THIRD GRADE ASSIGNMENTS AND INFORMATION

Attached are the required assignments for the 11 days of home instruction. Have your child complete the daily assignment, then sign and date the cover sheet. At the reopening of school, please return all of your child’s work and the cover sheet to his/her teacher. Please be aware that we are required to take grades on some of the completed assignments.

Here are some online resources that you may use as well:

- Epic Reading
- Zearn Math
- Freckle
- Scholastic Learn At Home
- Spelling City
- Splash Math
- Brain Pop
- Brain Pop

Thank you so much from the Third Grade Team!

Mrs. Brocwell    Mrs. Buzza    Mrs. Chandler
Miss Douglas    Miss Fodor    Mrs. Obenour
Miss Seng    Mr. Stinehour
Third Grade Assignments

Day 1: Reading: “The Lost Kitten”  Date:__________________
    Reading Log (20 min)  Signature:______________
    Math:  x6 Flashcards

Day 2: Reading: “Time to Recycle”  Date:__________________
    Reading Log (20 min)  Signature:______________
    Social Studies: MLK Timeline

Day 3: Reading: “A Visit to the Fire Station”  Date:__________________
    Reading Log (20 min)  Signature:______________
    Math:  “Identifying Fractions”

Day 4: Reading: “Saving Money is Hard”  Date:__________________
    Reading Log (20 min)  Signature:______________
    Science: “Graduated Cylinders”

Day 5: Reading: “But I Need That”  Date:__________________
    Reading Log (20 min)  Signature:______________
    Math:  “Fractions Visual”

Day 6: Reading: “A Surprise in the Park”  Date:__________________
    Reading Log (20 min)  Signature:______________
    Social Studies: “Continents”
Day 7: Reading: “Career Week”
   Reading Log (20 min)
   Math: X7 Flashcards
   Date: ____________
   Signature: ____________

Day 8: Reading: “The Family Garden”
   Reading Log (20 min)
   Science: “Science Tools”
   Date: ____________
   Signature: ____________

Day 9: Reading: “The Monday Blues”
   Reading Log (20 min)
   Math: x8 Flashcards
   Date: ____________
   Signature: ____________

Day 10: Reading: “Our Family is Adopting”
   Reading Log (20 min)
   Math: “Read a Line Graph”
   Date: ____________
   Signature: ____________

Day 11: Reading: “North America”
   Reading Log (20 min)
   Math: “Rewrite Multiplication”
   Date: ____________
   Signature: ____________
**Grammar Guide**

**Contractions:**
Contractions combine 2 words using an apostrophe.

Examples:

- I am = I’m
- you are = you’re
- does not = doesn’t
- it is = it’s
- we have = we’ve
- we will = we’ll

**Plurals:**
Plural endings (s, es, ies) show that there is more than one noun.

- Remember, a noun is a **person** (doctor), **place** (store), **thing** (pencil), or **idea** (hope).

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>cat</td>
<td>cats</td>
</tr>
<tr>
<td>peach</td>
<td>peaches</td>
</tr>
<tr>
<td>puppy</td>
<td>puppies</td>
</tr>
<tr>
<td>key</td>
<td>keys</td>
</tr>
<tr>
<td>tooth</td>
<td>teeth</td>
</tr>
<tr>
<td>mouse</td>
<td>mice</td>
</tr>
</tbody>
</table>

Some plural nouns have irregular endings.

- fish

**Adjectives:**
Adjectives are words that describe nouns (person, place, thing, or idea).

The tell how a noun...

<table>
<thead>
<tr>
<th>looks</th>
<th>sounds</th>
<th>smells &amp; tastes</th>
<th>feels</th>
<th>how many</th>
<th>traits</th>
</tr>
</thead>
<tbody>
<tr>
<td>big apple</td>
<td>crunchy apple</td>
<td>sweet apple</td>
<td>cold apple</td>
<td>one apple</td>
<td>kind person</td>
</tr>
<tr>
<td>red apple</td>
<td></td>
<td>fruity apple</td>
<td></td>
<td>many apples</td>
<td>tough person</td>
</tr>
<tr>
<td>round apple</td>
<td></td>
<td></td>
<td>smooth apple</td>
<td>few apples</td>
<td></td>
</tr>
</tbody>
</table>
Proper Nouns
A noun is a...

<table>
<thead>
<tr>
<th>person</th>
<th>place</th>
<th>thing</th>
<th>idea</th>
</tr>
</thead>
<tbody>
<tr>
<td>doctor</td>
<td>school</td>
<td>dog</td>
<td>dream</td>
</tr>
<tr>
<td>kid</td>
<td>store</td>
<td>toothbrush</td>
<td>fear</td>
</tr>
<tr>
<td>judge</td>
<td>park</td>
<td>computer</td>
<td>joy</td>
</tr>
</tbody>
</table>

A PROPER NOUN is a specific name for a noun. It is always capitalized.

- Dr. Smith
- Timmy
- Judge Green
- Galion Intermediate
- Save-a-Lot
- Heisse Park
- Fido
- Oral B toothbrush
- Apple

Suffixes:
Suffixes are added to the end of a root word. They change the meaning.

<table>
<thead>
<tr>
<th>er</th>
<th>One who does something</th>
</tr>
</thead>
<tbody>
<tr>
<td>farmer: a person who farms</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ed</th>
<th>Done in the past</th>
</tr>
</thead>
<tbody>
<tr>
<td>asked: to ask in the past</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ly</th>
<th>How something is done</th>
</tr>
</thead>
<tbody>
<tr>
<td>quickly: done in a quick way</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>al</th>
<th>Having a trait or characteristic</th>
</tr>
</thead>
<tbody>
<tr>
<td>musical: being like music</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>s, es, ies</th>
<th>More than one</th>
</tr>
</thead>
<tbody>
<tr>
<td>parties: more than one party</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>y</th>
<th>Full of</th>
</tr>
</thead>
<tbody>
<tr>
<td>cloudy: full of clouds</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ing</th>
<th>Doing right now</th>
</tr>
</thead>
<tbody>
<tr>
<td>running: to run right now</td>
<td></td>
</tr>
</tbody>
</table>
Vowel Teams
Vowel teams are 2 vowels that work together to make 1 vowel sound.

ai    ay    ea    ee    ew

ey    ia    oo    ou    ow
2 vowels make 2 vowel sounds

Ending with a Vowel
Vowels:

<table>
<thead>
<tr>
<th>a</th>
<th>e</th>
<th>i</th>
<th>o</th>
<th>u</th>
</tr>
</thead>
<tbody>
<tr>
<td>tuna</td>
<td>life</td>
<td>cacti</td>
<td>bingo</td>
<td>you</td>
</tr>
</tbody>
</table>

A y at the end of a word is a vowel!

fry        happy        truly        my

Conjunctions
Conjunctions are linking words. They connect words, phrases, and clauses.

and        but        for        or

nor        yet        so

Pronouns
Pronouns take the place of a noun.

I        you        he        she        it        they

me        your        him        her        its        them

my        his        their

Action Verbs
Action verbs describe something you do.

Examples:

jump        talk        think        smile
"The Lost Kitten"

Sara loved kittens. She loved them almost as much as she loved her mom and dad. But there was a problem. Sara could not have her own kitten. Her mom was allergic to kittens. Every time her mom was near a kitten she started to sneeze. Her cheeks turned bright red and her eyes got puffy. Sara was sad about not being able to have a kitten. But she understood. One day Sara and her mom went to the store. When they got out of the car a kitten came darting up to Sara. The kitten purred and purred at Sara. Sara looked at her mom, wanting to ask if they could keep the kitten. Sara’s mom told her to scoop up the kitten. They would make sure to find it a good home. The next day Sara’s neighbors decided to keep the kitten. Now Sara can see it any time she wants. It’s just like having her own kitten.

Understand It!

Answer the following questions after reading:

1. The main idea was...
   a. going to the store
   b. sneezing
   c. getting Sara a kitten
   d. puffy eyes

2. I predict Sara’s mom would be ___ if the kitten lived with them.
   a. allergic
   b. happy
   c. excited
   d. healthy

3. Why didn’t Sara ask to keep the kitten?
   a. she was scared of cats
   b. she didn’t like cats
   c. she thinks cats are mean
   d. she knew her mom was allergic

4. Which word below best describes Sara’s mom?
   a. selfish
   b. loving
   c. mean
   d. frustrated

Word Work

Color the words in the passage that match each category below:

- **red**
- **blue**
- **green**
- **orange**

Contractions

Plurals

Adjectives

Proper Nouns

Vocabulary

Copy the 5 bold words from the passage. Use context clues and what you know to define each word:

1. 

2. 

3. 

4. 

5. 

Copyright: Out of This World Literacy (Jen Bengel)
<table>
<thead>
<tr>
<th>6’s Facts</th>
<th>6x0</th>
</tr>
</thead>
<tbody>
<tr>
<td>6x1</td>
<td>6x2</td>
</tr>
<tr>
<td>6x3</td>
<td>6x4</td>
</tr>
<tr>
<td>6x5</td>
<td>6x6</td>
</tr>
<tr>
<td>6x7</td>
<td>6x8</td>
</tr>
<tr>
<td>6x9</td>
<td>6x10</td>
</tr>
<tr>
<td>6x11</td>
<td>6x12</td>
</tr>
</tbody>
</table>
"Time to Recycle"

Jake and his friends were playing football at recess. Jake's friend Sam threw the football so far Jake had to run as fast as he could to catch it. Jake made the catch! As he caught the ball he felt something hard under his foot. Jake looked down and saw a dozen different crushed soda cans in the grass. He looked some more. He saw plastic bags, papers, and some glass jars too. Jake wondered how all that trash got there. It didn't make sense. Who would throw their trash on the side of the school playground? It made Jake mad. It made Jake want to do something. So, he called all his friends over and they created a plan. The boys agreed to clean up the trash at recess the next day. They also decided to make recycling posters and put them around the school. Their goal was to never see trash on their playground again!

Word Work: Color the words in the passage that match each category below:
- red
- blue
- green
- orange

Vocabulary: Copy the 5 bold words from the passage. Use context clues and what you know to define each word:

Understand It!
Answer the following questions after reading:

1. The main idea was...
   a. football
   b. recycling
   c. recess
   d. making posters

2. I predict the narrator would be ___ if he saw more trash in a week.
   a. happy
   b. excited
   c. patient
   d. sad

3. What was Jake upset about the most?
   a. That people threw their trash on the playground
   b. Missing the catch
   c. Having to pick up trash
   d. Making posters

4. What trait best describes Jake?
   a. careless
   b. funny
   c. selfish
   d. caring
A Look Back at a Leader

Martin Luther King Jr. was a leader of the civil rights movement. Read the timeline below of King’s life. Then answer the questions that follow.

1. When was King born?
   A January 15, 1953
   B January 18, 1929
   C January 15, 1929

2. In which year did King marry Coretta Scott?
   A 1953
   B 1963
   C 1964

3. How long after King was married did he give his “I Have a Dream” speech?
   A 5 years
   B 10 years
   C 15 years

4. In which year did King receive the Nobel Peace Prize?
   A 1953
   B 1963
   C 1964

5. How old was King when he was assassinated?
   A 38
   B 39
   C 40

6. In which year was the King holiday first celebrated?
   A 1984
   B 1986
   C 1996
"A Visit to the Fire Station"

Last week our class took a field trip to the fire station. Our teacher, Mrs. Smith, told us we would learn a lot about fire safety. My friends and I thought it was silly. We didn't think we would learn anything new. But we were wrong! We all knew to call 911 if we saw a fire or smoke. But no one in our class ever thought about making a plan at home in case of a fire. None of our families talked about where we would meet if there was a fire. And we never practiced a fire drill at home! We all got to try on the big, bulky, heavy fire jackets. We learned never to hide during a fire, but to find the safest escape. Mrs. Smith was right when she told us to take this field trip serious. We did have a lot more to learn about fire safety. My friends and I all promised to go home and make a fire safety plan with our parents.

Word Work: Color the words in the passage that match each category below:
- red
- blue
- green
- orange

Contractions
Plurals
Adjectives
Proper Nouns

Vocabulary: Copy the 5 bold words from the passage. Use context clues and what you know to define each word:
1
2
3
4
5

Understand It!
Answer the following questions after reading:
1. The main idea was...
   a. class field trips
   b. fire jackets
   c. fire safety
   d. calling 911

2. I predict the narrator will go home and ___
   a. forget what he learned
   b. make a fire safety plan
   c. think the trip was boring
   d. forget to make a plan

3. What does the narrator first think of the trip?
   a. it will be boring
   b. it will be amazing
   c. it will be scary
   d. it will be long

4. What trait best describes the narrator?
   a. funny
   b. scared
   c. angry
   d. smart
Identifying Fractions

Determine which letter best represents each fraction.

1) Which choice best shows \( \frac{1}{3} \)?
   [Diagram of circles with different fractions shaded]

2) Which choice best shows \( \frac{2}{4} \)?
   [Diagram of circles with different fractions shaded]

3) Which choice best shows \( \frac{3}{6} \)?
   [Diagram of circles with different fractions shaded]

4) Which choice best shows \( \frac{4}{8} \)?
   [Diagram of circles with different fractions shaded]

5) Which choice best shows \( \frac{2}{3} \)?
   [Diagram of circles with different fractions shaded]

6) Which choice best shows \( \frac{3}{4} \)?
   [Diagram of circles with different fractions shaded]

7) Which choice best shows \( \frac{1}{6} \)?
   [Diagram of circles with different fractions shaded]

8) Which choice best shows \( \frac{6}{8} \)?
   [Diagram of circles with different fractions shaded]

9) Which choice best shows \( \frac{1}{4} \)?
   [Diagram of circles with different fractions shaded]

10) Which choice best shows \( \frac{2}{6} \)?
    [Diagram of circles with different fractions shaded]

11) Which choice best shows \( \frac{2}{8} \)?
    [Diagram of circles with different fractions shaded]

12) Which choice best shows \( \frac{4}{6} \)?
    [Diagram of circles with different fractions shaded]
"Saving Money is Hard!"

Since as long as he can remember Jamal has wanted his very own skateboard. He was tired of borrowing from his friends. Jamal’s mom told him she couldn’t afford a skateboard. She said he should save his money and buy his own. Jamal had been trying to save his money for a long time. But saving money was so hard! Every time Jamal went to a store he was tempted to buy candy, gum and toys. Jamal knew he could afford these things. But if he bought them, he would have no money saved for a skateboard. Jamal whined a lot about wanting something in every store. He felt sad about not getting things. He knew if he sacrificed the small things he would soon have enough for the skateboard. Finally, the day came when Jamal could buy his board. All that saving was worth it. He couldn’t wait to show off his new board!

Understand It!
Answer the following questions after reading:

1. The main idea was...
   a. buying candy
   b. saving for a skateboard
   c. buying toys
   d. saving for a bike

2. I know Jamal is frustrated because...
   a. he was whining
   b. he liked waiting
   c. he wasn’t tempted
   d. he liked saving

3. What was Jamal upset about the most?
   a. buying toys
   b. borrowing skateboards
   c. buying a skateboard
   d. having to wait

4. What trait best describes Jamal in this story?
   a. frustrated
   b. patient
   c. boring
   d. funny

Word Work: Color the words in the passage that match each category below:
- Red
- Blue
- Green
- Orange
- Constructions
- Plurals
- Adjectives
- Proper Nouns

Vocabulary: Copy the 5 bold words from the passage. Use context clues and what you know to define each word:

1. __________
2. __________
3. __________
4. __________
5. __________

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Determine how much liquid is in each graduated cylinder.

1) 
2) 
3) 
4) 
5) 
6) 
7) 
8) 

Four different objects were placed in a graduated cylinder 1 at a time:

A. 
B. 
C. 
D. 

Empty  
Battery  
Nail  
Button  
Key

9) Which object had the greatest volume?
10) Which object had the least volume?
"BUT I NEED THAT!"

It never fails that every time Julia's mom takes her anywhere, Julia begs for her mom to buy her something. It doesn't matter where they are. Julia will find something she wants. She usually starts off by asking her mom very nicely when she spots something she wants. Julia's mom almost always says, 'not today dear.' That's when Julia starts whining. She says, 'but mom...I NEED that!' It doesn't matter if it's a piece of candy or a new shirt. Julia always thinks she 'needs' everything. Julia's mom told her that she didn't 'need' those things, she just wanted them. She told Julia she would make a deal. She would buy all the things Julia 'needed.' Then Julia could do chores to save money for the things she 'wanted.' They made a list of chores she could do. Soon Julia was buying things she wanted for herself.

**Understand It!**

Answer the following questions after reading:

1. The main idea was...
   a. Julia wants everything
   b. going shopping
   c. chores
   d. buying a new shirt

2. How did Julia feel when her mom said no?
   a. she handled it fine
   b. she said okay
   c. she thought she needed everything
   d. she didn't care

3. How do you think Julia felt at the end of the story?
   a. confused
   b. excited
   c. sad
   d. angry

4. What trait best describes Julia's mom?
   a. mean
   b. fair
   c. quiet
   d. angry

**Word Work**

Color the words in the passage that match each category below:

- red
- blue
- green
- orange

**Contractions**

**Plurals**

**Adjectives**

**Proper Nouns**

**Vocabulary**

Copy the 5 bold words from the passage. Use context clues and what you know to define each word:

1. __________
2. __________
3. __________
4. __________
5. __________
Determine which choice best answers each question.

1) Which of the shapes below is shaded to represent 2/4?
   A. [Diagram of shaded 2 out of 4]   B. [Diagram of shaded 1 out of 4]

2) Which of the shapes below is shaded to represent 5/7?
   A. [Diagram of shaded 5 out of 7]   B. [Diagram of shaded 6 out of 7]
   C. [Diagram of shaded 4 out of 7]   D. [Diagram of shaded 3 out of 7]

3) Which of the shapes below is shaded to represent 6/8?
   A. [Diagram of shaded 6 out of 8]   B. [Diagram of shaded 7 out of 8]
   C. [Diagram of shaded 5 out of 8]   D. [Diagram of shaded 4 out of 8]

4) Which of the shapes below is shaded to represent 8/10?
   A. [Diagram of shaded 8 out of 10]   B. [Diagram of shaded 9 out of 10]
   C. [Diagram of shaded 7 out of 10]   D. [Diagram of shaded 6 out of 10]

5) Which of the shapes below is shaded to represent 4/8?
   A. [Diagram of shaded 4 out of 8]   B. [Diagram of shaded 3 out of 8]
   C. [Diagram of shaded 2 out of 8]   D. [Diagram of shaded 1 out of 8]

6) Which of the shapes below is shaded to represent 2/6?
   A. [Diagram of shaded 2 out of 6]   B. [Diagram of shaded 3 out of 6]
   C. [Diagram of shaded 1 out of 6]   D. [Diagram of shaded 4 out of 6]

7) Which of the shapes below is shaded to represent 7/10?
   A. [Diagram of shaded 7 out of 10]   B. [Diagram of shaded 8 out of 10]
   C. [Diagram of shaded 6 out of 10]   D. [Diagram of shaded 5 out of 10]

8) Which of the shapes below is shaded to represent 6/10?
   A. [Diagram of shaded 6 out of 10]   B. [Diagram of shaded 7 out of 10]
   C. [Diagram of shaded 5 out of 10]   D. [Diagram of shaded 4 out of 10]

9) Which of the shapes below is shaded to represent 2/8?
   A. [Diagram of shaded 2 out of 8]   B. [Diagram of shaded 3 out of 8]
   C. [Diagram of shaded 1 out of 8]   D. [Diagram of shaded 4 out of 8]

10) Which of the shapes below is shaded to represent 3/10?
    A. [Diagram of shaded 3 out of 10]   B. [Diagram of shaded 4 out of 10]
    C. [Diagram of shaded 2 out of 10]   D. [Diagram of shaded 5 out of 10]
"A surprise in the park"

Trey, Sam, and Matt were playing hide-and-seek in the park after school. Trey started counting to 100 as Matt and Sam ran off to hide. Sam was great at finding the best hiding places. It always took Trey and Matt forever to find him. But this time was different. Before Trey could count to 100 he heard Sam shout at the top of his lungs. He was hollering for Trey and Matt to hurry over. He didn’t even pretend to hide. Trey and Matt looked at each other funny before running over. Sam didn’t say anything when they got there. He simply pointed at the ground. There was a fossil in the dirt. It appeared to be a dinosaur foot! The boys rushed the fossil to their teacher the next day. Their teacher confirmed it was a dinosaur fossil. The boys went back to hunt for more fossils. But they never found another fossil again.

**Understand It!**

Answer the following questions after reading:

1. The word 'pretend' in the passage means...
   a. really do something
   b. hide
   c. make believe
   d. be quiet

2. They probably found the fossil because...
   a. the dirt washed away
   b. it was hard to see
   c. it was old
   d. they were looking for fossils

3. Finding a dinosaur fossil is the same as...
   a. any other day
   b. going on vacation
   c. an unexpected surprise
   d. following a routine

4. What is the most important event?
   a. pointing at the fossil
   b. going to school
   c. looking for fossils
   d. finding the fossil

---

**Word Work**

Color the words in the passage that match each category below:

- **red**
  - Words with suffixes
- **blue**
  - Words with 2 vowels together
- **green**
  - Words that end with a vowel
- **orange**
  - Conjunctions

---

**Vocabulary**

Copy the 5 bold words from the passage. Use context clues and what you know to define each word:

1. 
2. 
3. 
4. 
5. 

---

(Copyright: Out of This World Literacy, Jan Bender)
Using the map below, determine which letter represents each continent or ocean.

1) North America ________ 8) Pacific Ocean ________
2) South America ________ 9) Atlantic Ocean ________
3) Europe ________ 10) Indian Ocean ________
4) Asia ________ 11) Arctic Ocean ________
5) Africa ________ 12) Southern Ocean ________
6) Australia ________
7) Antarctica ________

13) Which of these continents is closest to Africa?
   A. Antarctica
   B. North America
   C. Europe
   D. Australia

14) Which continent is not touching any other continents?
   A. Asia
   B. Antarctica
   C. Africa
   D. North America

15) Which continent is touching the eastern border of Europe?
   A. North America
   B. Australia
   C. Africa
   D. Asia

16) Which ocean touches Africa's western border?
   A. Arctic Ocean
   B. Pacific Ocean
   C. Indian Ocean
   D. Atlantic Ocean

17) Which ocean touches Africa's eastern border?
   A. Atlantic Ocean
   B. Indian Ocean
   C. Pacific Ocean
   D. Arctic Ocean
"Career Week"

It's career week at school. All week adults from our community have come to visit our class and tell us what they do for a living. There was a banker, a firefighter, a police officer, and a dentist. My favorite was the banker because I loved learning about the vault and where all that money goes in the bank! Today was the last day of career day and everyone got to dress up as something they wanted to be when they grow up. I struggled with what to dress up as. At first I thought a librarian because I love to read. Then I thought a taxi driver would be fun because I could meet new people every day. I finally decided to dress up as a veterinarian because I love animals so much. I asked my teacher if I could bring my dog and she said no way. I chose to bring my stuffed animal dog instead. It was a really fun day!

**Word Work**
Color the words in the passage that match each category below:

- **red**
  - Words with suffixes
- **blue**
  - Words with 2 vowels together
- **green**
  - Words that end with a vowel
- **orange**
  - Conjunctions

**Vocabulary**
Copy the 5 bold words from the passage. Use context clues and what you know to define each word:

1. 
2. 
3. 
4. 
5. 

**Understand It!**
Answer the following questions after reading:

1. The words ‘dress up’ in the passage means...
   - a. wear something special
   - b. wear a uniform
   - c. wear a dress or suit
   - d. wear gym clothes

2. Most kids probably ______ career.
   - a. have chosen a
   - b. think a lot about a
   - c. haven’t chosen a
   - d. worry about a

3. A Banker’s job is...
   - a. fighting fires
   - b. keeping money safe
   - c. organizing books
   - d. protecting animals

4. What is the most important idea?
   - a. careers don’t matter
   - b. you must pick a career
   - c. taxi drivers are the best
   - d. there are many types of careers
<table>
<thead>
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<th>7's Facts</th>
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<td>7x11</td>
<td>7x12</td>
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</table>
"The Family Garden"

Greyson and Sophie pleaded with their parents to let them start a garden. They have asked for years, but their parents always said it would be too much work. Greyson and Sophie promised they would do all the work. They were shocked when this spring their parents finally said yes. Greyson and Sophie got right to work. They did some research about what type of dirt to use. They learned how to get the soil just right before planting. They worked all weekend getting the ground ready. Soon they were able to plant tomato, peas, corn, cucumber, and peppers. Sophie watered and picked weeds in the mornings. Greyson did the same at night. When summer was ending it was time to harvest their garden. Picking the vegetables was their favorite part. They promised to make next year’s garden even bigger!

Word Work: Color the words in the passage that match each category below:
- red: Words with suffixes
- blue: Words with 2 vowels together
- green: Words that end with a vowel
- orange: Conjunctions

Vocabulary: Copy the 5 bold words from the passage. Use context clues and what you know to define each word:

1.  
2.  
3.  
4.  
5.  

Understand It!

Answer the following questions after reading:

1. The word 'shocked' in the passage means...
   a. sad
   b. lazy
   c. relaxed
   d. surprised

2. What is one other thing needed to grow a garden?
   a. wood
   b. grass
   c. the sun
   d. ants

3. Growing a garden is most like...
   a. taking care of a pet
   b. watching TV
   c. playing video games
   d. riding a bike

4. What is the most important event?
   a. planting corn
   b. working every day
   c. watching the dirt
   d. asking for help
### Science Inquiry Tools

In the space provided use the letter next to the word that best describes each tool.

<table>
<thead>
<tr>
<th>A. Thermometer</th>
<th>B. Dropper</th>
<th>C. Spring Scale</th>
<th>D. Measuring Tape</th>
</tr>
</thead>
<tbody>
<tr>
<td>E. Forceps</td>
<td>F. Measuring Cup</td>
<td>G. Ruler</td>
<td>H. Hand Lens</td>
</tr>
</tbody>
</table>

1. ___________  A tool used to measure an object's weight.
2. ___________  A tool used to magnify, or enlarge, an object's features.
3. ___________  A tool used to pick up and release small amounts of liquid.
4. ___________  A tool that measures the volume, or amount of space that something takes up.
5. ___________  A tool used to measure length, width, height or depth.
6. ___________  A tool used to pick up and hold on to objects.
7. ___________  A tool used to measure length, width, height or depth. It is useful for measuring curved surfaces.
8. ___________  A tool used to measure temperature, or how hot or cold something is.

Use the words in the box above to label the following pictures.
"The Monday Blues"

No matter how hard she tried, Amanda just never had a good Monday. For starters, she could not fall asleep on Sunday nights. She would lay awake just thinking about how early she had to wake up. When she finally did doze off to sleep, she always seemed to have bad dreams. Amanda's mom had to drag her out of bed on Monday mornings. Sometimes she even splashed water in her face to wake her up! And it never failed that Amanda would forget something. Some days it was her lunch. Other Mondays it was her homework. She almost always got in trouble and missed recess too. It was like Mondays had this magical spell of always being awful. By the time Amanda finished her supper she was always so exhausted. She would fall into bed and go right to sleep. She couldn't wait to get every Monday over with.

Word Work
Color the words in the passage that match each category below:

<table>
<thead>
<tr>
<th>red</th>
<th>blue</th>
<th>green</th>
<th>orange</th>
</tr>
</thead>
<tbody>
<tr>
<td>Words with suffixes</td>
<td>Words with 2 vowels together</td>
<td>Words that end with a vowel</td>
<td>Conjunctions</td>
</tr>
</tbody>
</table>

Vocabulary
Copy the 5 bold words from the passage. Use context clues and what you know to define each word:

1
2
3
4
5

Understand It!
Answer the following questions after reading:

1. The word 'drag' in the passage means...
   a. to sit down
   b. to pull
   c. to lay down
   d. to walk

2. Which of the following statements is true?
   a. Amanda loved Mondays
   b. her dad dragged her out of bed
   c. she got in trouble
   d. She never missed recess

3. Amanda felt _____ about Mondays.
   a. horrible
   b. happy
   c. excited
   d. relaxed

4. What did not happen to Amanda on Mondays?
   a. She got in trouble
   b. She forgot things
   c. She woke up happy
   d. She woke up tired
<table>
<thead>
<tr>
<th>8's Facts</th>
<th>8x0</th>
</tr>
</thead>
<tbody>
<tr>
<td>8x1</td>
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<td>8x10</td>
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<tr>
<td>8x11</td>
<td>8x12</td>
</tr>
</tbody>
</table>
Hi! My name is Andrew. I am ten years old. I live with my mom, dad, older sister Claire, and younger brother Ben. Just last month my parents sat all the kids down on the couch for a big surprise. They had giant grins on their faces as they announced the big news. We were adopting a little boy named Jonah from Africa! All at once, the whole family started cheering. We were so excited to meet our new brother. Mom and dad showed us his picture. He is 6 years old and has been waiting his whole life for a family. I feel so lucky to be his big brother. Mom and dad tell us soon we will all go to Africa to meet Jonah. We will have to go to court and live in Africa a few months before we can all bring Jonah home for good. I am so happy my parents decided to adopt Jonah because it means he gets to be in our family forever!

Word Work Color the words in the passage that match each category below:

- Words with suffixes
- Words with 2 vowels together
- Words that end with a vowel
- Conjunctions

Vocabulary Copy the 5 bold words from the passage. Use context clues and what you know to define each word:

1. 
2. 
3. 
4. 
5. 

Understand It! Answer the following questions after reading:

1. The word 'decided' in the passage means...
   a. ignored
   b. chose
   c. said goodbye
   d. said no

2. What word best describes this family?
   a. fearful
   b. selfish
   c. loving
   d. upset

3. This family probably believes that adoption is:
   a. a special gift
   b. not a good idea
   c. a scary thing
   d. not something to do

4. The most important event is:
   a. Andrew is 10
   b. Andrew has a big sister
   c. Andrew lives with his mom and dad
   d. finding out about Jonah
The graph below shows the number of fish caught in a day. Use the graph to answer the questions.

**Fishing Trip Results**

<table>
<thead>
<tr>
<th>Time</th>
<th>Fish Caught</th>
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<tbody>
<tr>
<td>7 A.M.</td>
<td>5</td>
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<td>6</td>
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<td>9 A.M.</td>
<td>7</td>
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<td>8</td>
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<tr>
<td>11 A.M.</td>
<td>9</td>
</tr>
<tr>
<td>12 P.M.</td>
<td>8</td>
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</tbody>
</table>

1) What time were the most fish caught?
2) What time were the fewest fish caught?
3) From 11 A.M. to 12 P.M. did the number of fish caught increase or decrease?
4) How many fish were caught at 9 A.M.?
5) How many fish were caught at 10 A.M.?
6) Were more fish caught at 10 A.M. or at 11 A.M.?
7) Were fewer fish caught at 10 A.M. or at 9 A.M.?
8) What is the difference in the number of fish caught at 9 A.M. and the number caught at 12 P.M.?
9) What is the total number of fish caught?
10) Were there at least 5 caught at 8 A.M.?
"North America"

North America is one of seven continents in the world. Did you know there are over 20 different countries in North America? The three biggest countries in North America are The United States, Canada, and Mexico. Greenland is the world's largest island and it is part of North America too! Countless rivers flow through different parts of North America. The biggest rivers most people know about are the Mississippi River, Colorado River, Ohio River, and Hudson River. Almost all of these rivers help divide states. All of them provide important ways for supplies to move from one place to the next. Way back before airplanes or even trains, people relied on moving things they needed up and down these mighty rivers. It's important to learn about the world. North America is just one continent we can learn about.

Word Work

Color the words in the passage that match each category below:
- red
- blue
- green
- orange

Descriptive language
Pronouns
Words with 3 or more syllables
Action verbs

Vocabulary
Copy the 5 bold words from the passage. Use context clues and what you know to define each word:

1
2
3
4
5

Understand It!
Answer the following questions after reading:

1. Which is an example of descriptive language?
   a. move from one place
   b. the biggest rivers are
   c. mighty rivers
   d. help divide states

2. The biggest fact from the text is...
   a. There are rivers
   b. There are countries
   c. rivers divide states
   d. North America is one of seven continents

3. One small fact from the text is...
   a. Greenland is an island
   b. rivers aren't needed
   c. there are few rivers
   d. there are 3 countries in North America

4. How are rivers helpful?
   a. they carry diseases
   b. they dry out
   c. they flood
   d. they divide land

Page 11
Determine how you would express the groups shown as a multiplication problem.

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**Answers**

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