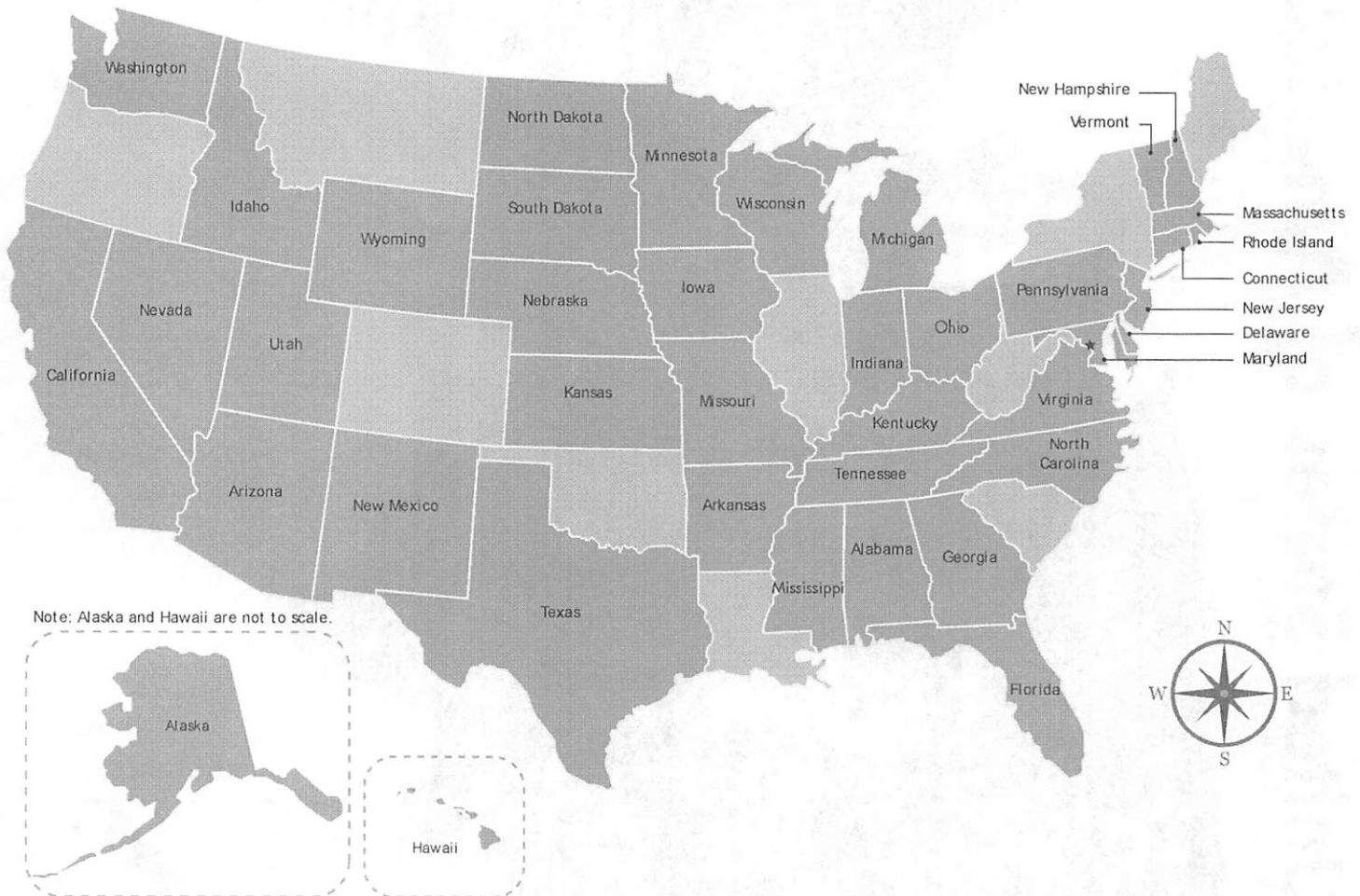
New York   Maine   Montana

Oregon   Louisiana   West Virginia

Colorado   Illinois

Oklahoma   South Carolina

Name the States 2

The United States map is missing some of the names of its states! Use the word bank to help you fill in the names.

Note: Alaska and Hawaii are not to scale.

Idaho   Alaska   Nebraska

Florida   New Mexico   California

Arkansas   Kentucky

Maryland   Vermont

Road Trip!

Samantha and Jordan are going on a road trip from New York to California. They are going to stop at the capital of every state they pass through. Can you name the states they will pass through?

START

END

Carson City
9

Salt Lake City
8

Denver
7

Lincoln
6

Des Moines
5

Springfield
4

Indianapolis
3

Columbus
2

Harrisburg
1
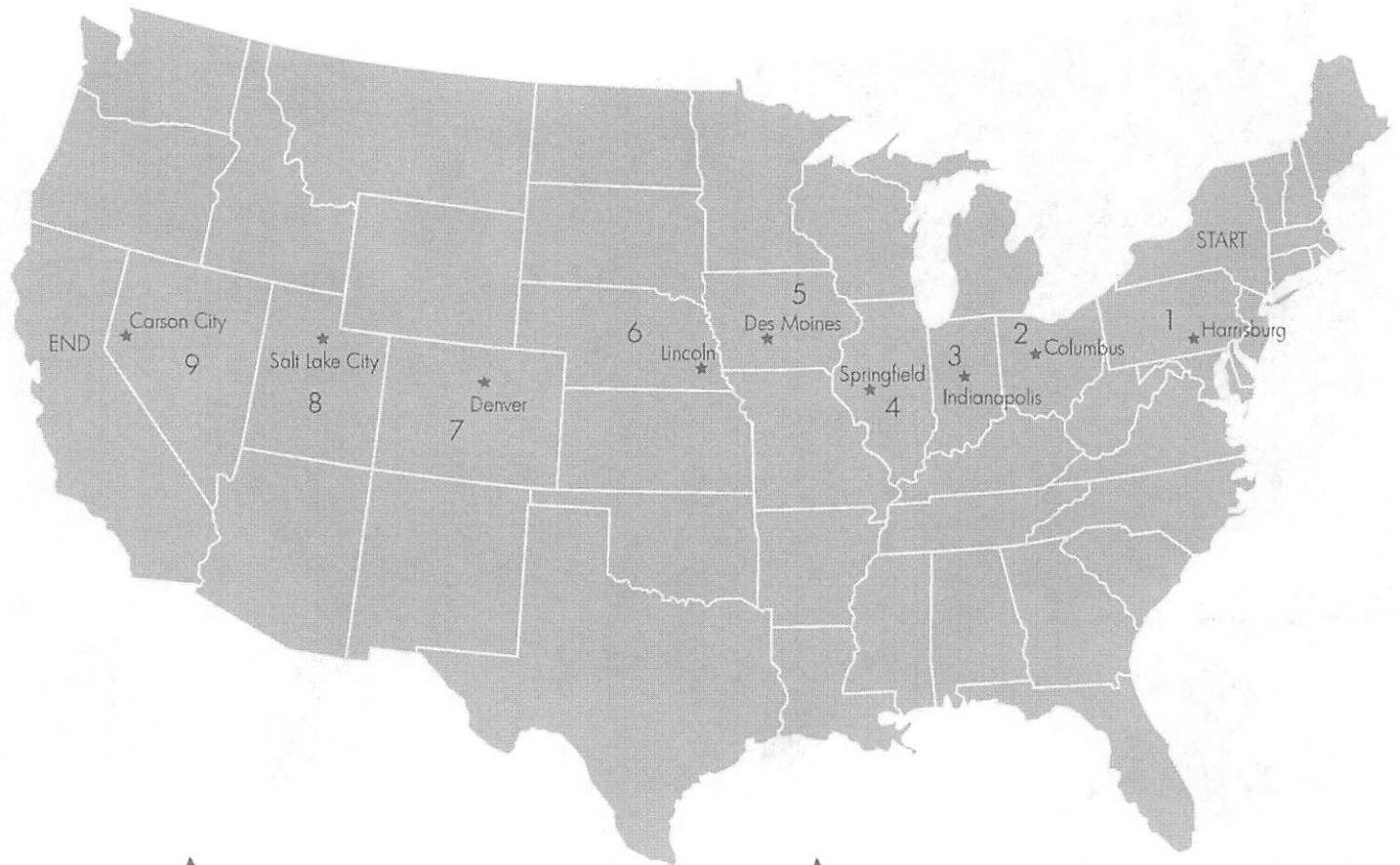
⭐ 1 _____
⭐ 2 _____
⭐ 3 _____
⭐ 4 _____
⭐ 5 _____

⭐ 6 _____
⭐ 7 _____
⭐ 8 _____
⭐ 9 _____

Food Road Trip Across The U.S.A!

Use your crayon to trace the route you would take to taste all the foods from around the country!
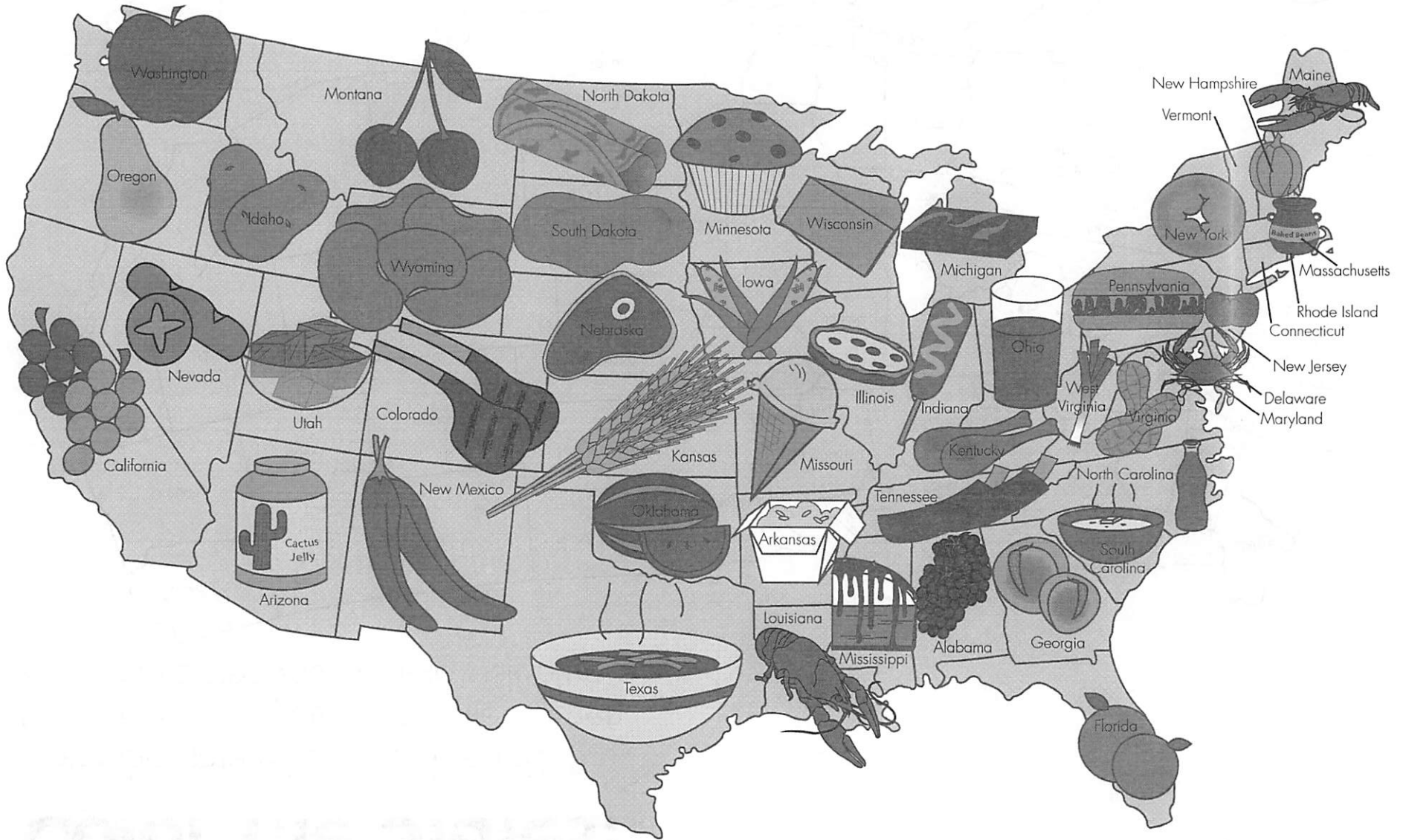
Color the States!

Color the state where you live **red**.
Color the states you have visited **green**.
Color the states you want to visit **blue**.

Washington
Montana
North Dakota
Minnesota
New Hampshire
Vermont
Maine
Oregon
Idaho
South Dakota
Wisconsin
New York
Massachusetts
Wyoming
Michigan
Rhode Island
Nevada
Iowa
Pennsylvania
Connecticut
Nebraska
Ohio
New Jersey
Utah
Illinois
Indiana
Delaware
California
Colorado
West Virginia
Maryland
Kansas
Missouri
Virginia
Arizona
New Mexico
Oklahoma
Kentucky
North Carolina
Tennessee
Arkansas
South Carolina
Alabama
Georgia
Texas
Mississippi
Louisiana
Florida
Alaska
Hawaii

Note: Alaska and Hawaii are not to scale.

N
W   E
S

Color the States!

Look at the states you colored **green**. Why did you visit these states?

_____

_____

_____

_____

_____

_____

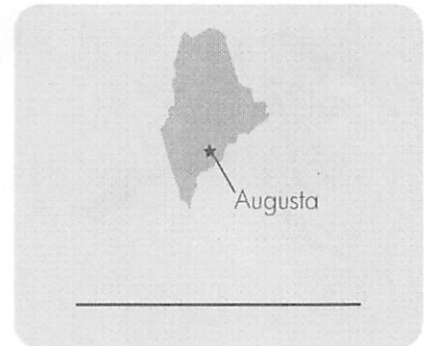Look at the states you colored **blue**. Why do you want to visit these states?

_____

_____
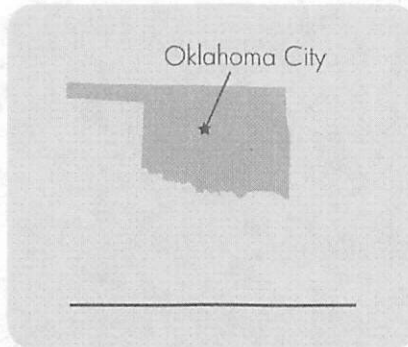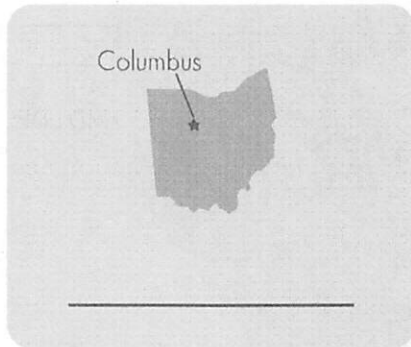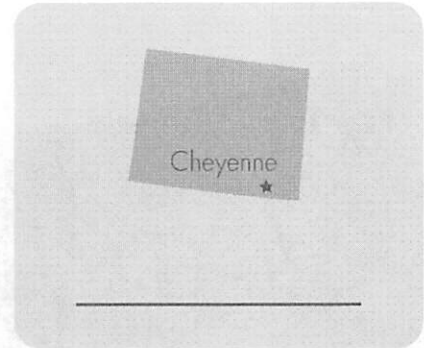
_____

_____

_____

_____

What's That State? 1

Use a map to help you identify the states by their shapes.
You can also use the state capitals as clues.

Carson City ★

_____

Austin ★

_____

Lincoln ★

_____

Albany ★

_____

Salt Lake City ★

_____

Columbia ★

_____

Springfield ★

_____

Nashville ★

_____

Montgomery ★
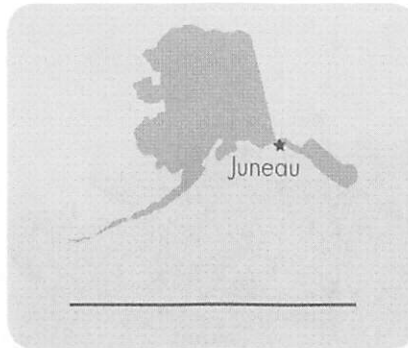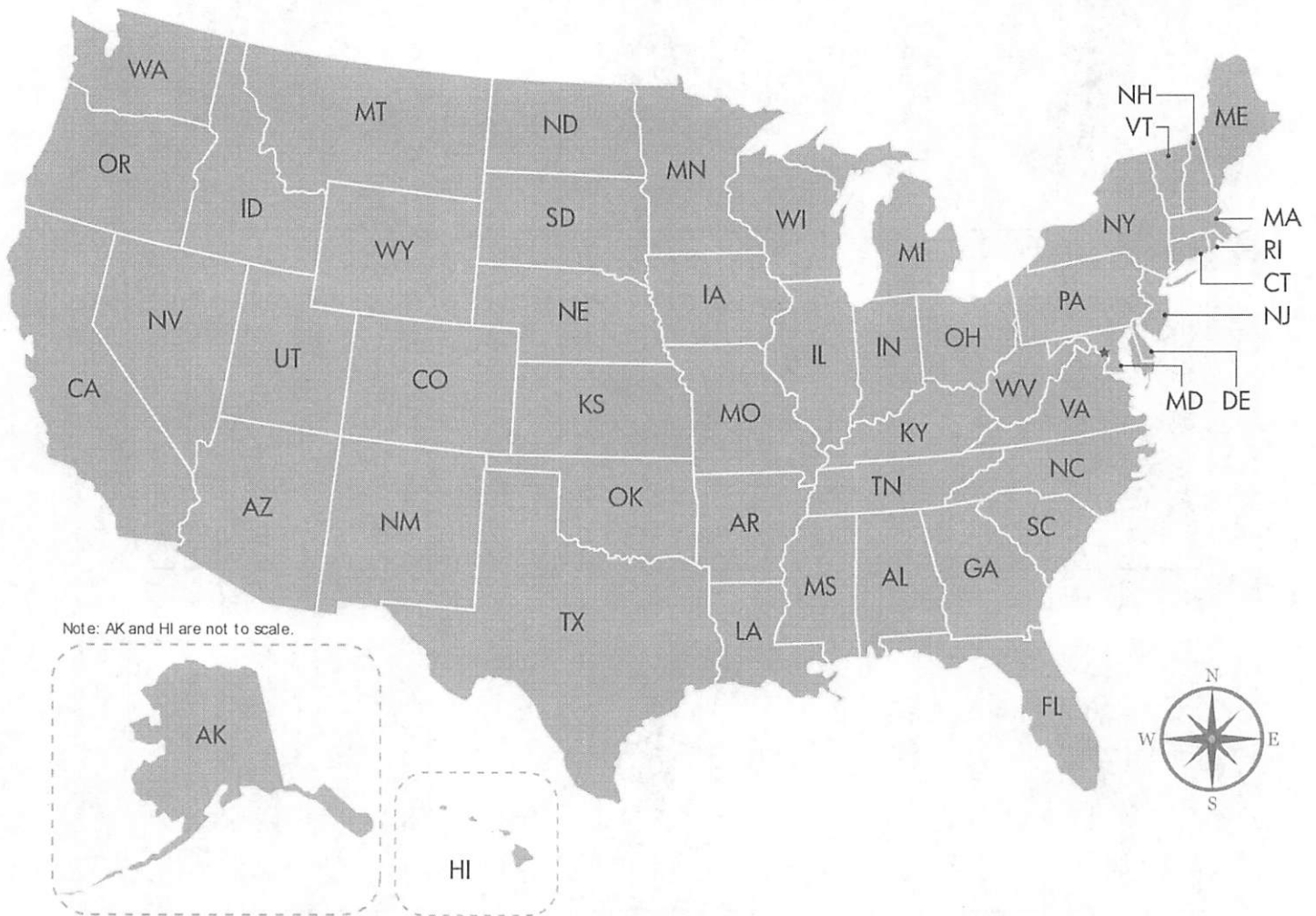
_____

Richmond ★

_____

Jefferson City ★

_____

Olympia ★

_____
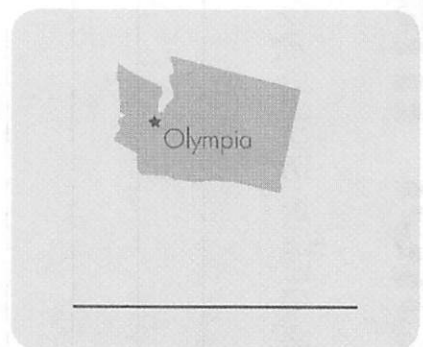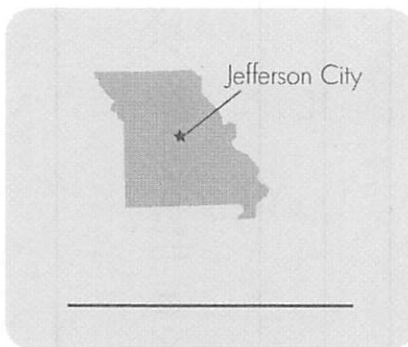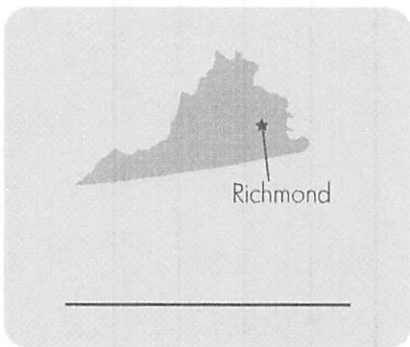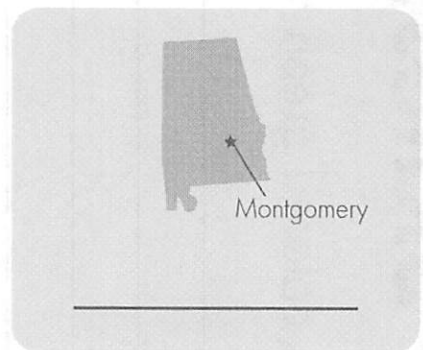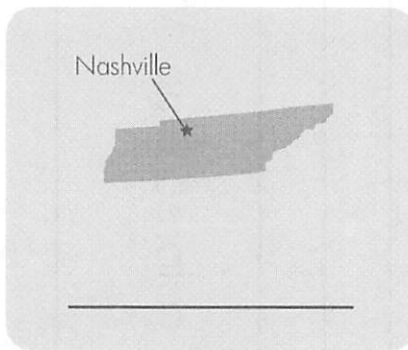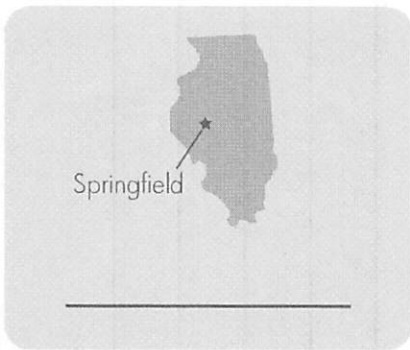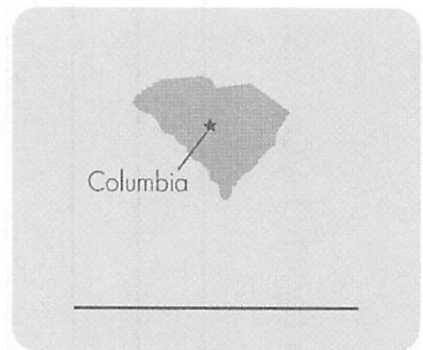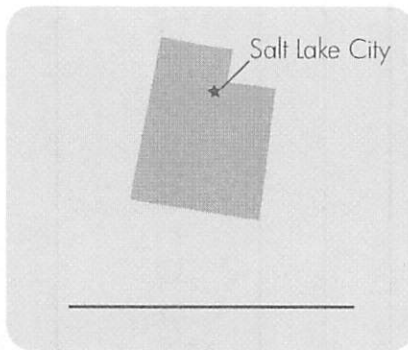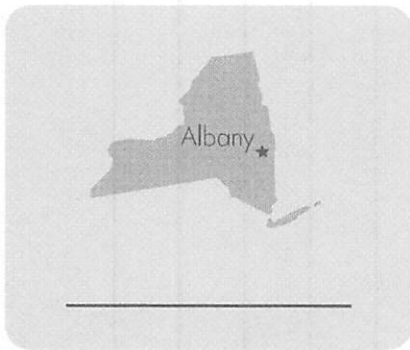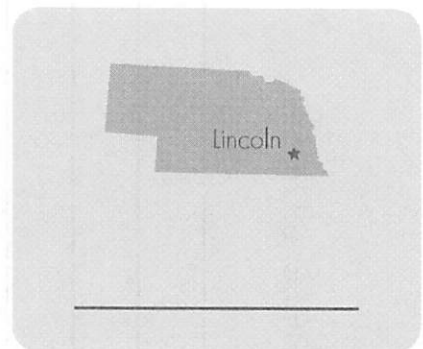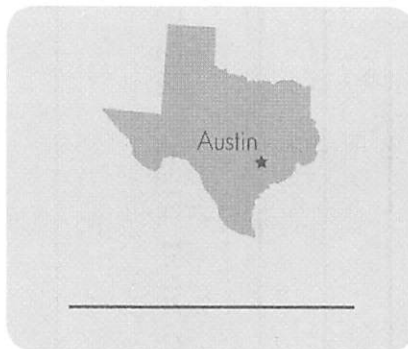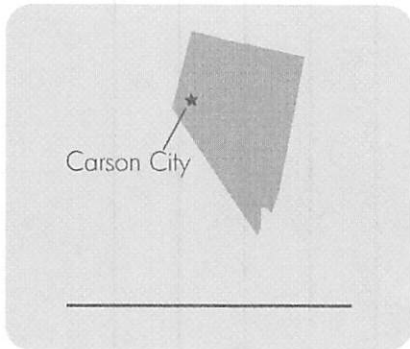
What's That State? 2

Use a map to help you identify the states by their shapes.
You can also use the state capitals as clues.

★—Sacramento

Juneau ★

Cheyenne ★

Columbus ★

Oklahoma City

Baton Rouge ★

★ Boise

Trenton ★

★ Augusta

Annapolis ★

★ Atlanta

★ Honolulu
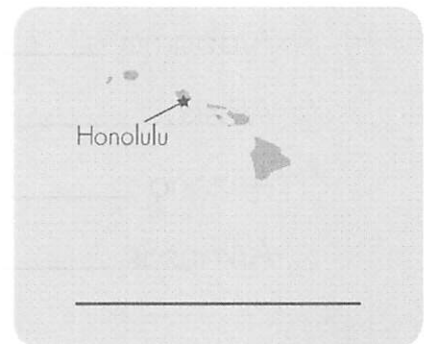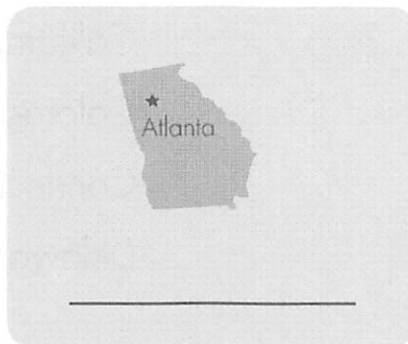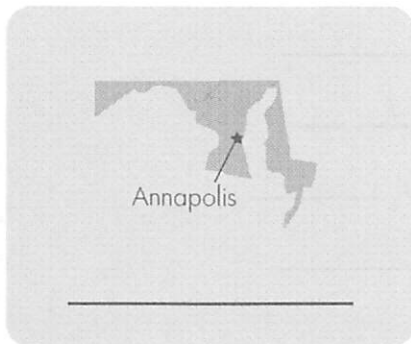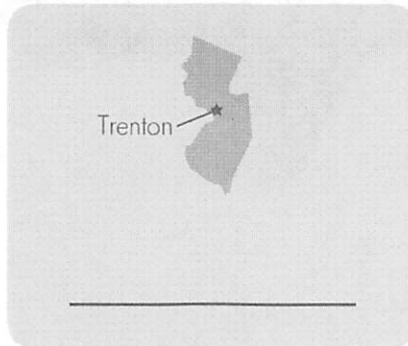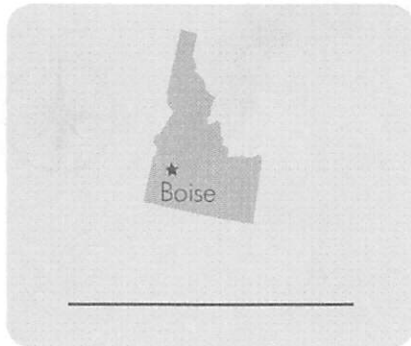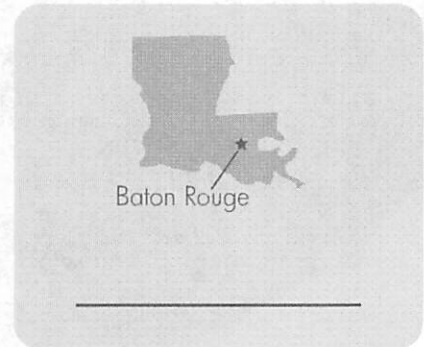
Make It Short!

Each state in the United States has its own two-letter postal abbreviation. Use the map on this page to find the postal abbreviation for every state.

Note: AK and HI are not to scale.

Alabama _____   California _____

Alaska _____   Colorado _____

Arizona _____   Connecticut _____

Arkansas _____   Delaware _____

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www.education.com/worksheets

Continue to write the postal abbreviation for every state.

Florida _____   New Jersey _____

Georgia _____   New Mexico _____

Hawaii _____   New York _____

Idaho _____   North Carolina _____

Illinois _____   North Dakota _____

Indiana _____   Ohio _____

Iowa _____   Oklahoma _____

Kansas _____   Oregon _____

Kentucky _____   Pennsylvania _____

Louisiana _____   Rhode Island _____

Maine _____   South Carolina _____

Maryland _____   South Dakota _____

Massachusetts _____   Tennessee _____

Michigan _____   Texas _____

Minnesota _____   Utah _____

Mississippi _____   Vermont _____

Missouri _____   Virginia _____

Montana _____   Washington _____

Nebraska _____   West Virginia _____

Nevada _____   Wisconsin _____

New Hampshire _____   Wyoming _____

PAGE 2

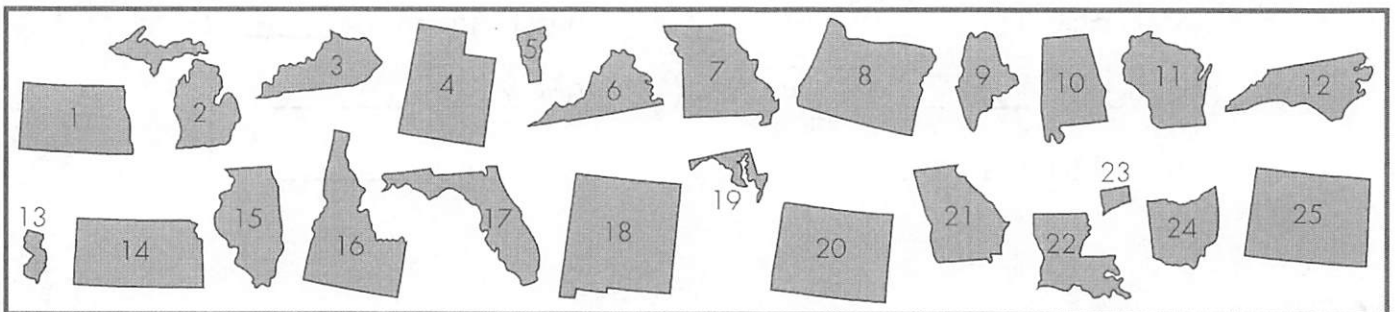# Scrambled States!

Unscramble the names of the states below. If you need a hint, take a look at the picture bank!

1. THSOU KDAOTA
_ _ _ _ _   _ _ _ _ _ _

2. CMIHGAIN
_ _ _ _ _ _ _ _

3. YKNETKUC
_ _ _ _ _ _ _ _

4. AUTH
_ _ _ _

5. TEMOVRN
_ _ _ _ _ _ _

6. GANIIVR
_ _ _ _ _ _ _

7. SMIUSRIO
_ _ _ _ _ _ _ _

8. GEONOR
_ _ _ _ _ _

9. IMEAN
_ _ _ _ _

10. ABAALAM
_ _ _ _ _ _ _

11. CISSIWNON
_ _ _ _ _ _ _ _ _

12. HRNTO RALOACIN
_ _ _ _ _   _ _ _ _ _ _ _ _

13. EWN EYEJSR
_ _ _   _ _ _ _ _ _

14. SKASAN
_ _ _ _ _ _

15. LSINIOIL
_ _ _ _ _ _ _ _

16. HAIDO
_ _ _ _ _

17. LDAFORI
_ _ _ _ _ _ _

18. WNE CMIXOE
_ _ _   _ _ _ _ _ _

19. YADARNLM
_ _ _ _ _ _ _ _

20. GYMONIW
_ _ _ _ _ _ _

21. OEGGIAR
_ _ _ _ _ _ _

22. SOAILIANU
_ _ _ _ _ _ _ _ _

23. TNCIOTCCEUN
_ _ _ _ _ _ _ _ _ _ _

24. HIOO
_ _ _ _

25. DOOLACRO
_ _ _ _ _ _ _ _

Picture Bank:

More Scrambled States!

Unscramble the names of the states below. If you need a hint, take a look at the picture bank!

1. NAMOANT
   _ _ _ _ _ _ _

2. NWE PHIMAHSER
   _ _ _ _ _ _ _ _ _ _ _ _ _

3. HOAMOALK
   _ _ _ _ _ _ _ _

4. WAIO
   _ _ _ _

5. DAIANIN
   _ _ _ _ _ _ _

6. RZAINOA
   _ _ _ _ _ _ _

7. HEDOR ALSIDN
   _ _ _ _ _ _ _ _ _ _ _

8. NESTEESEN
   _ _ _ _ _ _ _ _ _

9. AXETS
   _ _ _ _ _

10. FLACOINARI
    _ _ _ _ _ _ _ _ _ _

11. EWN KYOR
    _ _ _ _ _ _ _

12. STMINEANO
    _ _ _ _ _ _ _ _ _

13. DANVAE
    _ _ _ _ _ _

14. SACASHETUSTMS
    _ _ _ _ _ _ _ _ _ _ _ _ _

15. RNHOT KADOAT
    _ _ _ _ _ _ _ _ _ _ _

16. GOHIWANTSN
    _ _ _ _ _ _ _ _ _ _

17. RASKAANS
    _ _ _ _ _ _ _ _

18. YALNPNEVIANS
    _ _ _ _ _ _ _ _ _ _ _ _

19. STEW NGIIVAIR
    _ _ _ _ _ _ _ _ _ _ _ _

20. PSIPISIMSSI
    _ _ _ _ _ _ _ _ _ _ _

21. UTSHO OCRAILAN
    _ _ _ _ _ _ _ _ _ _ _ _ _

22. WEAREALD
    _ _ _ _ _ _ _ _

23. IHAIAW
    _ _ _ _ _ _

24. BANEKASR
    _ _ _ _ _ _ _ _

25. KASAAL
    _ _ _ _ _ _

Picture Bank:
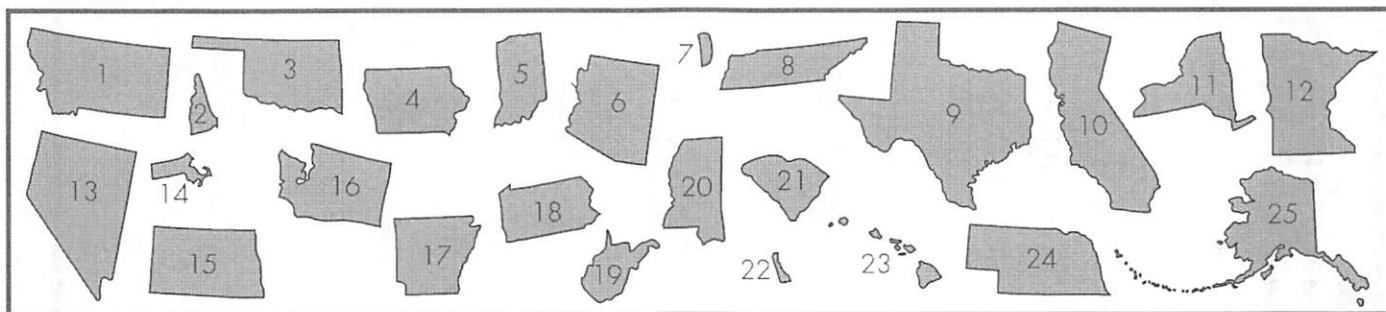
Extreme State Facts

Match each extreme fact to its state!

- The 49th state added to the United States also has the highest point in the U.S. (Mt. McKinley is 20,320 feet above sea level.)

- This western state has the largest salt lake in the western hemisphere. (The Great Salt Lake covers an average of 1700 square miles.)

- This southern state has the largest underground cave in the world. (The Mammoth - Flint cave system is 300 miles long.)

- This western state is home to the oldest living things in the world. (General Sherman, a 3500 year old tree, and a stand of 4000 year old bristlecone pines.)

- This midwestern state has the smallest population in the United States. (Monowi has a poplation of 1.)

California

Nebraska

Kentucky

Utah

Alaska

Notable State Facts

Molly has collected her state facts, but can't remember which facts go with which states. Can you help her by drawing a line between the facts and their matching states?

- This state is home to Grasshopper Glacier, named for the grasshoppers that can still be seen frozen in the ice.

- This state is the largest producer of maple syrup in the United States.

- Graceland, Elvis Presley's estate and burial site, is found in this state.

- This state is the site of the famous car race, the Indy 500.

- NASA is the headquarters for all piloted U.S. space projects and is found in this state.

- 'Iolani Palace, the only royal palace in the United States, is found in this state.

Texas

Indiana

Tennessee

Hawaii

Vermont

Montana

Going to the Coast

Match each fact with its east coast state!

- The most easterly point in the United States, West Quoddy Head, is found in this state.

- This state is where the Boston Tea Party occured in 1773.

- The first battle of the Civil War took place at Fort Sumter in this state.

- Noah Webster, the author of the first dictionary, was born in this state in 1807.

- Known as the Venice of America, the city of Fort Lauderdale has 185 miles of local waterways and is found in this state.

Florida

Maine

Connecticut

Massachusetts

South Carolina
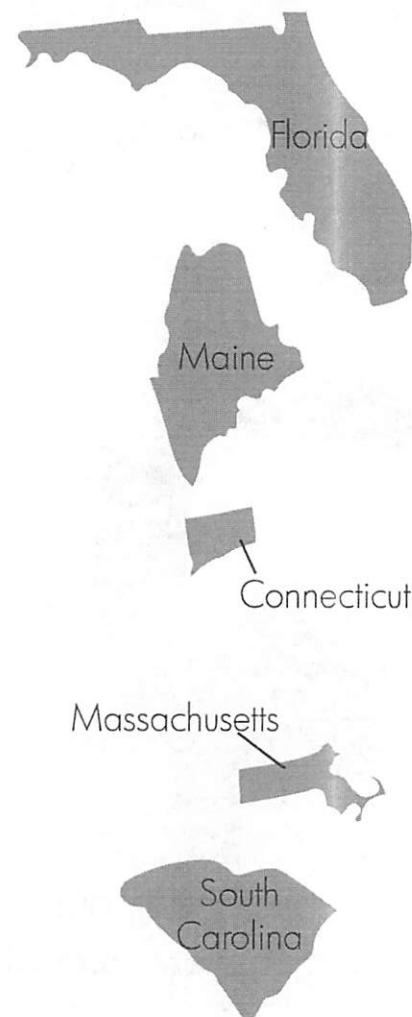
Road Trip Across the U.S.A.

Tammy's family is taking a road trip! They want to visit the seven capital cities marked on the map. Draw a route for them to take and fill in the names of all the states they are going to pass through!

Sacramento

Carson City

Topeka

Jefferson City

Frankfurt

Santa Fe

Phoenix

If you were taking a road trip what states would you pass through? Draw your route above with a different colored pen.

Name These States: The West

Fill in the names of the western states to complete the map below!

North Dakota
Minnesota
South Dakota
Wisconsin
Michigan
Iowa
Nebraska
Illinois
Indiana
Ohio
Kansas
Missouri
Oklahoma
Arkansas
Tennessee
Kentucky
Texas
Louisiana
Mississippi
Alabama
Georgia
Florida
South Carolina
North Carolina
Virginia
West Virginia
Pennsylvania
New York
New Hampshire
Vermont
Maine
Massachusetts
Rhode Island
Connecticut
New Jersey
Delaware
Maryland
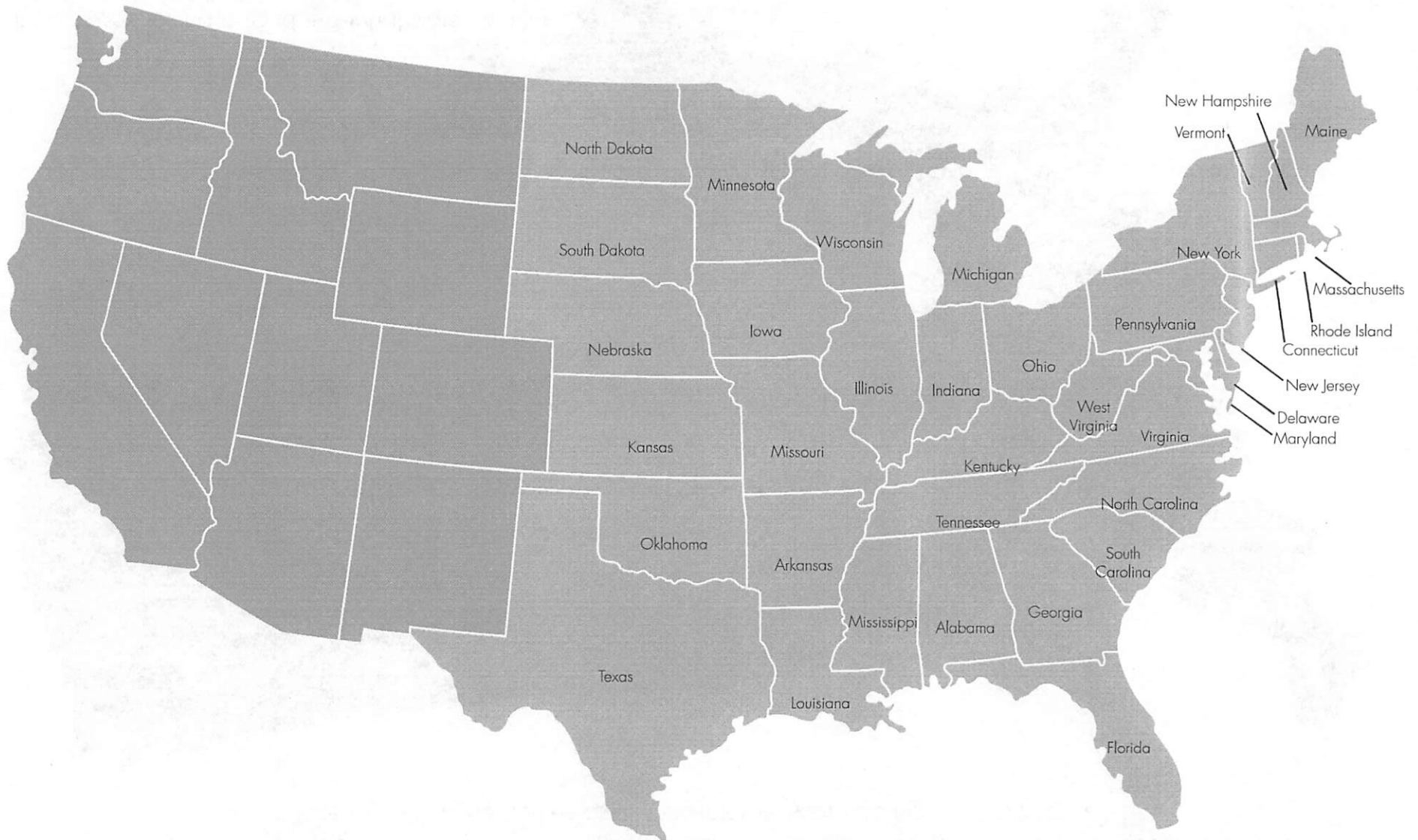
Name These States: The Midwest

Fill in the names of the mid-western states to complete the map below!

Washington

Montana

Oregon

Idaho

Wyoming

Nevada

Utah

California

Colorado

Arizona

New Mexico

Texas

Oklahoma

Arkansas

Louisiana

Mississippi

Alabama

Georgia

Florida

Tennessee

Kentucky

West Virginia

Virginia

North Carolina

South Carolina

Pennsylvania

New York

New Hampshire

Vermont

Maine

Massachusetts

Rhode Island

Connecticut

New Jersey

Delaware

Maryland
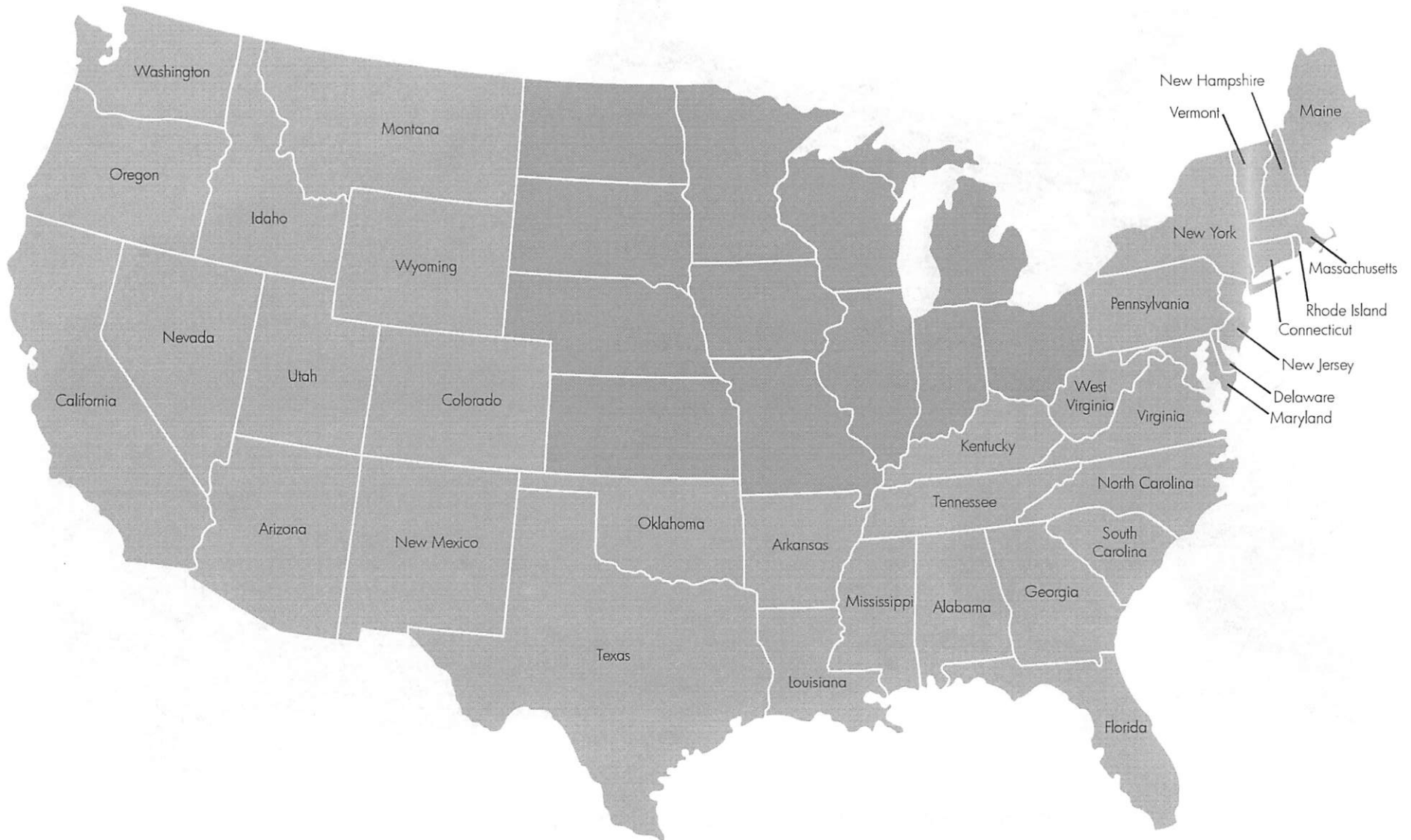
Name These States: The South

Fill in the names of the southern states to complete the map below!

Washington
New Hampshire
Vermont
Maine
Montana
North Dakota
Minnesota
Oregon
Idaho
Wisconsin
New York
South Dakota
Michigan
Wyoming
Massachusetts
Rhode Island
Connecticut
Nevada
Pennsylvania
Iowa
New Jersey
Utah
Nebraska
Ohio
Delaware
Illinois
Indiana
Maryland
California
Colorado
Kansas
Missouri
Arizona
New Mexico
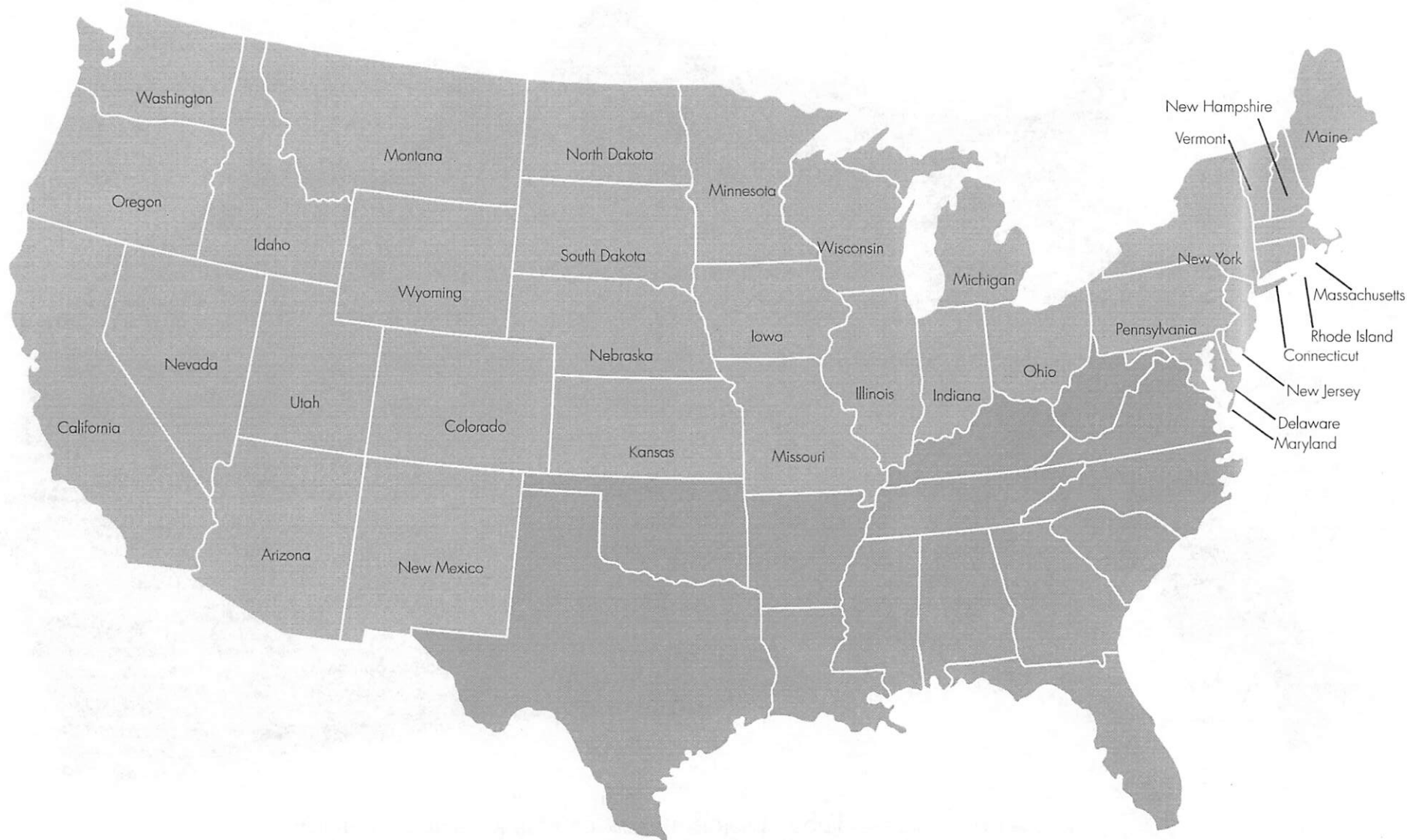
Name These States: The East Coast

Fill in the names of the east coast states to complete the map below! The six states in orange form New England.
Note that some of the east coast states are also southern states.

Washington
Montana
North Dakota
Minnesota
Oregon
Idaho
Wisconsin
South Dakota
Michigan
Wyoming
Iowa
Nevada
Nebraska
Ohio
Utah
Illinois
Indiana
California
Colorado
West Virginia
Kansas
Missouri
Kentucky
Tennessee
Arizona
Oklahoma
New Mexico
Arkansas
Mississippi
Alabama
Texas
Louisiana
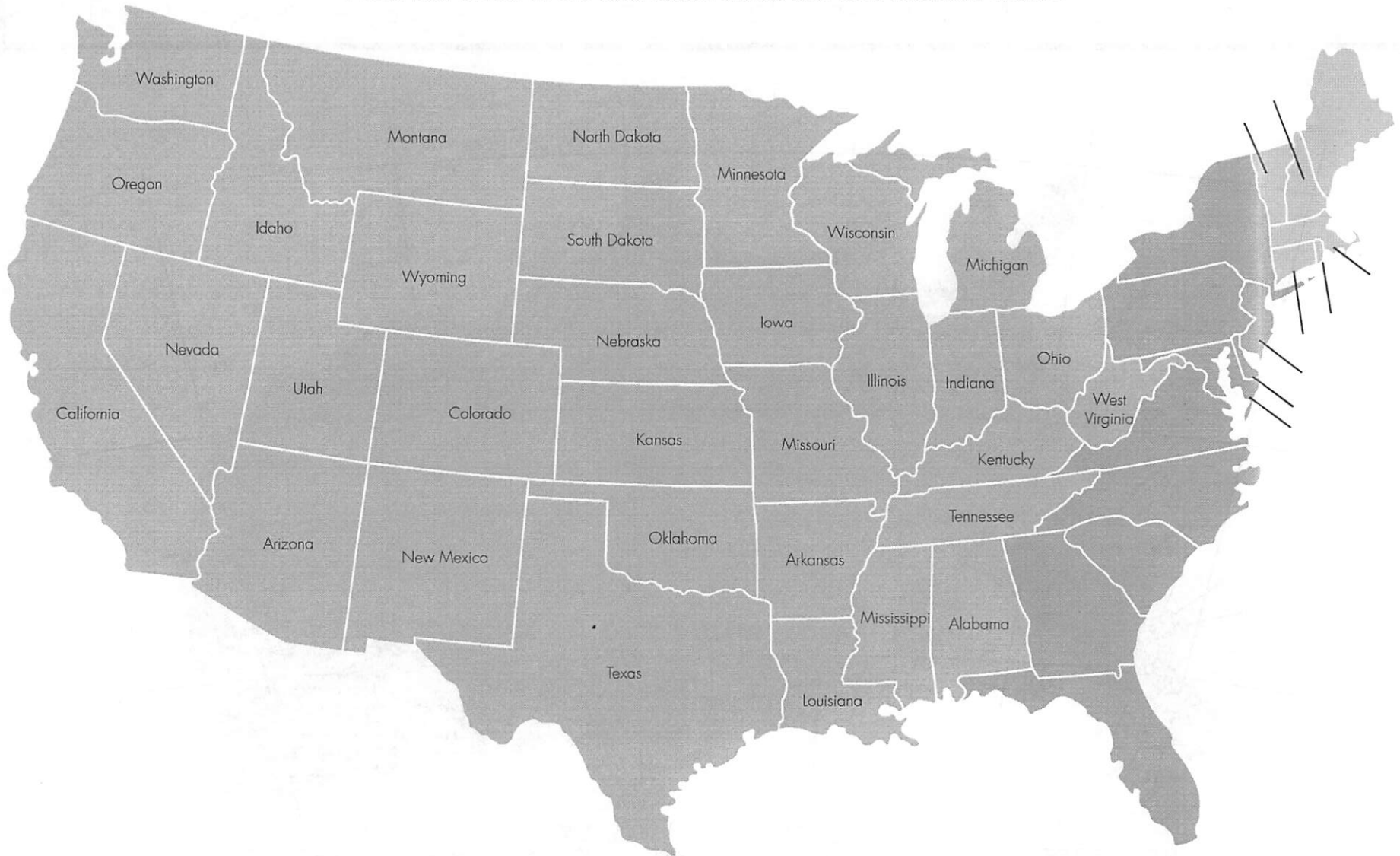
Launch Coordinates

Casey is looking for the perfect place to launch his rocket ship. He has found 4 possible locations.
Use the coordinates below to locate the 4 states that Casey can launch from.
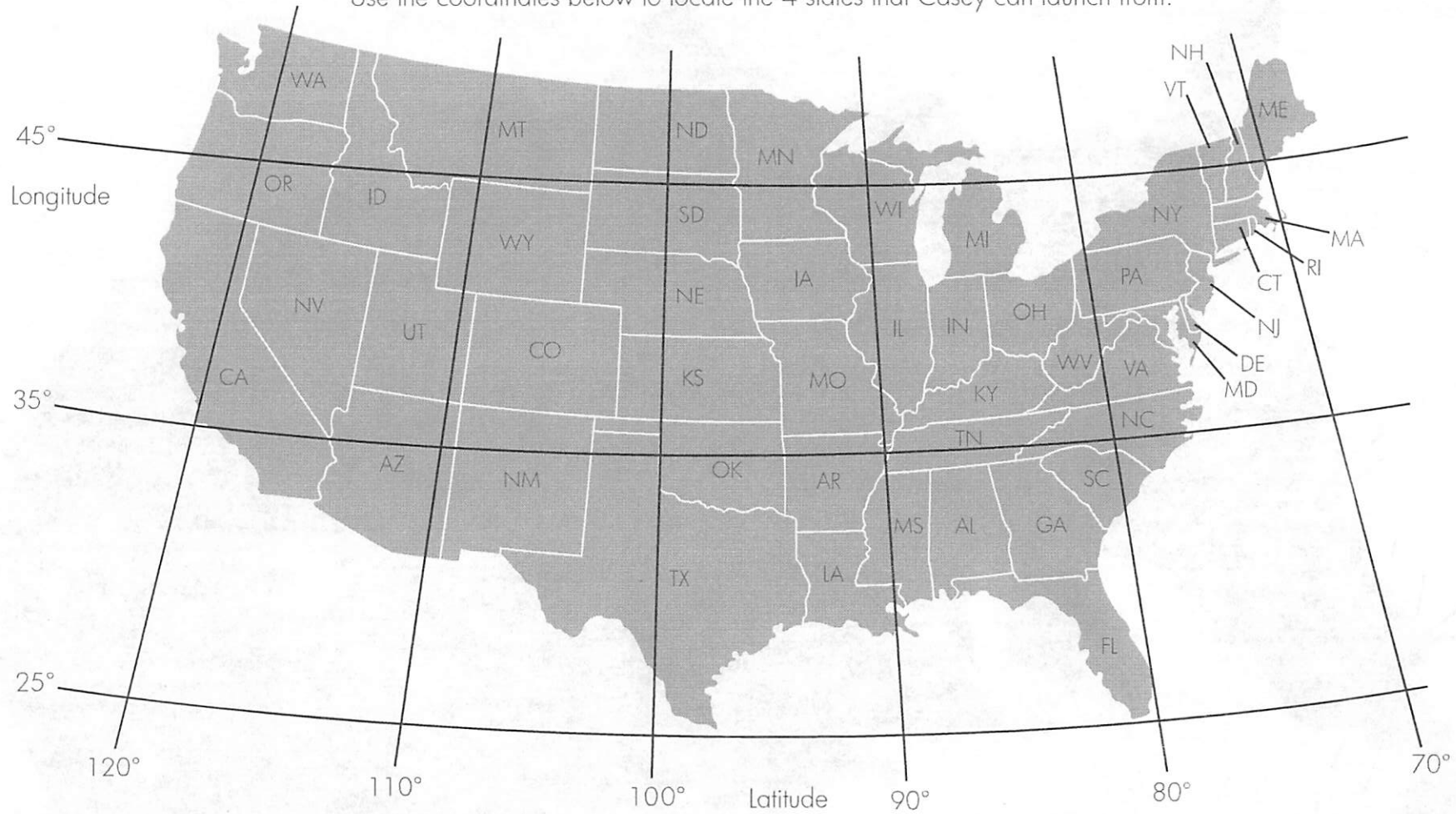
1. This location is at 30° north and 97° west: _____

2. This location is at 41° north and 78° west: _____

3. This location is at 39° north and 120° west: _____

4. This location is at 46° north and 108° west: _____

State Coordinates

Can you name the states located at the coordinates given below?

longitude

Latitude
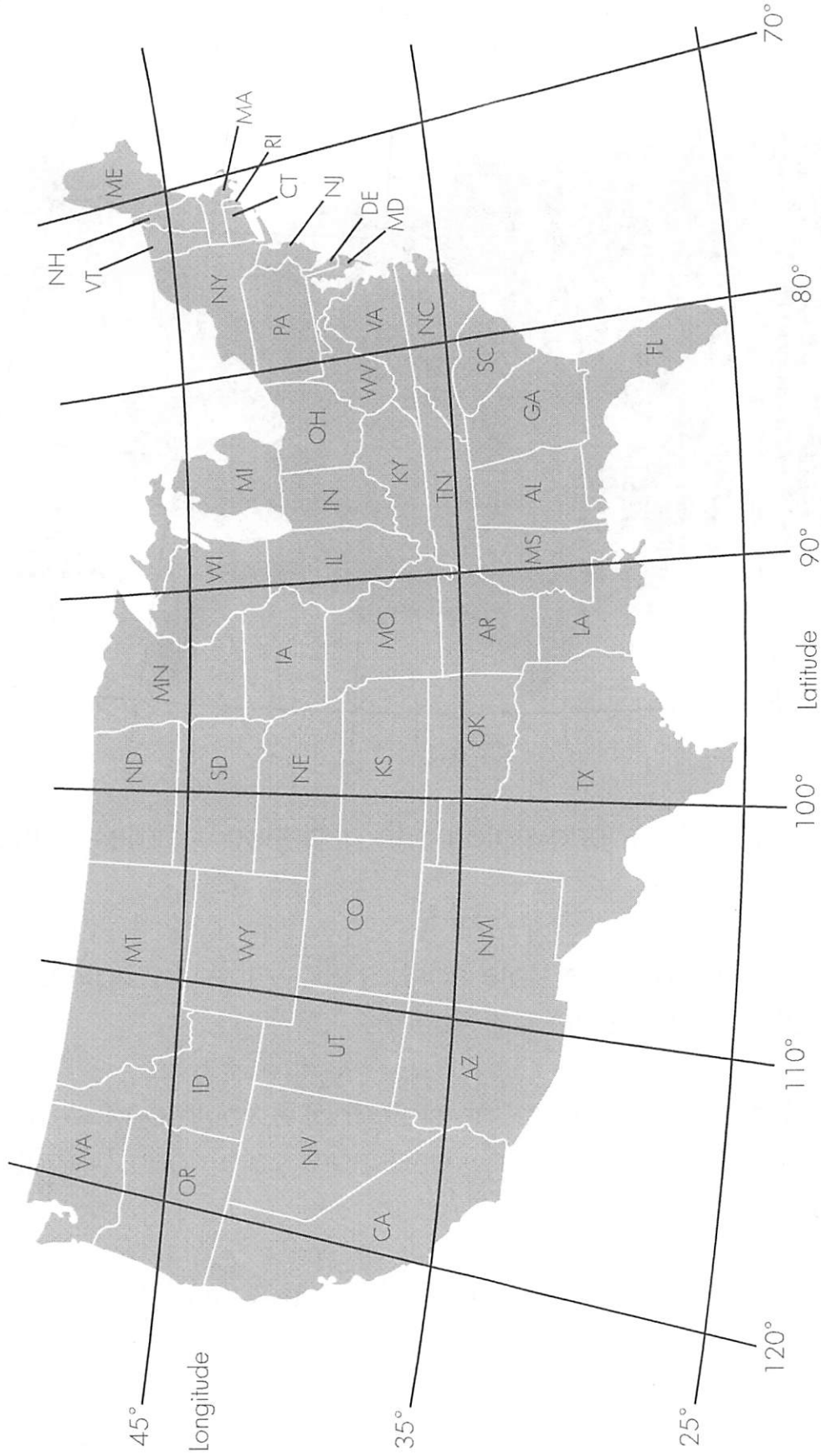
1. This location is at 37° north and 105° west: _____   2. This location is at 27° north and 82° west: _____

3. This location is at 44° north and 75° west: _____   4. This location is at 38° north and 91° west: _____

State Scavenger Hunt

Zach and Ronnie are on a state scavenger hunt.
Use the clues below to help them find the states they're looking for!
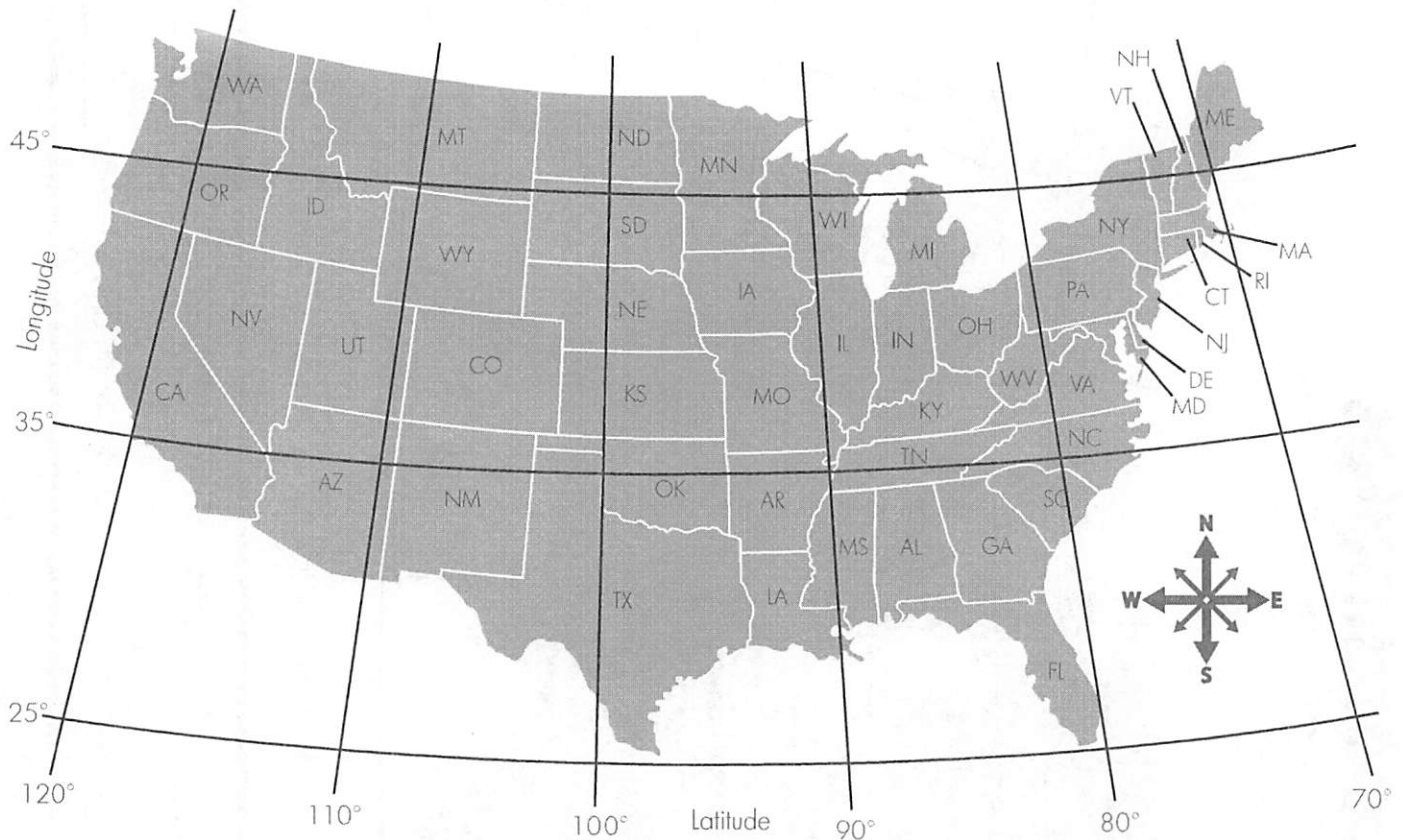
1. Start in Wyoming. Move one state north and then 3 states to the east. What state are you in?

2. Start in Alabama. Move one state north. Follow the 35° latitude line west 4 states. What state are you in?

3. Start in east Michigan. Move to the state that is south and east. Move one state northeast. Then go one more state north. What state are you in?

4. Start in South Dakota. Follow the 100° longitude line 2 states south. Go 2 states west. Then go to the bordering northwest state. What state are you in?

How many states can you name that start with these letters?

A _____
_____
_____
_____
C _____
_____
_____
_____
D _____
F _____
G _____
H _____
I _____
_____
_____
_____
K _____
_____

L _____
M _____
_____
_____
_____
_____
_____
_____
_____
_____
N _____
_____
_____
_____
_____
_____

O _____
_____
_____
P _____
R _____
S _____
_____
T _____
_____
U _____
V _____
_____
W _____
_____
_____
_____

The United States of America

Washington
Oregon
Idaho
Montana
North Dakota
Minnesota
Wisconsin
New Hampshire
Vermont
Maine
New York
Massachusetts
Rhode Island
Connecticut
New Jersey
Delaware
Maryland
Nevada
Utah
Wyoming
South Dakota
Michigan
Pennsylvania
Ohio
California
Colorado
Nebraska
Iowa
Illinois
Indiana
West Virginia
Virginia
Arizona
New Mexico
Kansas
Missouri
Kentucky
North Carolina
Tennessee
Oklahoma
Arkansas
South Carolina
Texas
Mississippi
Alabama
Georgia
Louisiana
Florida

Hawaii
Alaska

N
W
E
S

LET'S TRAVEL TO THAILAND!

I. MATCH THE LANDMARKS USING THE FOLLOWING CHOICES:

_____ TEMPLE OF DAWN

_____ AYUTTHAYA

_____ GRAND PALACE

_____ BANGKOK FLOATING MARKETS

II. MATCH THE FOLLOWING DESCRIPTIONS WITH THE LANDMARKS GIVEN:

_____ IS A KHMER–STYLE BUDDHIST TEMPLE AND IS CONSIDERED TO BE THE MOST PHOTOGRAPHED TEMPLE IN BANGKOK

_____ HOME OF THE THAI KING, THE ROYAL COURT AND THE ADMINISTRATIVE SEAT OF GOVERNMENT

_____ A CITY FILLED WITH PALACES, TEMPLES AND RELIGIOUS MONUMENTS OF GREAT HISTORICAL AND CULTURAL SIGNIFI-CANCE – EVEN IN THEIR RUINED STATE

_____ MOBILE FOOD STORES SELLING ANYTHING FROM FRUIT TO OTHER DELICACIES MOVING AROUND BANGKOK

BANGKOK ★

A

B

C

D
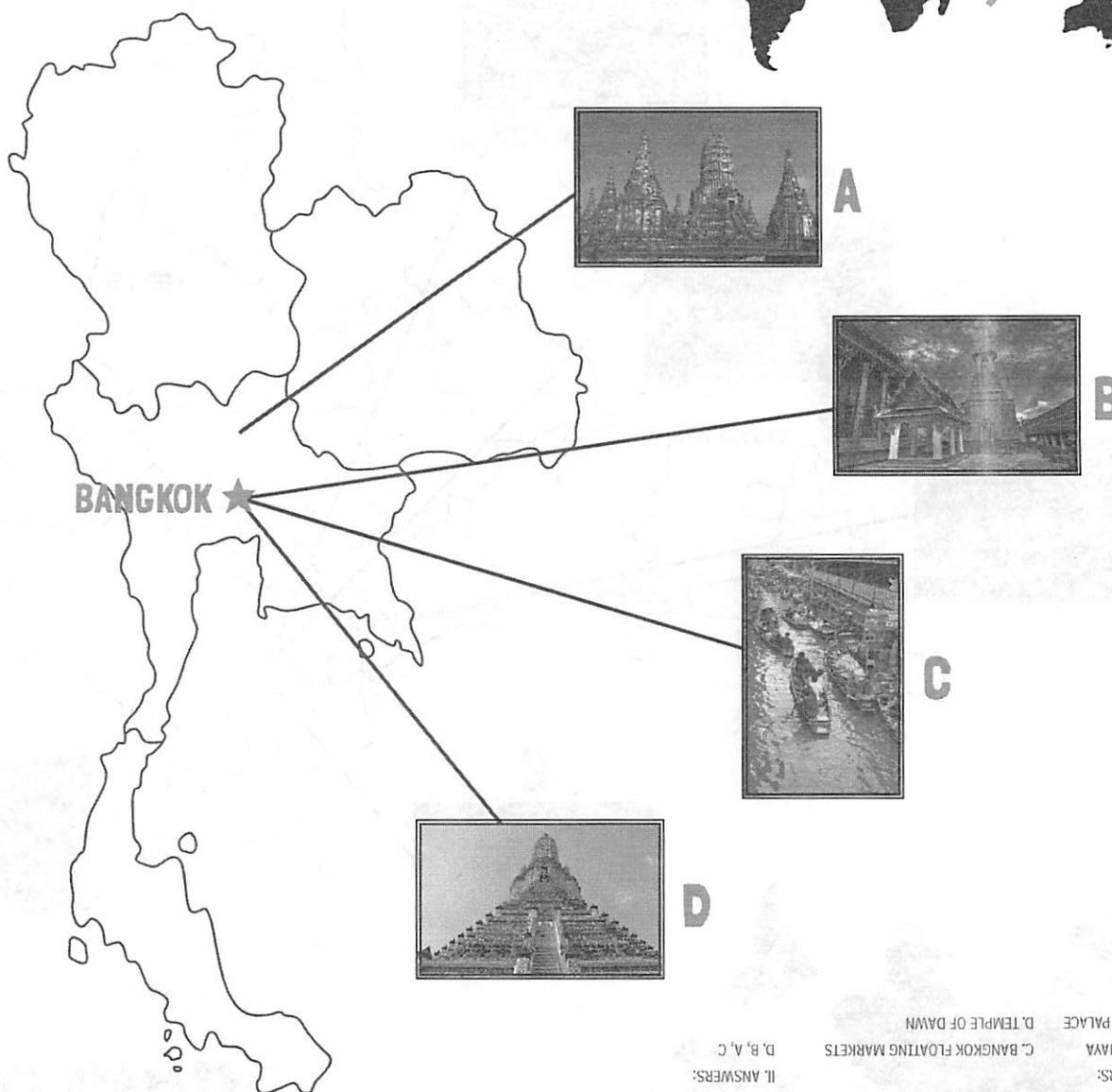
II. ANSWERS:
D, B, A, C

I. ANSWERS:
A. AYUTTHAYA
B. GRAND PALACE
C. BANGKOK FLOATING MARKETS
D. TEMPLE OF DAWN

LET'S TRAVEL TO INDIA!

I. MATCH THE LANDMARKS USING THE FOLLOWING CHOICES:

____ GOLDEN TEMPLE

____ TAJ MAHAL

____ RED FORT

____ AKSHARDHAM TEMPLE

____ LOTUS TEMPLE

II. MATCH THE FOLLOWING ITEMS:

1- JATI   3- ARYABHATTA

2- RUPEE   4- MAHATMA GANDHI

____ THE INDIAN SCIENTIST THAT INVENTED THE DIGIT ZERO

____ OFFICIAL CURRENCY OF INDIA

____ THE NATIVE TERM FOR THE HINDU CASTE SYSTEM

____ THE MOST PROMINENT POLITICAL AND SPIRITUAL LEADER DURING THE MOVEMENT FOR INDIA'S INDEPENDENCE IN THE 20TH CENTURY

A

B

★ DELHI

AGRA

C

CALCUTTA

MUMBAI

D

E
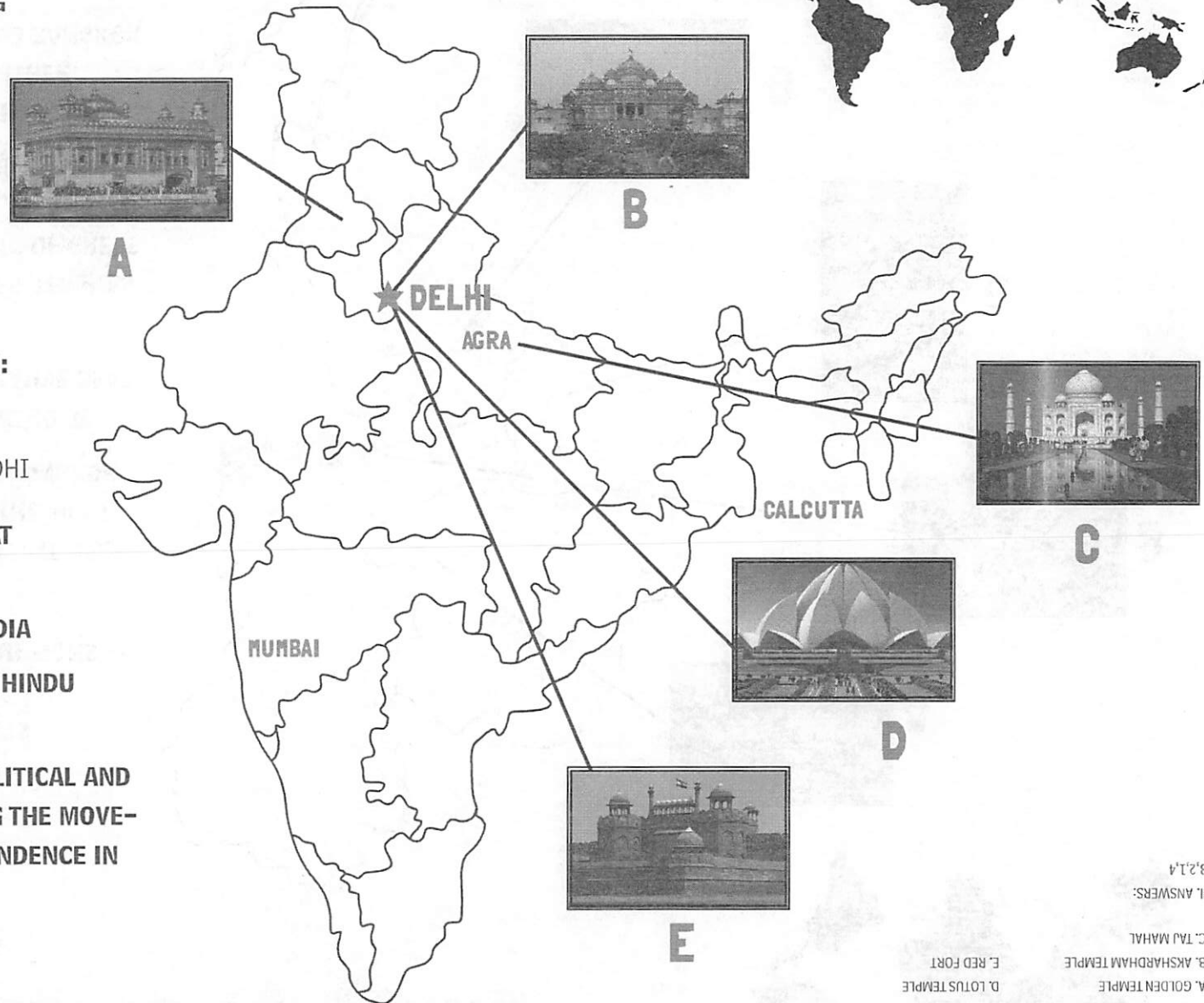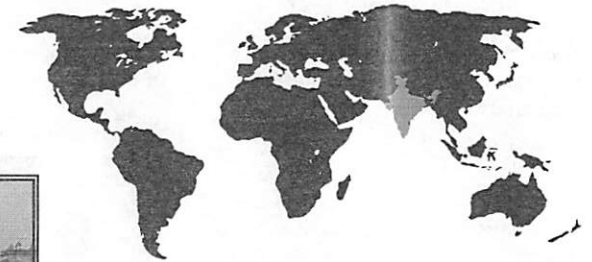
II. ANSWERS:
3, 2, 1, 4

I. ANSWERS:
A. GOLDEN TEMPLE
B. AKSHARDHAM TEMPLE
C. TAJ MAHAL
D. LOTUS TEMPLE
E. RED FORT

LET'S TRAVEL TO SPAIN!

I. MATCH THE LANDMARKS USING THE FOLLOWING CHOICES:

____ THE PRADO MUSEUM   ____ THE GUGGENHEIM MUSEUM–BILBAO

____ SAGRADA FAMÍLIA   ____ AQUEDUCT OF SEGOVIA

____ PARK GÜELL   ____ ROYAL PALACE OF MADRID

A

B

C

D

E

F

BILBAO

BARCELONA

SEGOVIA

MADRID

CORDOBA
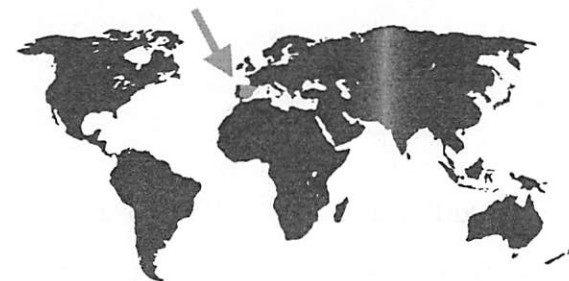
GRANADA

II. CIRCLE THE CORRECT ANSWER:

1. WHAT IS THE LARGEST CITY IN SPAIN?

BARCELONA   MADRID

VALENCIA   GRANADA

2. SPAIN IS A COUNTRY LOCATED IN SOUTH WESTERN EUROPE ON THE _____ PENINSULA?

IBERIA   BALKAN

SCANDINAVIAN   ITALIAN

3. THE MAJORITY OF THE SPANISH POPULATION IS WHAT?

MUSLIM   BUDDHIST

ROMAN CATHOLIC   PROTESTANT

LET'S TRAVEL TO BRAZIL!

I. MATCH THE LANDMARKS USING THE FOLLOWING CHOICES:

____ AMAZON RAINFOREST   ____ CHRIST THE REDEEMER

____ IGUAZU FALLS   ____ SUGARLOAF MOUNTAIN

____ AMAZONAS THEATER

MANAUS

A

B

C

D

E

★ BRASÍLIA

SÃO PAULO

RIO DE JANEIRO
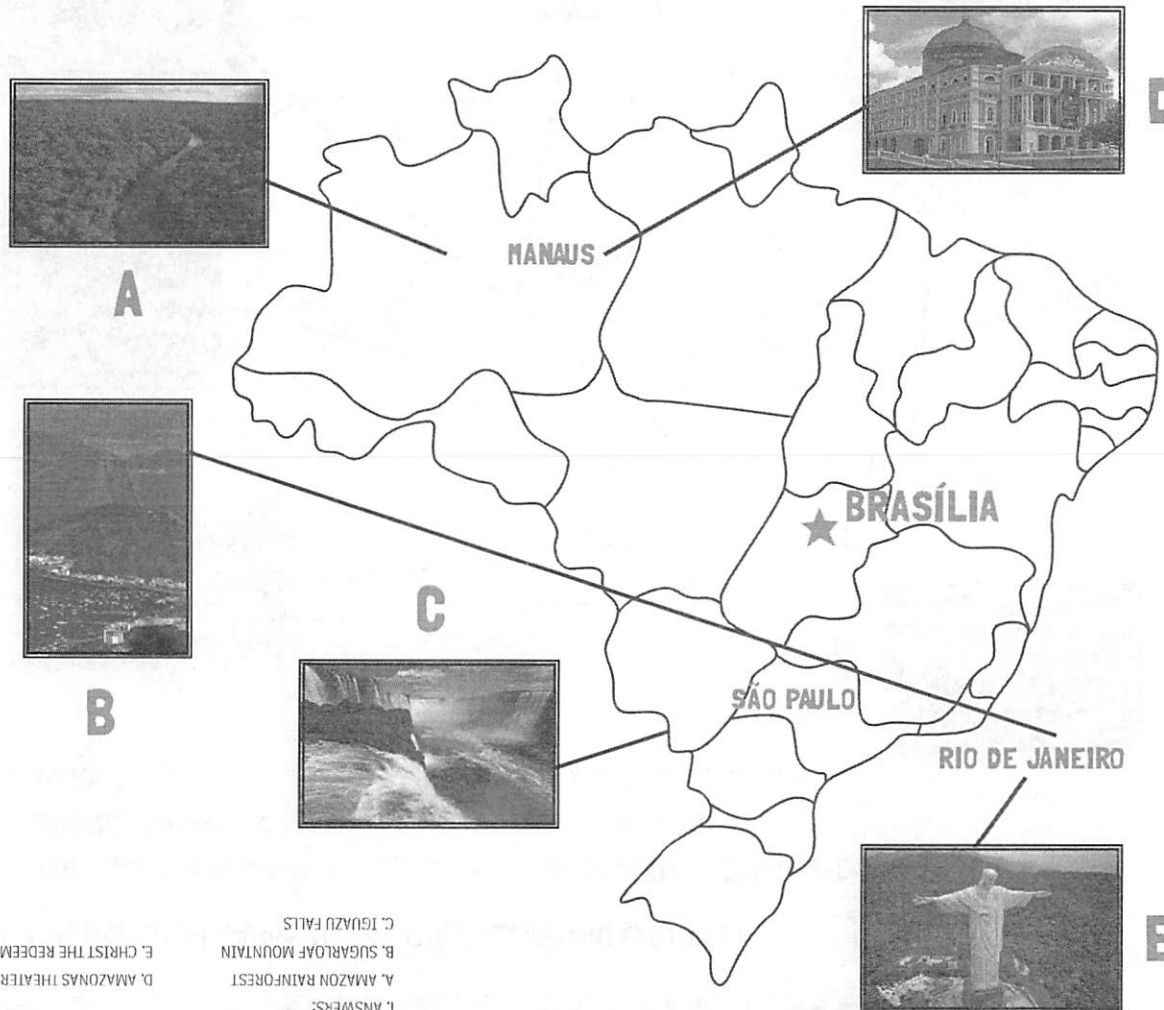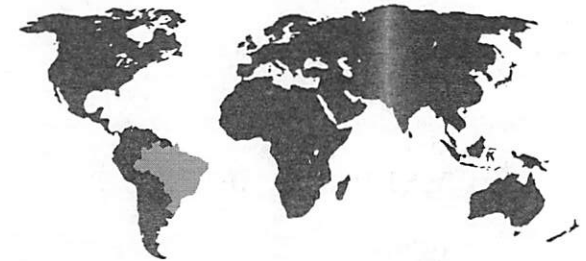
II. CIRCLE THE CORRECT ANSWER:

1. WHAT IS THE OFFICIAL LANGUAGE OF BRAZIL?

SPANISH   DUTCH

PORTUGUESE   LATIN

2. WHAT IS THE ONLY SOUTH AMERICAN MAINLAND COUNTRY OTHER THAN ECUADOR NOT TO BORDER BRAZIL?

ARGENTINA   CHILE

URUGUAY   VENEZUELA

3. WHERE ARE THE FAMOUS COPACABANA AND IPANEMA BEACHES LOCATED?

SÃO PAULO   SANTA CATARINA

RIO DE JANEIRO   FLORIANÓPOLIS

LET'S TRAVEL TO FRANCE!

I. MATCH THE LANDMARKS USING THE FOLLOWING CHOICES:

____ THE LOUVRE   ____ NOTRE DAME CATHEDRAL

____ EIFFEL TOWER   ____ ARC DE TRIOMPHE

____ PALACE OF VERSAILLES   ____ MONT SAINT MICHEL

A

E

NORMANDY

PARIS

VERSAILLES

B

D

C

F

CORSICA
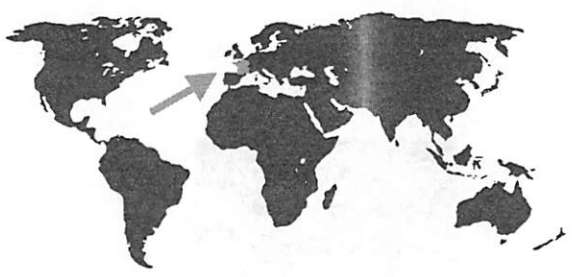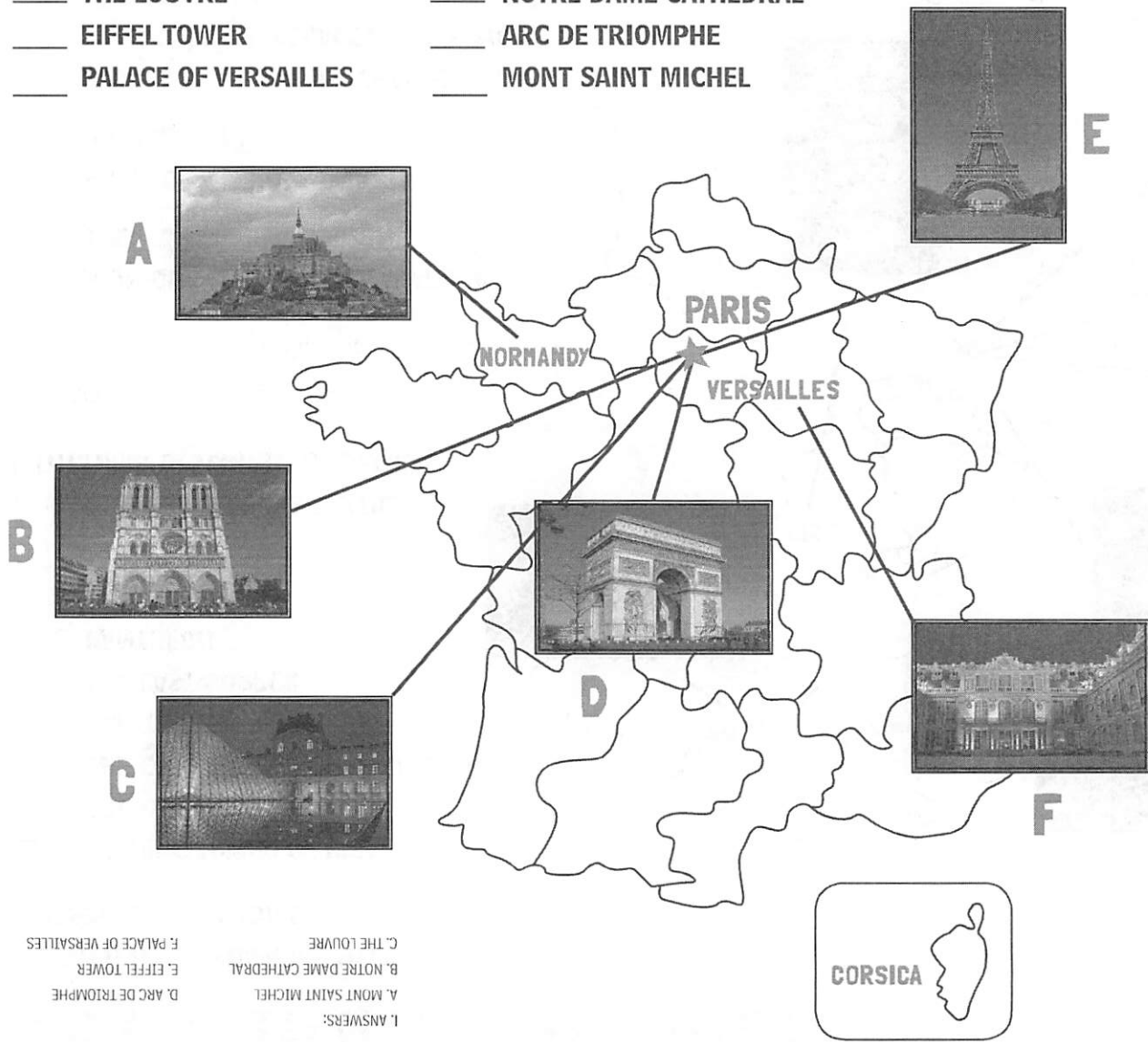
II. THE CULINARY CAPITAL OF THE WORLD, FRANCE OVERFLOWS WITH A BOUNTY OF SPECIALTY DISHES FROM VARIOUS REGIONS. BELOW IS A LIST OF SOME FOODS FOUND IN FRANCE. CROSS OUT THE ONES THAT DON'T BELONG:

ECLAIRS	FRIED CHICKEN
PIZZA	CREPES
FRENCH FRIES	PASTA BOLOGNESE
FONDUE	PIEROGIES
TRUFFLES	SUSHI
DONUTS	BAGUETTE

E. PALACE OF VERSAILLES   C. THE LOUVRE

E. EIFFEL TOWER   B. NOTRE DAME CATHEDRAL

D. ARC DE TRIOMPHE   A. MONT SAINT MICHEL

I. ANSWERS:

PASTA BOLOGNESE, PIEROGIES AND SUSHI

PIZZA, FRENCH FRIES, DONUTS, FRIED CHICKEN,

THE ONES THAT DON'T BELONG ARE:

II. ANSWERS:

LET'S TRAVEL TO ITALY!

I. MATCH THE LANDMARKS USING THE FOLLOWING CHOICES:

___ LEANING TOWER OF PISA

___ COLOSSEUM

___ THE GRAND CANAL IN VENICE

___ SAINT PETER'S BASILICA

___ THE LAST SUPPER

___ PANTHEON

___ SISTINE CHAPEL

II. MATCH THE FOLLOWING CITIES WITH THEIR DESCRIPTIONS BELOW:

1- VERONA   3- FLORENCE

2- ROME   4- VENICE

___ A UNIQUE CITY BUILT ON WATER IN THE MIDDLE OF A LAGOON

___ HOME OF THE POPE AND THE VATICAN CITY

___ ALSO KNOWN AS THE "CRADLE OF THE RENAISSANCE" BECAUSE OF ITS RICH HISTORY IN ART AND ARCHITECTURE

___ MOST FAMOUS AS THE SETTING FOR SHAKESPEARE'S ROMEO AND JULIET

LET'S TRAVEL TO GREECE!

I. MATCH THE LANDMARKS USING THE FOLLOWING CHOICES:

____ PARTHENON   ____ DELPHI THEATRE

____ METEORA   ____ MOUNT OLYMPUS

____ SANTORINI

MACEDONIA

A

B

ATHENS

C

SANTORINI

CRETE

D

E
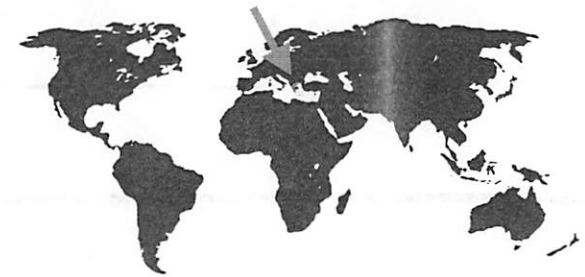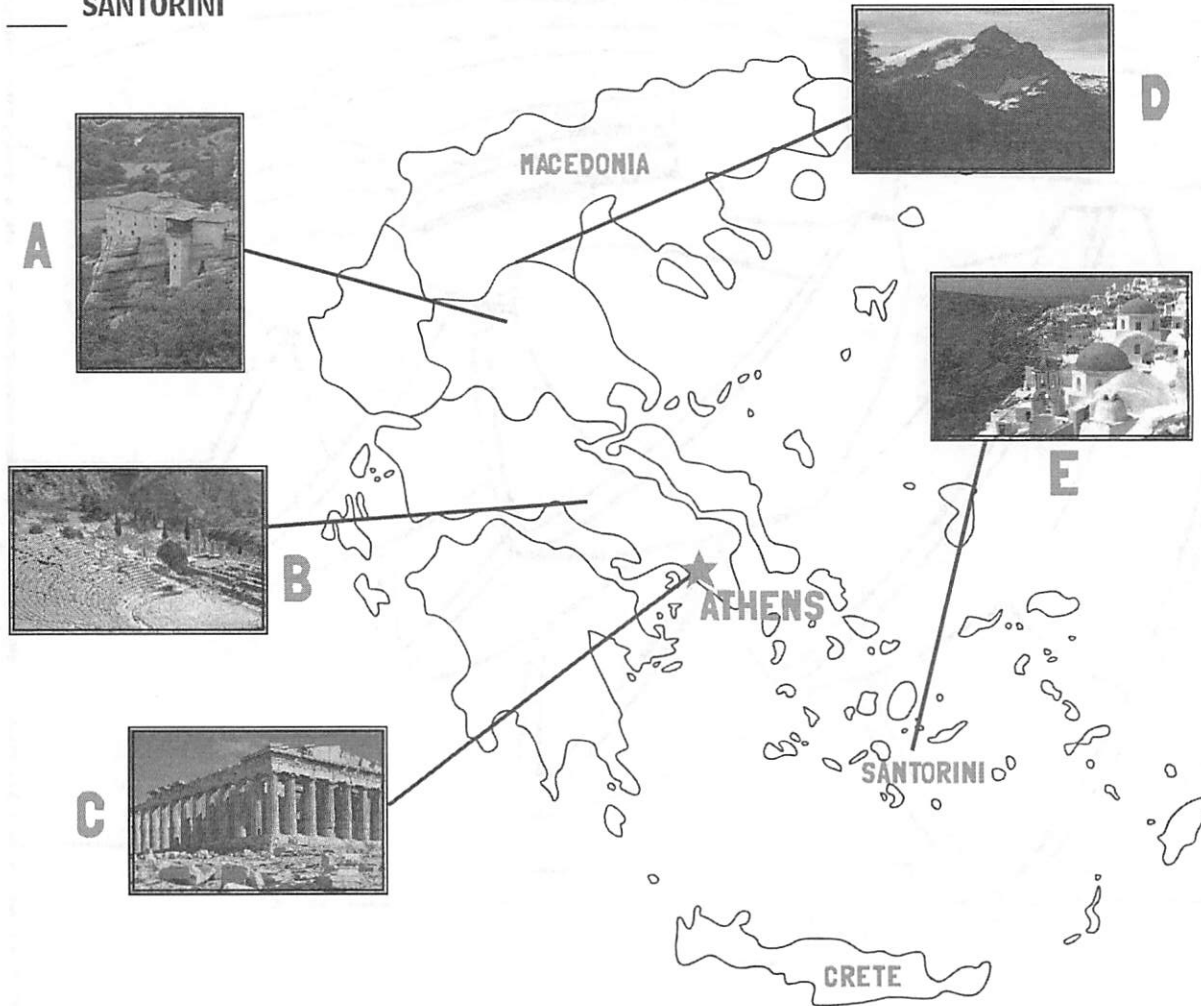
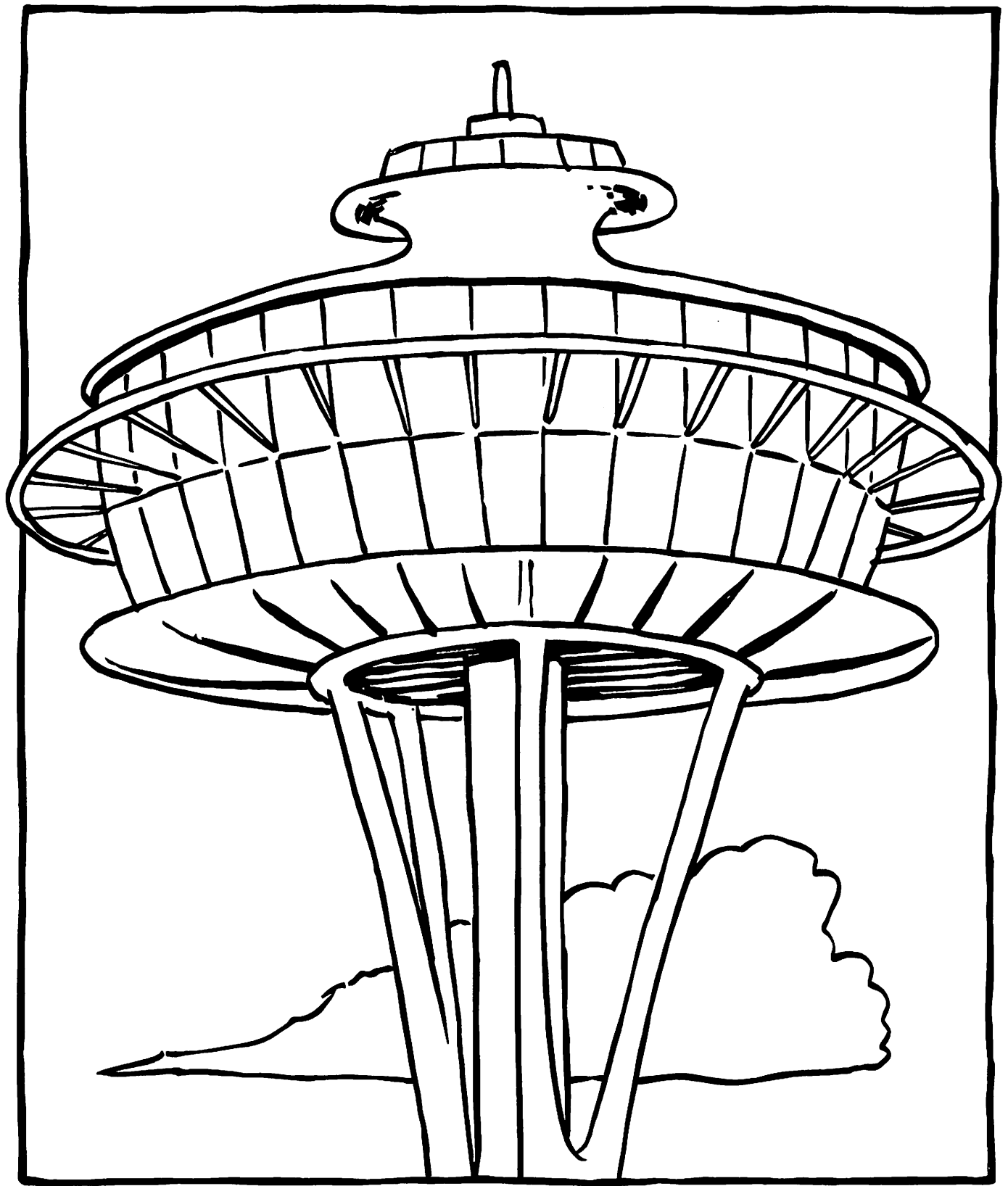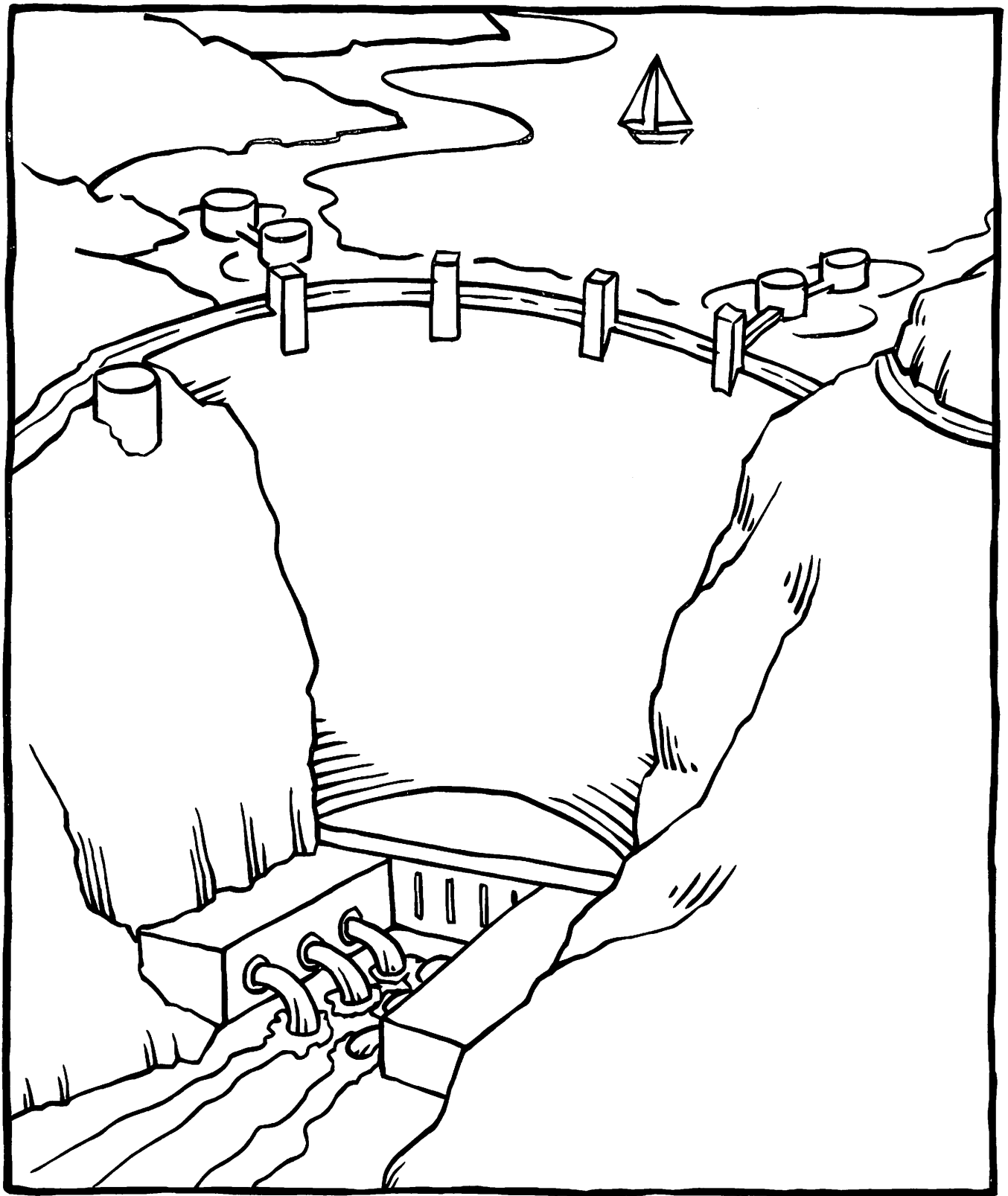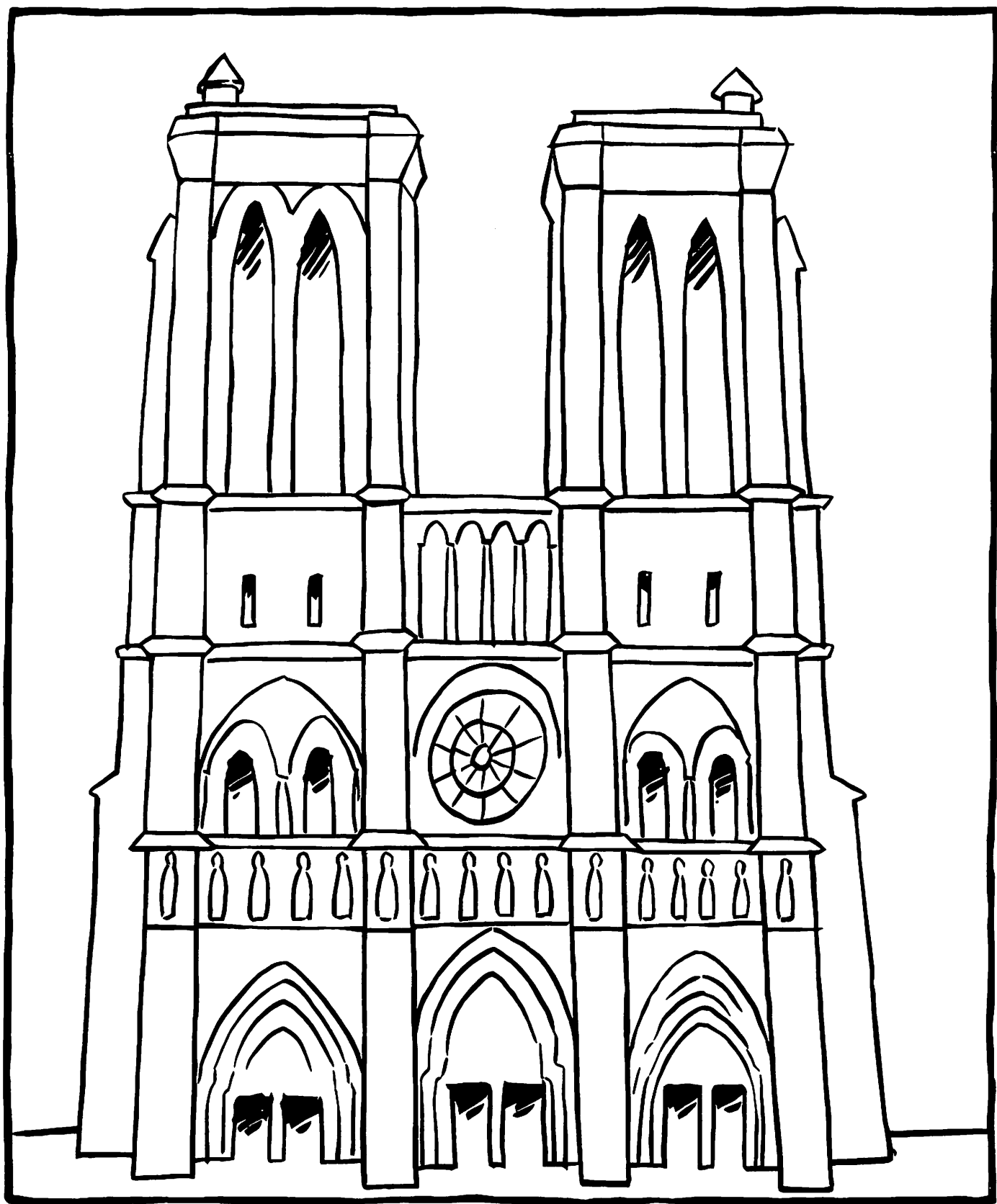## II. TRUE OR FALSE:

_____ GREECE IS ROUGHLY THE SIZE OF ALABAMA

_____ MOUNT OLYMPUS IS THE HIGHEST MOUNTAIN IN GREECE AND IS BELIEVED TO HAVE SERVED AS THE HOME OF THE ANCIENT GREEK GODS

_____ ENGLISH IS THE COUNTRY'S OFFICIAL LANGUAGE

_____ THE PARTHENON WAS DEDICATED TO THE GODDESS VENUS

_____ DEMOCRACY WAS INVENTED BY THE GREEKS
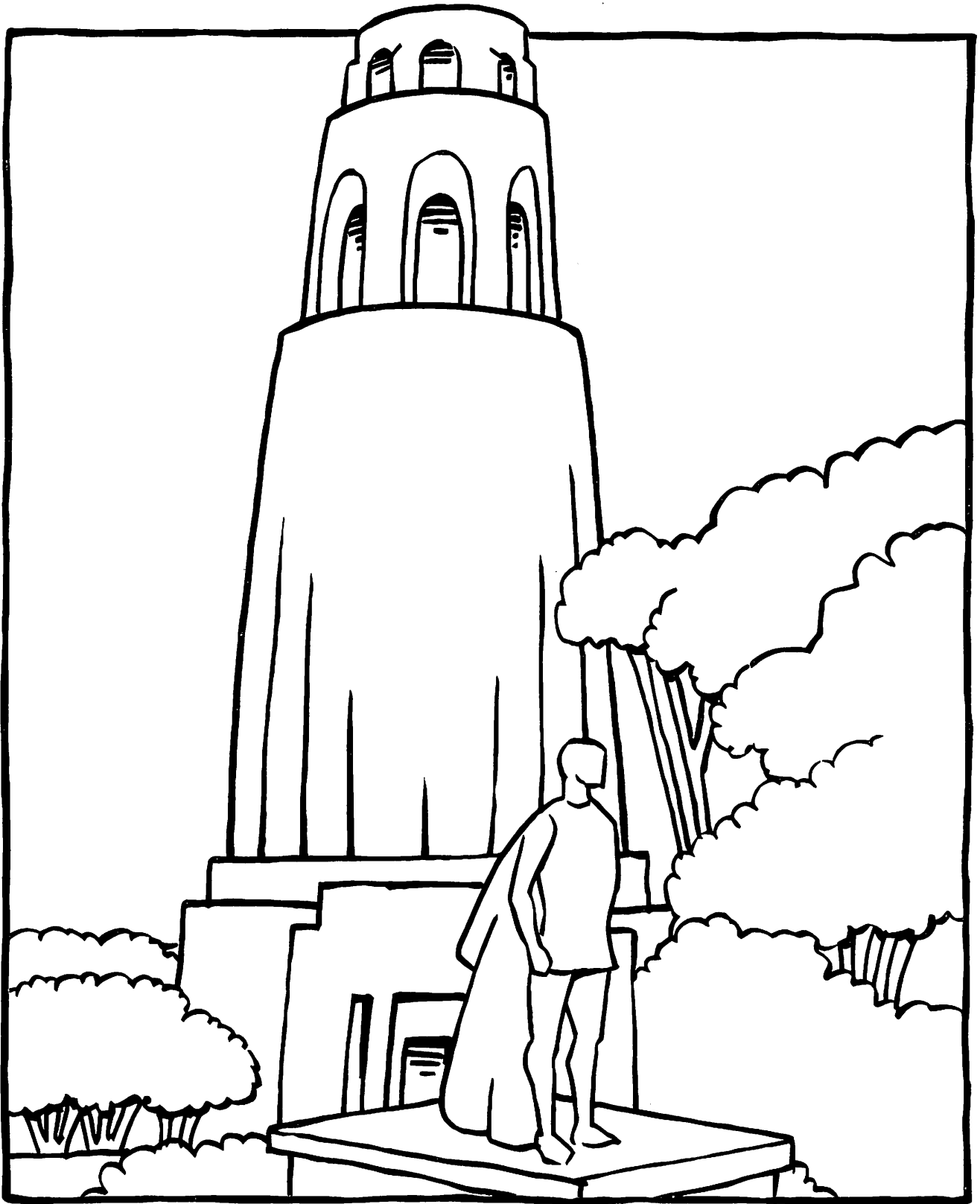
_____ THE OFFICIAL CURRENCY OF GREECE IS DIRHAM

_ _ _ _ _ _ _   _ _ _ _ _ _ _

— — — — — — —   — — —
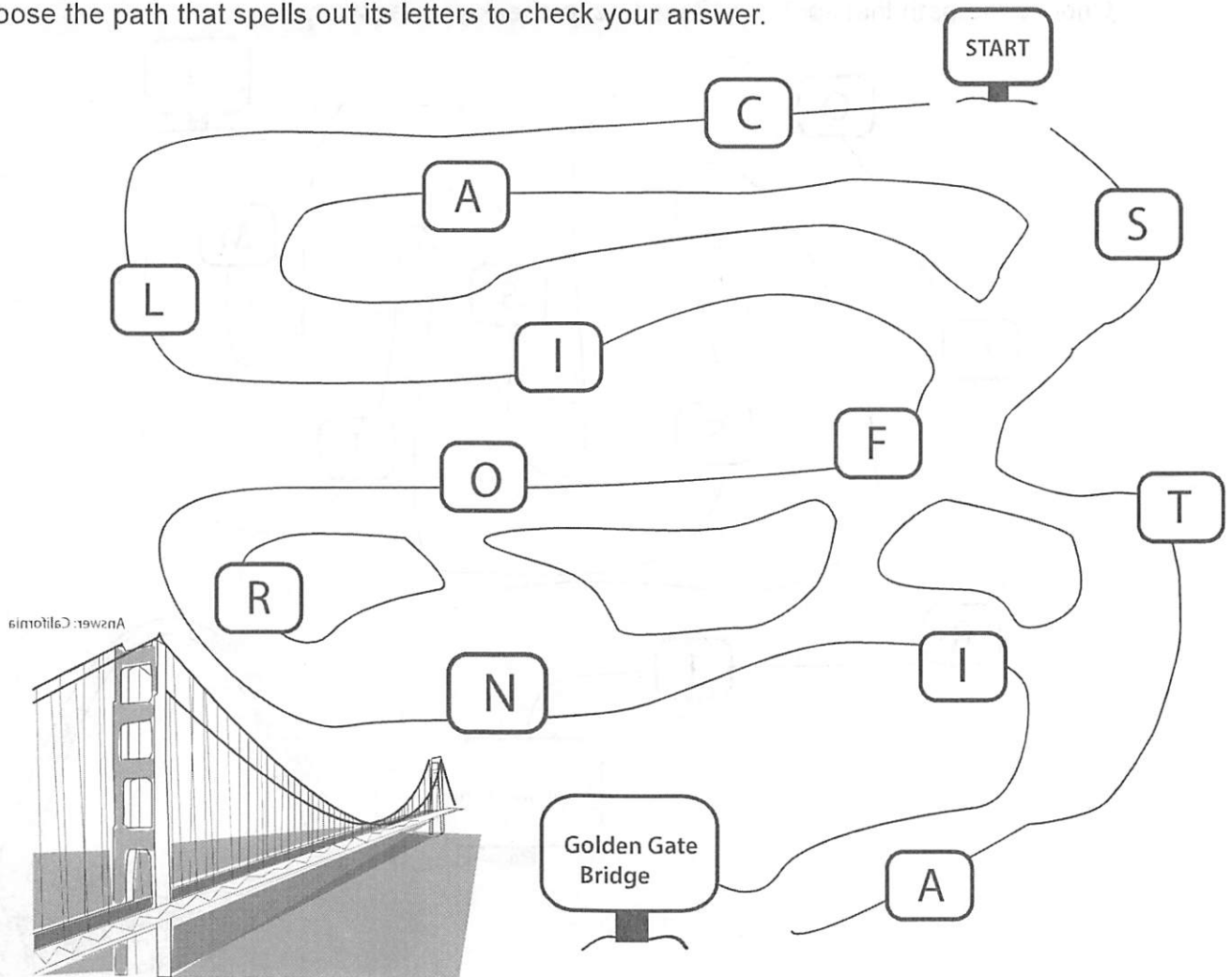
_ _ _ _ _ _ _

_ _ _ _ _   _ _ _ _
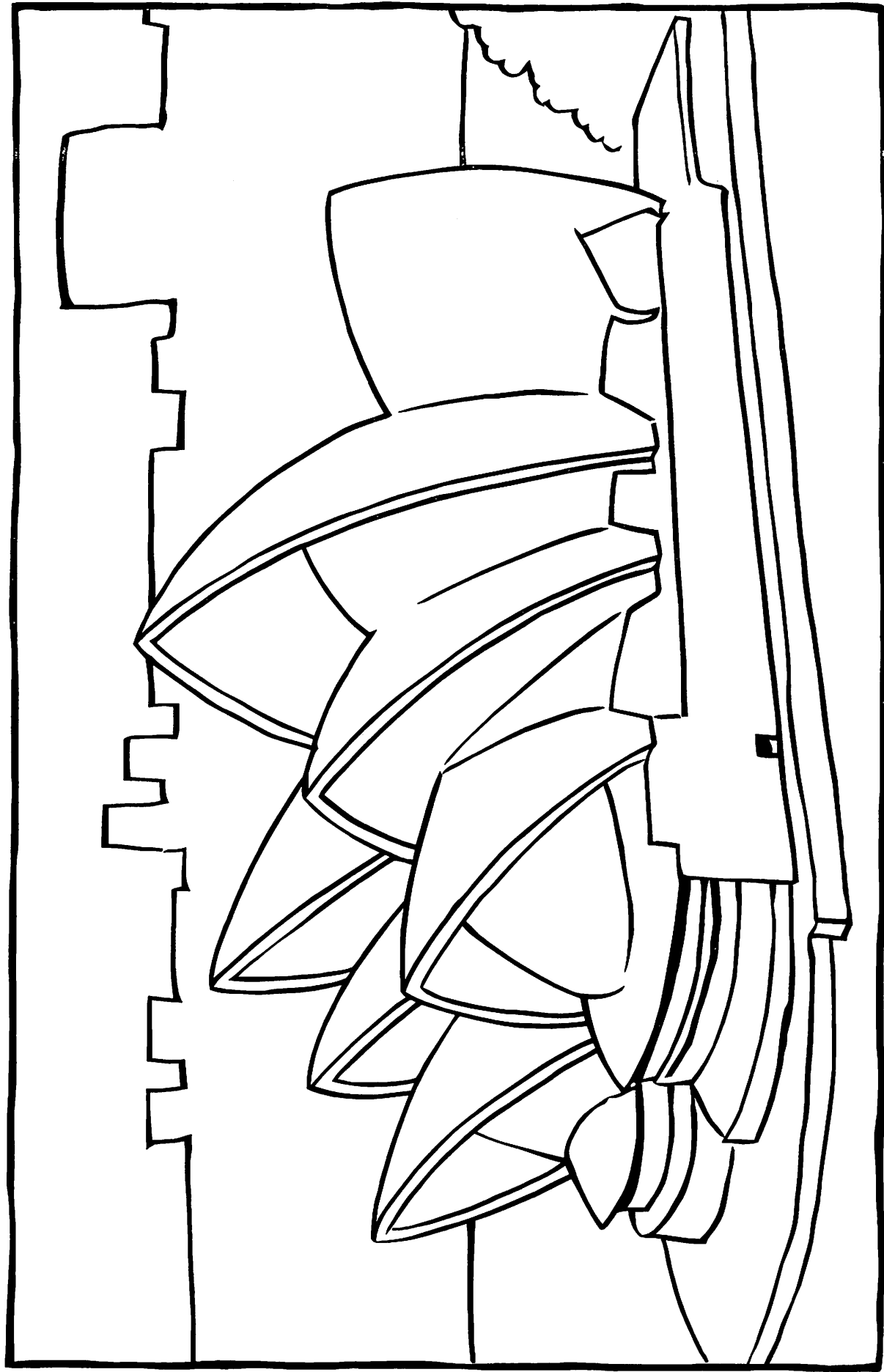
American Landmarks: Golden Gate Bridge

When this bridge was completed in 1937, it was the longest suspension bridge in the world.

Do you know what state this landmark is in?
Choose the path that spells out its letters to check your answer.

START

C

A

S

L

I

F

O

T

R

I

N

A

Golden Gate
Bridge

Answer: California

State name: ___ ___ ___ ___ ___ ___ ___ ___ ___ ___
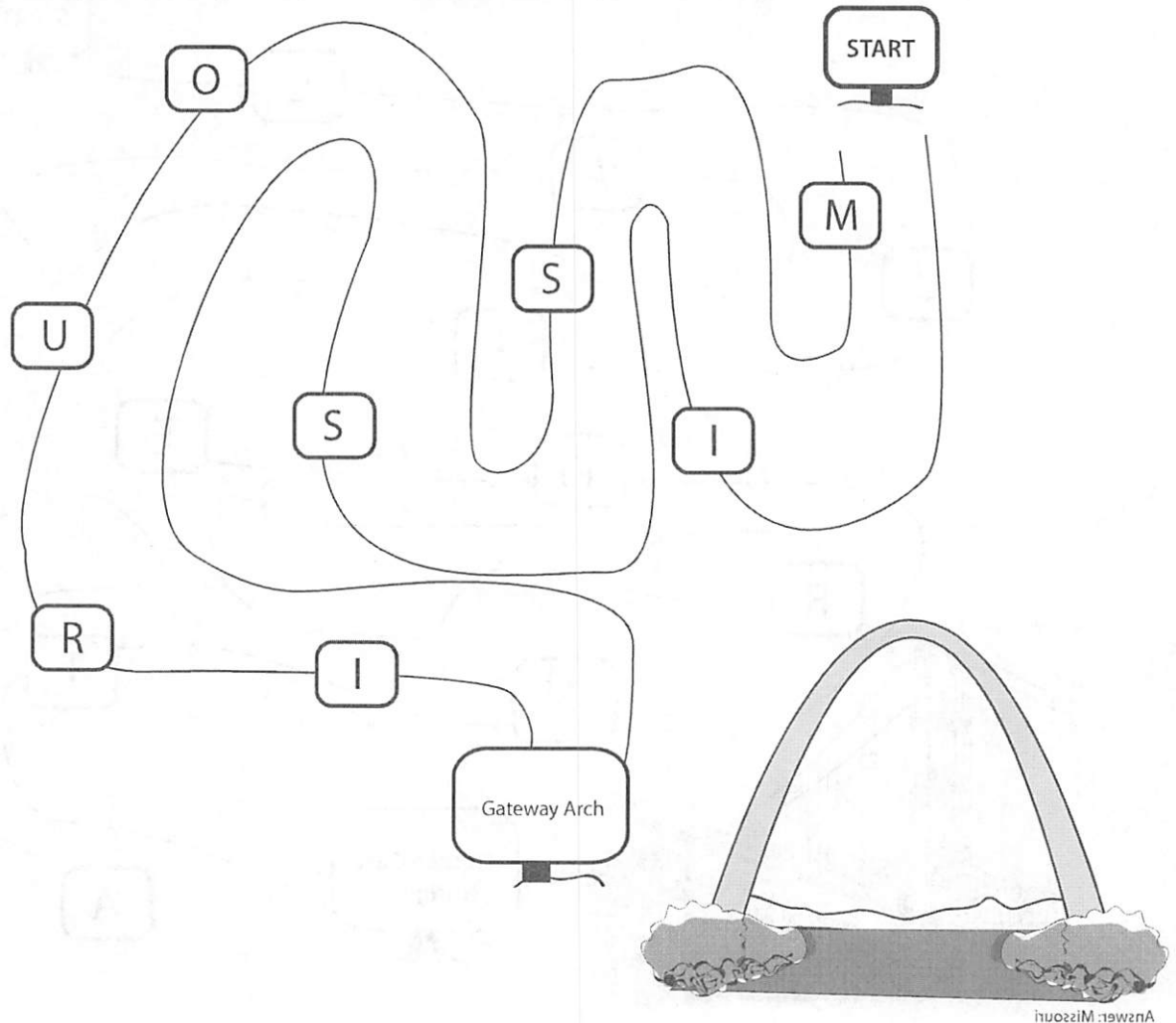
Can you find it on the map?

American Landmarks: Gateway Arch

This structure symbolizes the borderline between the eastern and the western United States.

Do you know what state this landmark is in?
Choose the path that spells out its letters to check your answer.

START

M

O

S

U

S

I

R

I

Gateway Arch

Answer: Missouri

State name: ___ __ __ __ __ __ __ __

Can you find it on the map?

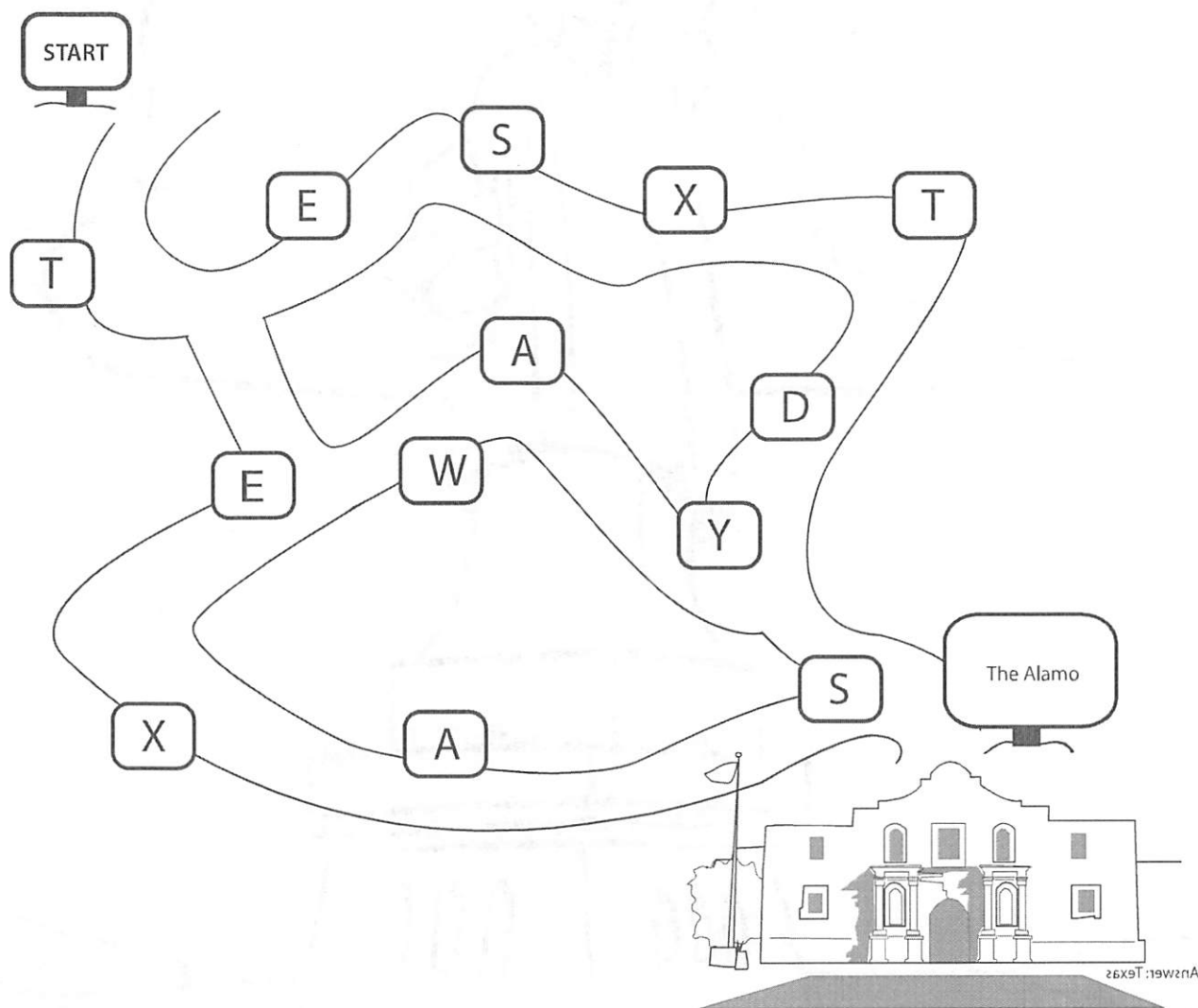   More worksheets at www.education.com/worksheets

American Landmarks: The Alamo

The Alamo, a former mission, was the site of a battle in 1836.

Do you know what state this landmark is in?
Choose the path that spells out its letters to check your answer.

START

S

E

X

T

T

A

D

E

W

Y

X

A

S

The Alamo

Answer: Texas

State name: ___ ___ ___ ___ ___

Can you find it on the map?

More worksheets at www.education.com/worksheets

Technology Tools

Language Arts

American Reading Bookshelf

Choose books to read independently!

.Access through their Clever account.

Grades: K-4

Storyline Online

Listen to and watch a famous person read a story!

Website: https://www.storylineonline.net/

No login required

Grades: K-4

Sora by Overdrive

Sign library books out of the Kenton Schools library. Limit of 3.

Access through Clever on an iPad or a computer.

Grades 2-4

Math

IXL

Practice math skills related to classroom content.

Use directions sent home to access.

Grades K-4

Math Playground

Practice math skills through games.

Website: www.mathplayground.com

No login required

Grades K-4

GregTangMath

Practice math skills through games.

Website: gregtangmath.com

No login required

Grades K-4

Miscellaneous

Typing Club

Practice typing skills.

Access through Clever

Grades 3 and 4 ONLY. Accounts are already set up.

Scratch, Jr.

Create stories in a different way through coding with Scratch, Jr.!

Free app in iTunes and Google Play.

Only available on iPad or Android Device via app.

No login required

Grades K-4

Swift Playgrounds

Solve puzzles using critical thinking and problem solving skills with Swift Playgrounds!

Free app in iTunes for iPad or Mac

No login required

Grades 2-4

Accessing Clever

iPad:

Follow the steps below to access Clever with student badge for iPad:

1. Download the Clever app from the app store.

2. Click "Allow to Access Camera"

3. Tap on Clever Badge login and scan badge using iPad camera.

4. Use badge sent home with student to log into Clever.

Follow the steps below to access Clever with student logins.

1. Download the Clever app from the app store.

2. Add your school/student's school or Kenton in the Search for your School Window.
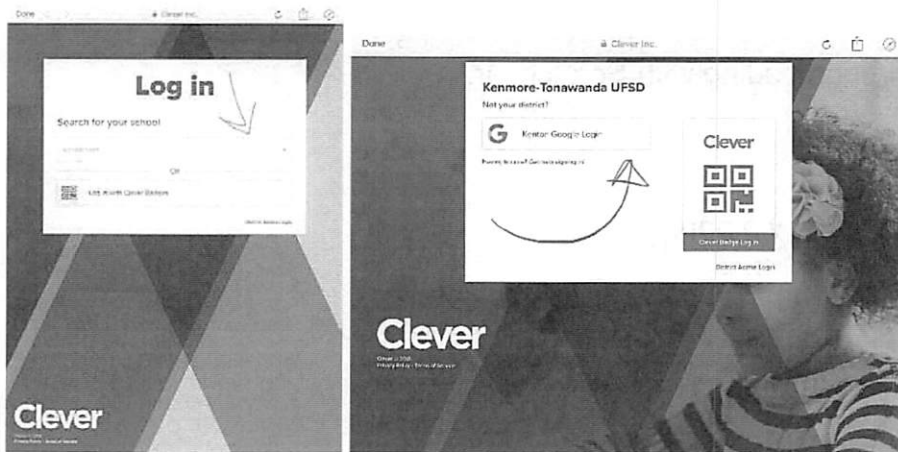
3. Student adds district login credentials.

Example:

- murphyja29@studnet.ktufsd.org
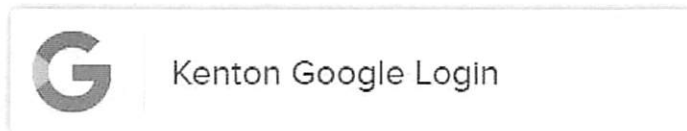- Password that begins with Ktt

Logging into Clever through a Laptop/Desktop

1. Log into Google Chrome using student credentials.
   - In a Chrome Browser, type in khttp://www.ktufsd.org/clever

2. If the laptop or desktop has a camera, student can scan with a badge.

Clever

Clever Badge log in

District admin log in

3. If you do not have a camera on your laptop/desktop and your student does not have a badge:

Select Kenton Login

G   Kenton Google Login

Email sample:

- murphyja29@studnet.ktufsd.org
- Password that begins with Ktt