Third Grade

Student Name _____

April 2020

Monday	Tuesday	Wednesday	Thursday	Friday
AVID Advancement via Individual Determination		1 ELA- pgs. 201, 101, 102 Math- R87, 195, 196 Parent Initial _____	2 ELA- pgs. 203, 204, 205, 208 Math-R88, 197, 198 Parent Initial _____	3 ELA- pgs. 206, 207, 209 Math-R89, 199, 200 Parent Initial _____
6 ELA- pgs. 210, 103, 104 Math-R90, 201, 202 Parent Initial _____	7 ELA- pgs. 211, 105, 106 Math-R91, 203, 204 Parent Initial _____	8 ELA- pgs. 213,214, 215, 212 Math-R92, 205, 206 Parent Initial _____	9 ELA- pgs. 216, 217, 107 Math-R93, 207, 208 Parent Initial _____	10 **Good Friday**
13 **Spring Break**	14 **Spring Break**	15 **Spring Break**	16 **Spring Break**	17 **Spring Break**
20 ELA- pgs. 218, 219, 108 Math-R94, 209, 210 Parent Initial _____	21 ELA- pgs. 220, 109, 110 Math-R95, 211, 212 Parent Initial _____	22 ELA- pgs. 221, 111, 112 Math-R96, 213, 214 Parent Initial _____	23 ELA- pgs. 223, 224, 222, 225 Math- Test Smash Day 2 Parent Initial _____	24 ELA- pgs. 226, 227, 113 Math- Math- Test Smash Day 3 Parent Initial _____
27 ELA- pgs. 228, 229, 114 Math- Math- Test Smash Day 4 Parent Initial _____	28 ELA- pgs. 230, 115 Math- Math- Test Smash Day 5 Parent Initial _____	29 ELA- Math- Math- Test Smash Day 6 Parent Initial _____	30 ELA- Math- Math- Test Smash Day 7 Parent Initial _____	

Important Information:
Please follow the calendar to ensure students are working at a reasonable pace. In addition to these resources, students should be login in to Lexia Core 5 for at least 20 minutes a day.

Name _____

| admit | considered | humble | payment |
| creation | magnificent | reluctantly | barter |

Use a word from the box to answer each question. Then use the word in a sentence.

1. What did you do if you thought hard about a problem? _____

   _____

2. What word means a *thing that was made?* _____

   _____

3. What word could describe an amazing display of fireworks?

   _____

4. What do people do when they make a trade? _____

   _____

5. What is another word for *confess?* _____

   _____

6. What word could describe something that is small and simple?

   _____

7. What is another word for *unwillingly?* _____

   _____

8. What word could describe the money you give for a purchase?

   _____

Name _____

> - A **singular pronoun** replaces a singular noun.
>
> - A **plural pronoun** replaces a plural noun or more than one noun.
>
> - A **personal pronoun** replaces a noun that refers to a person or thing. They can be singular or plural. Personal pronouns include *I, me, you, we, us, he, she, it,* or *you.*

Rewrite each sentence. Use a singular or plural pronoun to replace the underlined noun or nouns.

1. <u>Carlos</u> is reading a book about African lions.

   _____

2. <u>Marcus and Ana</u> are interested in Bengal tigers.

   _____

3. Jonas said, "<u>Jonas</u> saw a movie about wildlife in Costa Rica."

   _____

4. <u>The library</u> closes at noon today.

   _____

5. Carmen said, "<u>Thalia and Carmen</u> are planning a report on reptiles."

   _____

Name _____

> • A **plural pronoun** must match the word or words it replaces.
>
> > **My friends and I** saw the **jugglers** perform.
> > **We** saw **them** perform.
>
> • A pronoun must agree with the word or pronoun it replaces in both number and gender: **Tess** lost **her** notebook.

Circle the correct pronoun to replace the underlined noun.
Write the sentence on the line using the correct pronoun.

1. <u>Cam and Tara</u> helped out at the bake sale.   He   They

   _____

2. Our principal let us put <u>a table</u> up in front of the school.   it   he

   _____

3. <u>David</u> made lots of posters for the bake sale.   She   He

   _____

4. We invited <u>our parents and grandparents</u> to come.   them   us

   _____

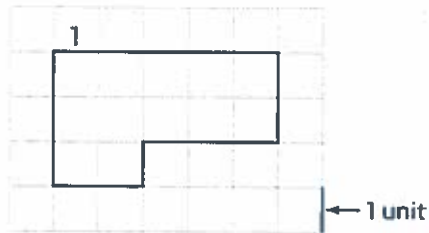5. <u>The bake sale</u> was a huge success.   We   It
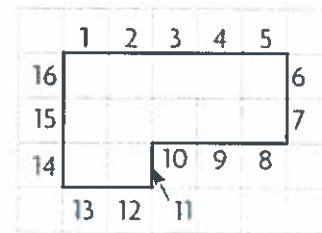
   _____

Model Perimeter

Perimeter is the distance around a figure.

Find the perimeter of the figure.

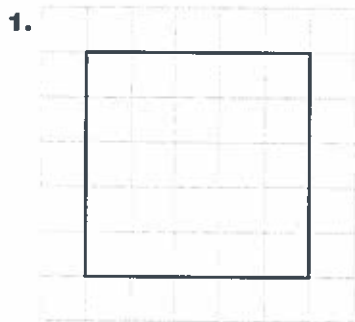**Step 1** Choose a unit to begin counting and label it 1.

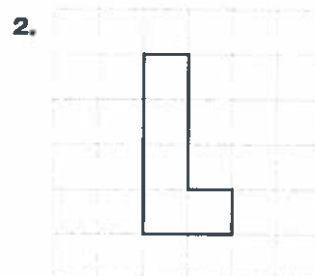**Step 2** Count each unit around the figure to find the perimeter.
16 units

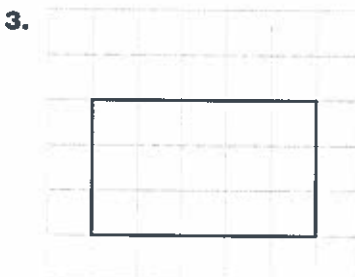So, the perimeter of the figure is 16 units.

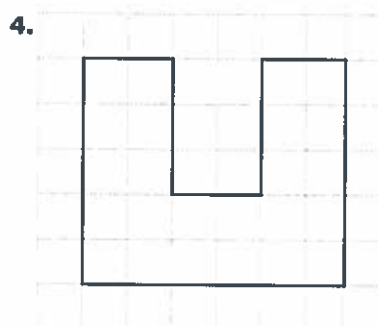**Find the perimeter of the figure. Each unit is 1 centimeter.**

1.

_____ centimeters

2.

_____ centimeters

3.

_____ centimeters

4.

_____ centimeters

Model Perimeter

Find the perimeter of the shape. Each unit is 1 centimeter.

1.

__**22**__ centimeters

2.

_____ centimeters

3.

_____ centimeters

4.
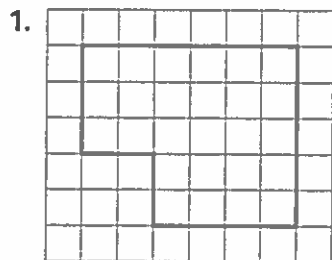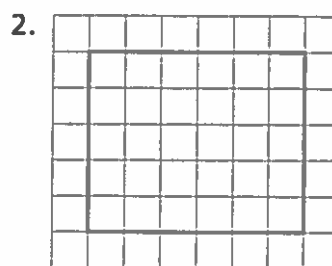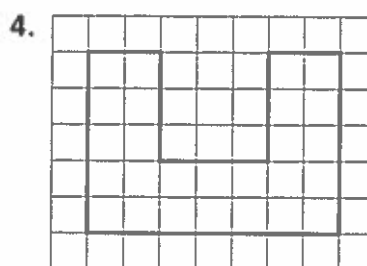
_____ centimeters

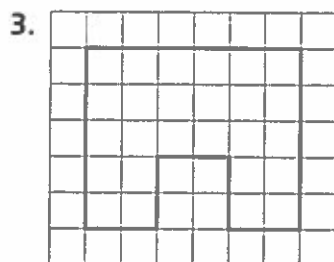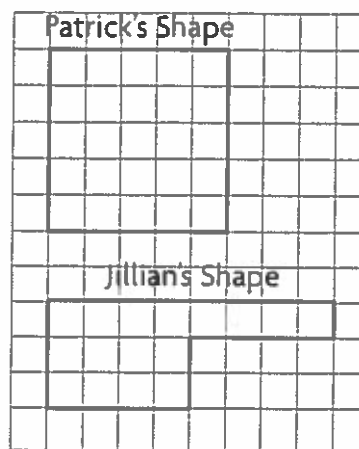## Problem Solving (Real World)

Use the drawing for 5–6. Each unit is 1 centimeter.

5. What is the perimeter of Patrick's shape?

_____

6. How much greater is the perimeter of Jillian's shape than the perimeter of Patrick's shape?

_____

Patrick's Shape

Jillian's Shape

Lesson Check

1. Find the perimeter of the shape. Each unit is 1 centimeter.
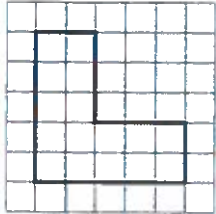
2. Find the perimeter of the shape. Each unit is 1 centimeter.
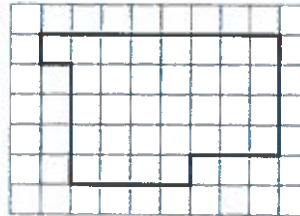
Spiral Review

3. Order the fractions from least to greatest.

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

4. Kasey's school starts at the time shown on the clock. What time does Kasey's school start?

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

$$\frac{4}{8} \bigcirc \frac{3}{8}$$

6. Aiden wants to find the mass of a bowling ball. Which unit should he use?

Name _____

Read the passage. Use the summarize strategy to make sure you understand what you read.

Otomo Otomo Spins Gold

	It is not easy to be a Japanese gnome. Nothing in the world
13	is made to fit my size. That's one problem. Another problem is
25	that everyone thinks that I am bad. Sometimes I play tricks on
37	people. But that is rarely the case. I'll tell you a story and then
51	you can decide for yourself.
56	I was out for a walk, taking in the **scenery**, and I heard the
70	**unmistakable** sound of a young woman crying. So I climbed the
81	wall, brick by giant brick, up to the window. She told me that
94	she had a big problem. She needed to turn a bale of hay into a
109	string made of gold, using a spinning wheel—not just once, but
121	every night for five nights. If she couldn't, a rich king would make
134	her leave the kingdom.
138	It just so happens that spinning straw into gold is my **specialty**.
150	It is one of the perks of being a magical being. We all get
164	something we are very good at. This is mine. So we made a deal.
178	I would spin gold for her. All she had to do was guess my name.
193	(It is Otomo Otomo.) She got three tries each of the five nights.
206	If she couldn't guess it, then she'd come to live with me and my
220	sisters. It seemed like a good deal to me. She seemed confident,
232	so I shook her hand. Then I took the straw back to my house.

Name _____

The next night, I brought her gold, and she was **overjoyed**. She made terrible guesses about my name: Norman, Takemura, and Pete. I thought it would be very nice to have someone tall around to help clean the top of my bookshelf. I thought she would be very **comfortable** among my sisters and me in the forest.

So the next three nights happened in much the same way. I took her straw home, sat and sang my spinning songs, made her gold, and brought it back. Every night she made **uninformed**, wild guesses at my name. They were hard to listen to, since they were so bad. Really? She thought my name was Sylvester? No parent would name a son Sylvester.

So on the fifth and final night, I returned with the gold. She looked less defeated. She almost looked **relieved**. I started to get nervous, but I didn't want her to see that. I put the gold down, and asked, "What is my name?" She made her first two guesses: Roy and Yoshida. My tiny heart leaped at the promise of her company. But then she smiled and said, "Otomo Otomo. That is your name."

When I asked her how she knew my name, she told me that she heard me singing my songs the night before. My spinning songs all include my name. So I went home alone. You see? I am not cruel or mean. It was just a deal we made that ended badly for me. And there will always be someone who needs my help. Maybe you do. How about it? What do you need?

Name _____

A. Reread the passage and answer the questions.

1. What is Otomo Otomo's point of view about himself in the first paragraph?

_____

_____

_____

2. What is Otomo Otomo's point of view about his deal in paragraph 3?

_____

_____

_____

3. What is Otomo Otomo's point of view at the end of the passage?

_____

_____

_____

B. Work with a partner. Read the passage aloud. Pay attention to intonation. Stop after one minute. Fill out the chart.

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

Name _____

A. Make a compound word by adding a word part from the word box to the underlined word in each sentence. Write the word parts and compound word on the lines.

paper	walks	basket	day	bare

1. It's fun to take off our shoes and go <u>foot</u> at the beach.

   _____ + _____ = _____

2. Where can I buy today's <u>news</u>?

   _____ + _____ = _____

3. His dad will be the new <u>ball</u> coach.

   _____ + _____ = _____

4. I earn extra money by shoveling snow from the <u>side</u>.

   _____ + _____ = _____

5. Let's find the lost dog while we still have plenty of <u>light</u>.

   _____ + _____ = _____

B. Circle the word in each pair that has a consonant + *le, el, al,* or *il* final syllable. Write the word with a slash to divide the syllables.

1. pencil   weekly   _____

2. bowl   final   _____

3. bugle   glass   _____

4. angel   lately   _____

Find Perimeter

Kelsey wants to know the perimeter of the figure below.
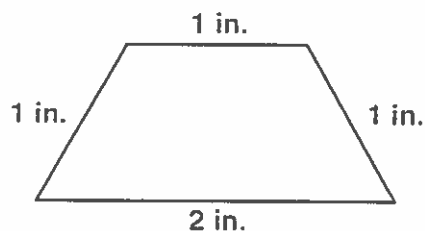She can use an inch ruler to find the perimeter.

Step 1 Choose one side of the figure to measure. Place the zero mark of the ruler on the end of the side. Measure to the nearest inch. Write the length.

Step 2 Use the ruler to measure the other three sides. Write the lengths.
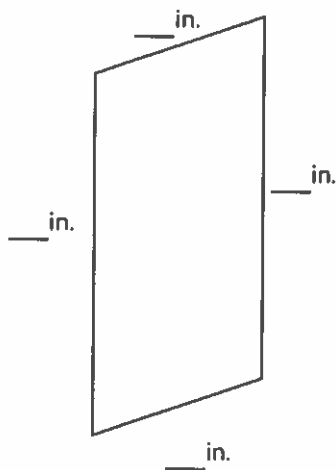
Step 3 Add the lengths of all the sides.
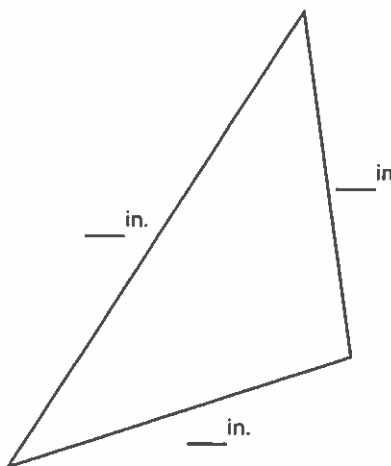1 + 1 + 2 + 1 = 5

So, the perimeter of the figure is 5 inches.

Use an inch ruler to find the perimeter.

1.

___ in.

___ in.

___ in.

___ in.

_____ inches

2.

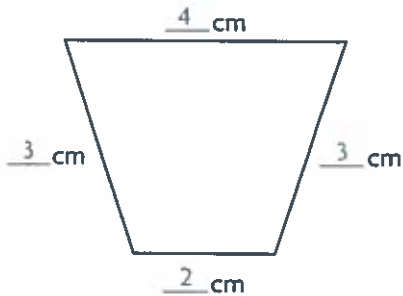___ in.

___ in.

___ in.

_____ inches

Find Perimeter

COMMON CORE STANDARD—3.MD.8
Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.
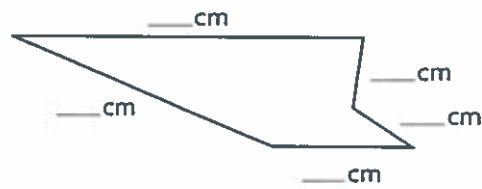
Use a ruler to find the perimeter.

1.

4 cm

3 cm   *3* cm

2 cm

12 centimeters

2.

___ cm

___ cm   ___ cm

___ cm

___ cm

___ centimeters

3.

___ in.

___ in.   ___ in.

___ in.

___ inches

4.

___ in.   ___ in.

___ in.

___ inches

Problem Solving *Real World*
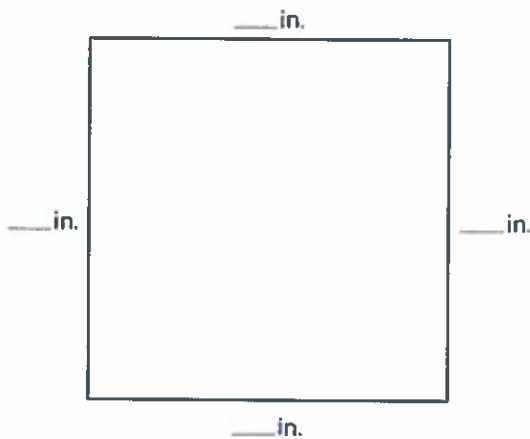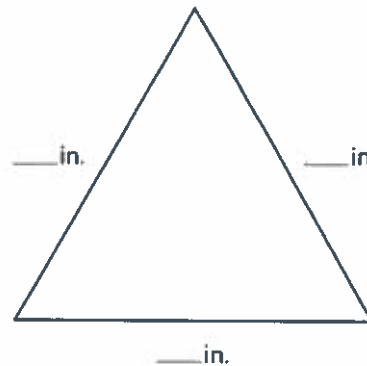
Draw a picture to solve 5–6.

5. Evan has a square sticker that measures 5 inches on each side. What is the perimeter of the sticker?

_____

6. Sophie draws a shape that has 6 sides. Each side is 3 centimeters. What is the perimeter of the shape?

_____

Lesson Check (3.MD.8)

Use an inch ruler for 1-2.
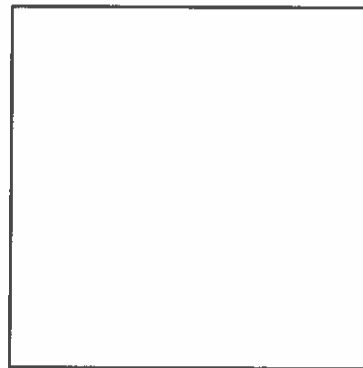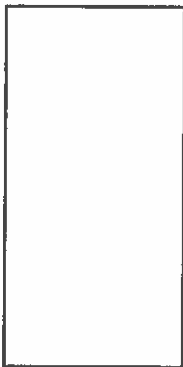
1. Ty cut a label the size of the shape shown. What is the perimeter, in inches, of Ty's label?

2. Julie drew the shape shown below. What is the perimeter, in inches, of the shape?

_____

Spiral Review (3.NF.3d, 3.MD.1, 3.MD.2, 3.MD.8)

3. What is the perimeter of the shape below?

_____

4. Vince arrives for his trumpet lesson after school at the time shown on the clock. What time does Vince arrive for his trumpet lesson?

_____

5. Matthew's small fish tank holds 12 liters. His large fish tank holds 25 liters. How many more liters does his large fish tank hold?

6. Compare. Write <, >, or =.

$$\frac{1}{6} \bigcirc \frac{1}{4}$$

Name _____

The Dragon in the Apple Orchard

Once upon a time, an old man lived near an apple orchard. So much fruit grew in the orchard that the old man was able to get all the food he needed from it. In fact, years of getting his food so easily had made him lazy. It was fall and the apples were ripe, but the old man didn't feel like doing the work. "Why should I pick them now?" he thought. "They'll be there when I need them."

But one day the old man awoke to a terrible sight. A dragon had settled down right in the middle of the orchard and was eating the apples! The old man was afraid. "If that dragon eats all of my apples, what will I have to eat?" he thought as he looked on.

After a little while, the dragon fell asleep. The old man thought, "This is my chance!" He crept out to the orchard, picked all the apples he needed, and hurried home. "I will pick these sooner next year," he thought. "I'm not the only one who wants them!"

Answer the questions about the text.

1. How do you know that this text is a fairy tale?

   _____

2. What in the story couldn't happen in real life?

   _____

3. What literary element does this fairy tale have at the end?

   _____

4. What do you think the message or lesson of this fairy tale is?

   _____

Name _____

Read each sentence below. Write the root word of the underlined word. Then write a definition of the underlined word.

1. We rode the train from Texas to Utah so that we could see trees, mountains, rivers and all other parts of the beautiful <u>scenery</u>.

   _____

2. After I took a sip of the smoothie, the flavor of blueberry was <u>unmistakable</u>. I would know it anywhere!

   _____

3. The performer can do many things but her <u>specialty</u> is singing.

   _____

4. We were <u>overjoyed</u> and smiling ear to ear when our parents said we could adopt a puppy.

   _____

5. I thought that my new shoes would hurt my feet, but instead they were quite <u>comfortable</u>.

   _____

6. The <u>uninformed</u> guests did not know where they were supposed to sit.

   _____

7. She was <u>relieved</u> to know that she earned an A even though her last project received a B-.

   _____

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about how you can vary sentence structures.

Draft Model

I went to my friend Alex's house last Saturday. Alex had a blue marble that I liked. I had a red marble that Alex liked. We traded the marbles.

---

1. How could you make the first sentence more interesting by starting it in a different way?

2. How could you combine the second and third sentences to make a compound sentence?

3. How could you make the last sentence more interesting by starting it in a different way?

B. Now revise the draft by using different kinds of sentences to make this story about trading something with a friend more detailed and interesting.
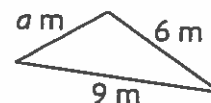
_____

_____

_____

_____

_____

_____

Algebra • Find Unknown Side Lengths

An unknown side length is a side that does not have its length labeled with a number. Instead the side is labeled with a symbol or letter, such as *a*.

The perimeter of the figure is 20 meters. Find the length of side *a*.

a m   6 m
9 m

Think: There is only one unknown side length.

Step 1 Add the *known* side lengths.

$6 + 9 = 15$

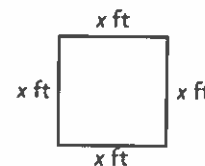**Step 2** Subtract the sum of the known side lengths from the perimeter.

$20 - 15 = 5$

Step 3 Add to check your work.

$6 + 9 + 5 = 20 ✓$

So, the unknown side length is 5 meters.

The perimeter of the square is 12 feet. What is the length of each side of the square?

x ft
x ft   *x* ft
x ft

Think: A square has four sides of equal length.
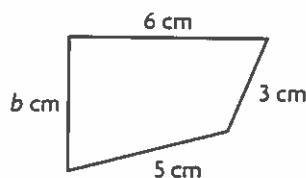
Step 1 Divide the perimeter by the number of sides.

$12 ÷ 4 = 3$

Step 2 Multiply to check your work.

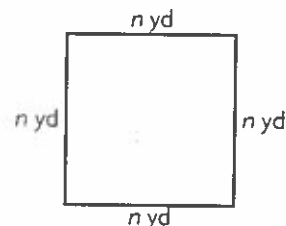$4 × 3 = 12 ✓$

So, the length of each side, *x*, is 3 feet.

Find the unknown side lengths.

1. Perimeter = 18 centimeters

6 cm
b cm   3 cm
5 cm

_____ centimeters

2. Perimeter = 20 yards

n yd
n yd   *n* yd
n yd

_____ yards

Find Unknown Side Lengths
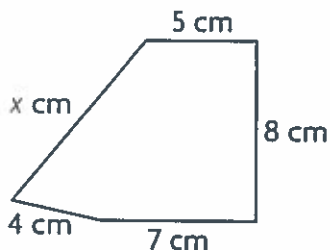
COMMON CORE STANDARD—3.MD.8
Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.

Find the unknown side lengths.

1. Perimeter = 33 centimeters

5 cm
x cm
8 cm
4 cm
7 cm

$5 + 8 + 7 + 4 + x = 33$
$24 + x = 33$
$x = 9$

__9__ centimeters

2. Perimeter = 14 feet

4 ft
r ft
r ft
4 ft
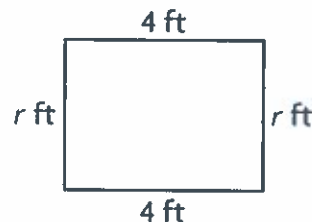
_____ feet

3. Perimeter = 37 meters

8 m
11 m
5 m
s m
2 m
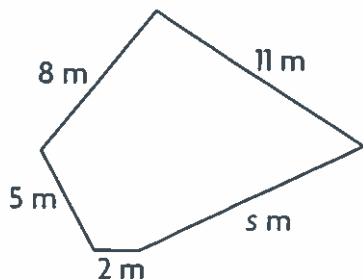
_____ meters

4. Perimeter = 92 inches

23 in.
7 in.
12 in.
t in.
12 in.
23 in.

_____ inches

Problem Solving (Real World)
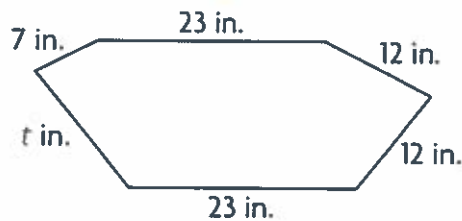
5. Steven has a rectangular rug with a perimeter of 16 feet. The width of the rug is 5 feet. What is the length of the rug?

_____

6. Kerstin has a square tile. The perimeter of the tile is 32 inches. What is the length of each side of the tile?

_____

Lesson Check (3.MD.8)

1. Jesse is putting a ribbon around a square frame. He uses 24 inches of ribbon. How long is each side of the frame?

2. Davia draws a shape with 5 sides. Two sides are each 5 inches long. Two other sides are each 4 inches long. The perimeter of the shape is 27 inches. What is the length of the fifth side?

Spiral Review (3.OA.1, 3.OA.8, 3.NF.3c, 3.MD.1)

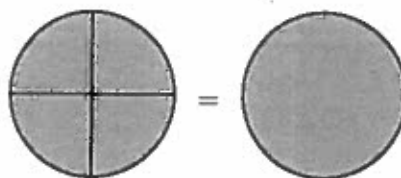3. What multiplication expression represents $7 + 7 + 7 + 7$?

4. Bob bought 3 packs of model cars. He gave 4 cars to Ann. Bob has 11 cars left. How many model cars were in each pack?

5. Randy read a book in the afternoon. He looked at his watch when he started and finished reading. How long did Randy read?

Start   End

6. What fraction and whole number does the model represent?

_____ = _____

Name_____

The student who wrote the paragraphs below used text evidence from two different sources to respond to the prompt: *Write a dialogue between the princess and Jack at the end of* Clever Jack Takes the Cake.

> The princess took a big bite of her birthday cake. "I wish I could have tasted your cake," she said. "By the way, why did you trade your axe and your quilt to get the ingredients, Jack? I just don't get it!"
>
> "Well, princess," said Jack, "the axe and the quilt were the only valuable things we had. Some people trade things they have too much of, like corn or grain. Native Americans trade beads called wampum for other goods. But we didn't have any corn, grain, or beads. All I had was my axe and my quilt."
>
> "Then you will have a new quilt and a new axe! I really enjoyed hearing your amazing story," cried the princess. Her royal butler found the finest, softest quilt in the whole kingdom. He also found the sharpest, strongest axe. The princess gave these gifts to Jack at the end of the party. She also gave Jack a whole box full of leftover birthday cake to bring home to his mother. Everyone went to bed full, happy, and warm.

Reread the passage. Follow the directions below.

1. **Draw a box** around an example of dialogue in the last paragraph.

2. **Circle** a different kind of sentence with structure that makes the story interesting to read.

3. **Underline** the conclusion that sums things up.

4. **Write** one of the pronouns the student uses on the line.

_____

Name _____

- Pronouns must match the number and gender of the noun or nouns.

- If the sentence is not clear as to what noun or nouns the pronoun refers to, avoid using a pronoun.

- Proper nouns name specific people, places, and things. Always begin a proper noun with a capital letter.

- Proper nouns include people's names, official titles of people, holidays, product names, and geographical names.

Rewrite each sentence correctly. Write each proper noun and *I* with a capital letter.

1. My friend sam and i both have pen pals in other countries.

   _____

2. Sam's pen pal is named sayeed and he lives in india.

   _____

3. My pen pal's name is belinda and she lives in australia.

   _____

4. When i see a letter from melbourne, i get really excited.

   _____

5. In my next letter, i am going to ask belinda how she celebrates new year's day.

   _____

   _____

Name _____

> - A pronoun must agree with the word or pronoun it replaces in both number and gender.
> - A proper noun begins with a capital letter. Proper nouns include people's names, official titles of people, holidays, product names, and geographical names.
> - The pronoun *I* is always capitalized.

A. Proofread the paragraph. Circle any incorrect pronouns and words that should be capitalized.

Last summer my mom and i went to seattle, Washington. Us had a great time there seeing all the sights. We went to the seattle aquarium and learned all about sea otters and salmon. Mom took lots of pictures, and he plans to make a scrapbook of our trip. My favorite place to eat was mike and mary's pizza on jackson street. We even got to meet Mike and Mary. them have been making pizzas for over twenty years! Mom and i had such a great time that us plan to go back next july.

B. Rewrite the paragraph with the correct pronouns. Make sure all proper nouns and *I* are capitalized.
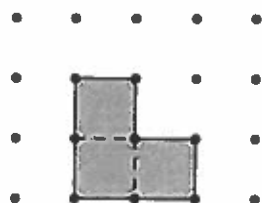
_____

_____

_____

_____

_____

_____

_____

Understand Area

A unit square is a square with a side length of 1 unit. Area is the measure of the number of unit squares needed to cover a surface. A square unit is used to measure area.
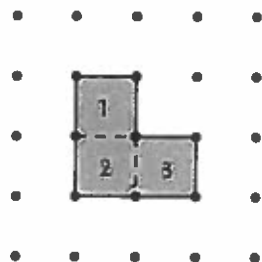
What is the area of the figure?

Step 1 Draw lines to show each unit square in the figure.
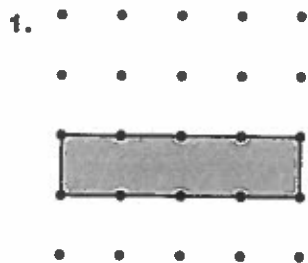
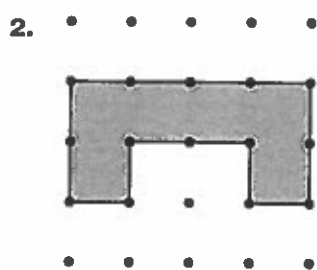**Step 2** Count the number of unit squares to find the area.

The area of the figure is 3 square units.

Count to find the area of the figure.
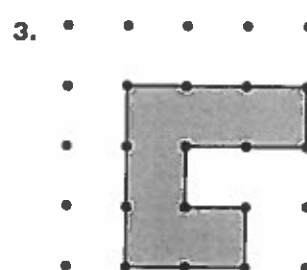
1.

Area = ____ square units

2.

Area = ____ square units

3.

Area = ____ square units

Understand Area

Count to find the area for the shape.

1.
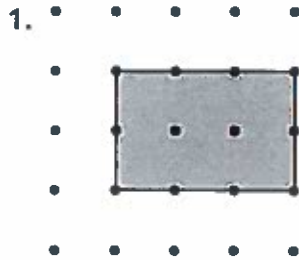
Area = __6__ square units

2.

Area = _____ square units

3.

Area = _____ square units

4.

Area = _____ square units

5.

Area = _____ square units

6.
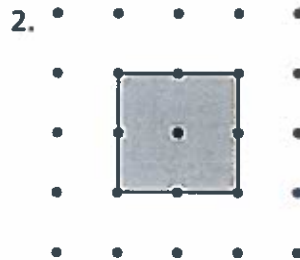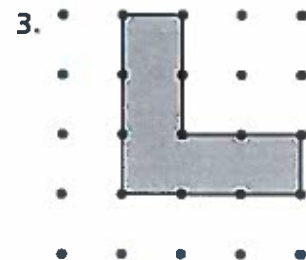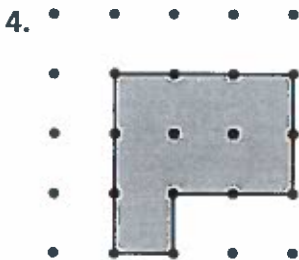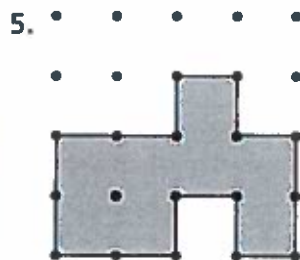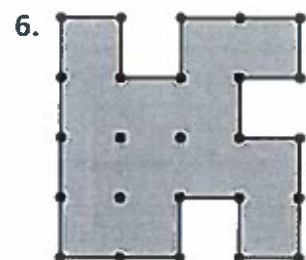
Area = _____ square units

Write *area* or *perimeter* for each situation.

7. carpeting a floor

8. fencing a garden

_____

_____

Problem Solving (Real World)

Use the diagram for 9–10.

9. Roberto is building a platform for his model railroad. What is the area of the platform?

_____

10. Roberto will put a border around the edges of the platform. How much border will he need?

_____
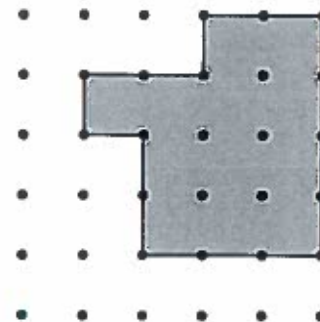
Lesson Check

1. Josh used rubber bands to make the shape below on his geoboard. What is the area of the shape?

2. Wilma drew the shape below on dot paper. What is the area of the shape she drew?

_____
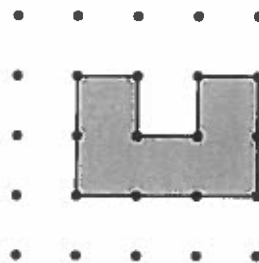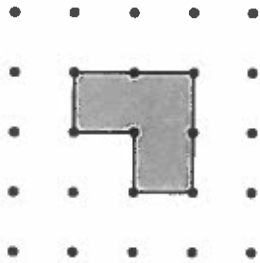
Spiral Review

3. Leonardo knows it is 42 days until summer break. How many weeks is it until Leonardo's summer break? (Hint: There are 7 days in a week.)

4. Nan cut a submarine sandwich into 4 equal parts and ate one part. What fraction represents the part of the sandwich Nan ate?

_____

5. Wanda is eating breakfast at fifteen minutes before eight. What time is this? Use A.M. or P.M.

6. Dick has 2 bags of dog food. Each bag contains 5 kilograms of food. How many kilograms of food does Dick have in all?

_____

Name _____

frustration	gazed	recycling	remaining
tinkered	conservation	discouraged	jubilant

Finish each sentence using the vocabulary word provided.

1. (recycling) We had a special class today _____

   _____.

2. (tinkered) I watched my father _____

   _____.

3. (gazed) He could see the brightly colored fireworks _____

   _____.

4. (remaining) After she grabs a handful of grapes, _____

   _____.

5. (conservation) Shutting off lights that are not in use _____

   _____.

6. (frustration) When the little girl couldn't find her toy, _____

   _____.

7. (jubilant) Every year at his birthday party, _____

   _____.

8. (discouraged) I studied for the test _____

   _____.

Name _____

A. Underline the pronoun in each sentence. Write _S_ if it is singular or _P_ if it is plural.

1. She is a famous artist.   _____

2. May we sit here, please?   _____

3. Do you want to go to the park?   _____

4. Uncle Dan came to visit me last week.   _____

5. They write books about video games.   _____

6. Frank and I will help Mrs. Cann pack.   _____

7. The bus is waiting for us at the corner.   _____

8. Is he in third grade or fourth grade?   _____

B. Rewrite each sentence. Use pronouns and capital letters correctly.

9. Do you think us can go to new york next october?

_____

10. mr. tate said, "Meet my daughter, laura. He takes piano lessons."

_____

Name _____

- A **subject pronoun** is used as the subject of a sentence.
- Singular subject pronouns are *I, you, he, she,* and *it.*
- Plural subject pronouns are *we, you,* and *they.*

Read the sentences. Choose the correct pronoun in parentheses to complete each sentence. Write the pronoun.

1. My friend Ted and _____ started a lawn service.   (me, I)

2. _____ made a list of all the services we will offer.   (We, Us)

3. _____ am good at raking and cleaning up.   (Me, I)

4. _____ is good at planting and weeding.   (He, Him)

5. We asked the Smiths, "Would _____ like our help?"   (you, them)

6. _____ signed up for a one month trial.   (Them, They)

7. Dad said that _____ is very proud of us.   (him, he)

8. _____ is a good way to make money this summer.   (It, You)

9. _____ hope to have at least five customers.   (Us, We)

10. Ted and _____ plan to work hard.   (me, I)

Measure Area

Find the area of the figure. Each unit square is
1 square inch.
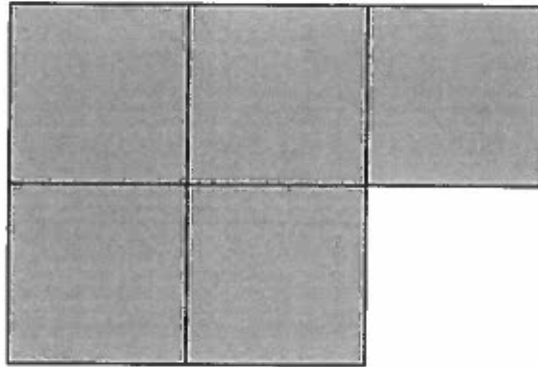
Think: How many unit squares are needed to cover this flat surface?

Step 1 Use 1-inch square tiles. Cover the surface of the figure with the tiles.
Make sure there are no gaps (space between the tiles).
Do not overlap the tiles.

Step 2 Count the tiles you used.
5 tiles are needed to cover the figure.

So, the area of the figure is 5 square inches.

Count to find the area of the figure.
Each square is 1 square inch.

1.
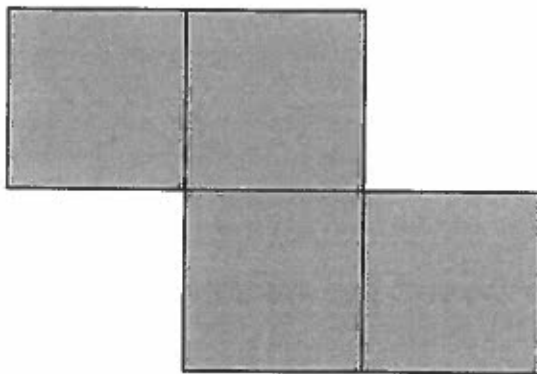
Area = _____ square inches

2.
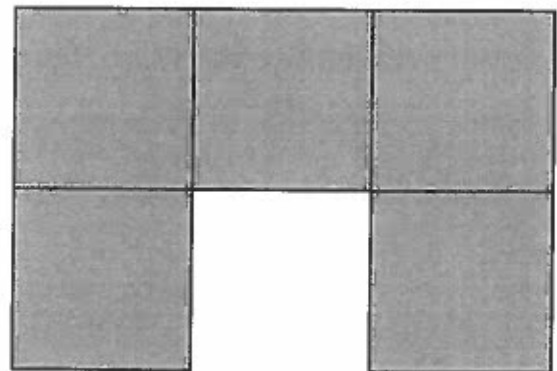
Area = _____ square inches

Measure Area

Count to find the area of the shape. Each unit square is 1 square centimeter.

1.
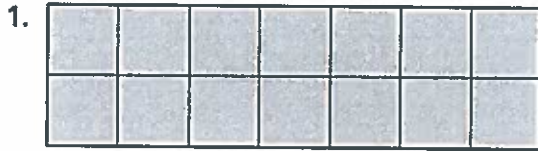
Area = **14** square centimeters

2.

Area = _____ square centimeters

3.

Area = _____ square centimeters

4.
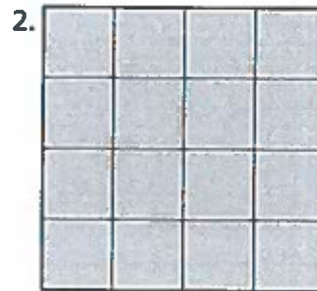
Area = _____ square centimeters

![Problem Solving Real World]

Alan is painting his deck gray. Use the diagram at the right for 5–6. Each unit square is 1 square meter.

Alan's Deck

5. What is the area of the deck that Alan has already painted gray?

_____

6. What is the area of the deck that Alan has left to paint?

_____
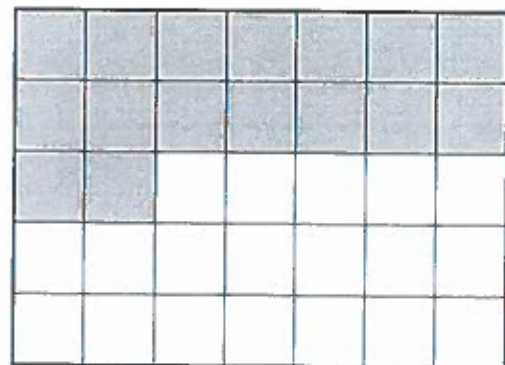
Lesson Check (3.MD.5b, 3.MD.6)

Each unit square in the diagram is 1 square foot.

1. How many square feet are shaded?

_____

2. What is the area that has NOT been shaded?

_____
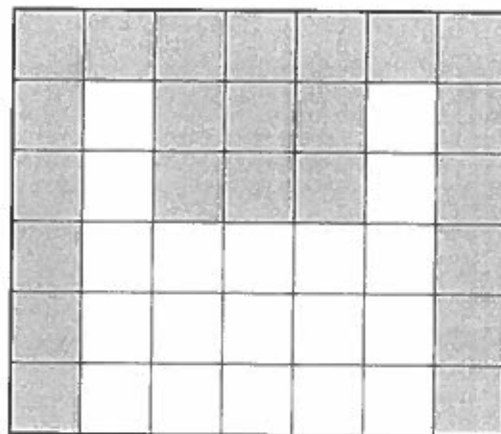
Spiral Review (3.OA.3, 3.NF.1, 3.NF.3b, 3.MD.2)

3. Sonya buys 6 packages of rolls. There are 6 rolls in each package. How many rolls does Sonya buy?

_____

4. Charlie mixed 6 liters of juice with 2 liters of soda to make fruit punch. How many liters of fruit punch did Charlie make?

_____

5. What fraction of the circle is shaded?

6. Use the model on the right to name a fraction that is equivalent to $\frac{1}{2}$.

_____
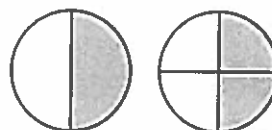
Name _____

Read the passage. Use the summarize strategy to check your understanding as you read.

The Jar Garden

	Jesse had been living in the city with her family for nearly
12	three weeks. She had started school but so far she had only met
25	Hank, the boy from next door. Every day they walked to and
37	from school right past an old neglected playground. One Friday
47	on their way home they stopped and gazed in. Jesse was from
59	the country and could not bear to see the playground in this
71	condition.
72	"Look at this run-down place," she said, discouraged. "There's
81	litter all over. We can't even play here."
89	"We tried to clean it up a few years ago," Hank said. "We even
103	tried to create a garden. After a few weeks though, it was filled
116	with garbage again so we had no choice but to desert it."
128	Hank led Jesse to a small corner of the playground where
139	trampled plants lay on the ground. A few old garden tools and a
152	watering can were there. Hank could see a tear in Jesse's eye.
164	"I really miss my home in the country," she said. "There are so
177	many open fields and space to run and play."
186	Hank felt bad for Jesse and did not like the playground as
198	it was either. They agreed to meet back there early the next
210	morning.
211	Hank was already at the playground when Jesse showed up the
222	next day. He had carefully gathered several jars into a pile.
233	"Hi Hank," Jesse said. "Are you cleaning the playground?"

Name _____

"Yes, people threw out all of these jars," he said. "We should use them to start a new garden."

Jesse agreed and they went to work picking up trash and collecting the remaining jars. They peeled the labels and cleaned out the jars. As the day went on, some of Hank's friends walked by and saw what they were doing. Hank introduced them to Jesse.

"Nice to meet you," Jesse said shyly, and continued working.

"I'm Katie," one of Hank's friends said. "We see that you're trying to fix up the old garden. Can we help?"

Jesse could see that the playground and garden were important to them too. They all pitched in to clean the playground. Then they worked in the garden. They filled the clean jars with soil. Then they inserted seeds that Jesse got from her mother. They lined up the jars in a row and watered them.

"Let's meet here every day," Hank said proudly. "We'll guarantee it stays clean this time." They all agreed and went home.

Jesse's new friends made her feel welcome, and she wanted to do something nice to thank them for all of their hard work.

The next Monday they all walked to school together. As they passed the playground, they noticed that Jesse had rearranged the jars to spell out the word *Welcome.*

"What a great way to enter the playground!" Hank said.

They were all very thankful for their new place to spend time.

Name _____

A. Reread the passage and answer the questions.

1. What is Jesse's point of view about the playground and its condition in paragraph 2?

_____

_____

_____

2. What is Hank's point of view about Jesse and the playground in paragraphs 6 and 7?

_____

_____

_____

3. How do Hank and Jesse feel about cleaning up the playground and making it a garden at the end of the passage?

_____

_____

_____

B. Work with a partner. Read the passage aloud. Pay attention to phrasing. Stop after one minute. Fill out the chart.

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

Name _____

Read the selection. Complete the point of view graphic organizer.

Details

Point of View

Name _____

Use Area Models

**Use multiplication to find the area of the figure.
Each unit square is 1 square meter.**

Step 1 Count the number of rows.
There are 6 rows.
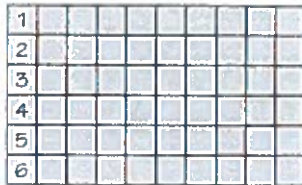
Step 2 Count the number of unit squares in each row. There are 10 unit squares.

Step 3 Multiply the number of rows by the number in each row to find the area.

number of rows × number in each row = area

6   ×   10   = 60

So, the area of the figure is 60 square meters.

**Find the area of the figure.
Each unit square is 1 square meter.**

1.

2.

Use Area Models

Find the area of each shape. Each unit square is 1 square foot.

1.

2.
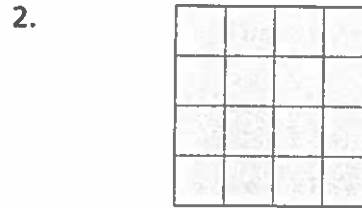
There are 3 rows of 8 unit squares.
$3 \times 8 = 24$

24 square feet

Find the area of each shape.
Each unit square is 1 square meter.

3.

4.

5.

Problem Solving Real World
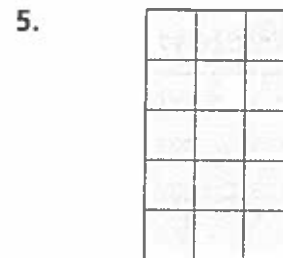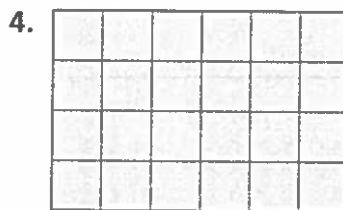
6. Landon made a rug for the hallway. Each unit square is 1 square foot. What is the area of the rug?

7. Eva makes a border at the top of a picture frame. Each unit square is 1 square inch. What is the area of the border?

Lesson Check

1. The entrance to an office has a tiled floor. Each square tile is 1 square meter. What is the area of the floor?

2. Ms. Burns buys a new rug. Each unit square is 1 square foot. What is the area of the rug?

_____

Spiral Review

3. Compare the fractions. Write <, >, or =.

$$\frac{1}{3} \bigcirc \frac{2}{3}$$

4. Claire bought 6 packs of baseball cards. Each pack had the same number of cards. If Claire bought 48 baseball cards in all, how many cards were in each pack?

_____

5. Austin left for school at 7:35 A.M. He arrived at school 15 minutes later. What time did Austin arrive at school?

6. Wyatt's room is a rectangle with a perimeter of 40 feet. The width of the room is 8 feet. What is the length of the room?

_____

Name _____

Musical Recycling

The Earth Day Science Fair was only a few days away, but Ted still didn't have any ideas. The good ones, like tree-planting and bottle and can drives, had been taken already. Ted angrily kicked at an empty plastic jug. It hit the side of the school with a deep thud.

Suddenly, Ted had an idea. He found a smaller plastic bottle and tapped it. It made a higher sound. Ted laughed as he ran off to start work on his plastic drum set.

Answer the questions about the text.

1. How can you tell that this story is realistic fiction?

_____

2. What text feature does the story have?

_____

3. How does the text feature show that the story is realistic?

_____

_____

Name _____

Read each sentence below. Underline the context clues that help you understand the meaning of each homograph in bold. Then write the definition of the homograph on the line.

1. Jesse was from the country and could not **bear** to see the playground in this condition.

   _____

2. After a few weeks though, the playground was filled with garbage again so we had no choice but to **desert** it.

   _____

3. A few old garden tools and a watering **can** were there.

   _____

4. As the day went on, some of Hank's friends walked by and **saw** what they were doing.

   _____

5. They lined up the jars in a **row** and put water in them.

   _____

Name _____

> - An **object pronoun** can take the place of an object noun.
>
>   Mark invited **Kim.**   Mark invited **her.**
>
> - Singular object pronouns are *me, you, him, her,* and *it.*
> - Plural object pronouns are *us, you,* and *them.*

Read the sentences. Choose the correct pronoun in parentheses to complete each sentence. Write the pronoun.

1. Dad helped _____ build a tree house.   (we, us)

2. I hope _____ can come see it.   (you, we)

3. I asked _____ to help me clean up.   (she, her)

4. We can help _____ put away the tools.   (he, him)

5. Mom saw _____ reading a book.   (them, they)

6. Marcus went to the store with _____.   (I, me)

7. I told _____ that we had to choose paint.   (him, he)

8. "I will show _____ the color I like best," I said.   (your, you)

9. He showed _____ five shades of green.   (me, I)

10. "Do you like this color, or is _____ too bright?" I asked.   (it, them)

Name _____

Problem Solving • Area of Rectangles

Mrs. Wilson wants to plant a garden, so she drew plans for some sample gardens. She wants to know how the areas of the gardens are related. How will the areas of Gardens A and B change? How will the areas of Gardens C and D change?
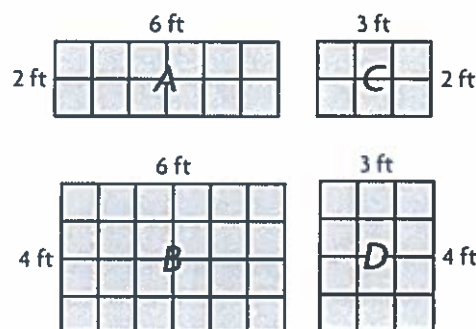
Use the graphic organizer to help you solve the problem.

Read the Problem		
What do I need to find?	**What information do I need to use?**	**How will I use the information?**
I need to know how the areas will change from *A* to *B* and from **C** to **D**.	I need to use the **length** and **width** of each garden to find its area.	I will record the areas in a table. Then I will look for a pattern to see how the **areas** will change.

Solve the Problem

	Length	Width	Area		Length	Width	Area
Garden A	2 ft	6 ft	12 sq ft	Garden C	2 ft	3 ft	6 sq ft
Garden B	4 ft	6 ft	24 sq ft	Garden D	4 ft	3 ft	12 sq ft

From the table, I see that the lengths will be doubled and the widths will be the same.

The areas in square feet will change from **12** to **24** and from **6** to **12**.

So, the area will be **doubled**.

Solve.

1. Mrs. Rios made a flower garden that is 8 feet long and 2 feet wide. She made a vegetable garden that is 4 feet long and 2 feet wide. How do the areas change?

_____

_____

Name _____

Problem Solving • Area of Rectangles

COMMON CORE STANDARD—3.MD.7b
Geometric measurement: understand concepts of area and relate area to multiplication and to addition.

Use the information for 1–3.

An artist makes rectangular murals in different sizes. Below are the available sizes. Each unit square is 1 square meter.

A   B   C   D
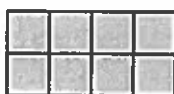
1. Complete the table to find the area of each mural.

Mural	Length (in meters)	Width (in meters)	Area (in square meters)
A	2	1	2
B	2	2	4
C	2		
D	2		

2. Find and describe a pattern of how the length changes and how the width changes for murals A through D.

_____

_____

3. How do the areas of the murals change when the width changes?

_____

4. Dan built a deck that is 5 feet long and 5 feet wide. He built another deck that is 5 feet long and 7 feet wide. He built a third deck that is 5 feet long and 9 feet wide. How do the areas change?

_____

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Lesson Check (3.MD.7b)

1. Lauren drew the designs below. Each unit square is 1 square centimeter. If the pattern continues, what will be the area of the fourth shape?

2. Henry built one garden that is 3 feet wide and 3 feet long. He also built a garden that is 3 feet wide and 6 feet long, and a garden that is 3 feet wide and 9 feet long. How do the areas change?

_____

_____

Spiral Review (3.OA.3, 3.NBT.3, 3.NF.1, 3.MD.5b, 3.MD.6)

3. Joe, Jim, and Jack share 27 football cards equally. How many cards does each boy get?

4. Nita uses $\frac{1}{3}$ of a carton of 12 eggs. How many eggs does she use?

_____

5. Brenda made 8 necklaces. Each necklace has 10 large beads. How many large beads did Brenda use to make the necklaces?

6. Neal is tiling his kitchen floor. Each square tile is 1 square foot. Neal uses 6 rows of tiles with 9 tiles in each row. What is the area of the floor?

_____

Name _____

A. Add the ending -s, -ed, or -ing to each word. Write the new word on the line.

1. name + ing =   _____

2. hope + ed =   _____

3. dance + s =   _____

4. drop + ing =   _____

5. wrap + ed =   _____

B. Match a word in the box to each correct meaning below. Write the word on the line. Not all words will be used.

helpful	usable	useful	meaningful
painful	colorless	cheerful	colorful
meaningless	careful	painless	useless

1. full of cheer   _____

2. can be used   _____

3. without meaning   _____

4. full of color   _____

5. without pain   _____

Name _____

A. Read the draft model. Use questions that follow the draft to help you think about what sensory language you can add.

Draft Model

We went to a wedding this weekend. I did not have a suit to wear. My mom gave me my brother's old suit to wear. It did not fit, but I wore it anyway.

---

1. Where was the wedding? Whose wedding was it?

2. Why did the narrator not have a suit to wear?

3. What sensory details could you use to describe the brother's old suit?

4. What sensory details could be added to help readers picture the wedding?

B. Now revise the draft by using sensory language to describe the suit and the wedding.

_____

_____

_____

_____

_____

Name _____

> • Use subject pronouns *I*, *you*, *he*, *she*, *it*, *we*, and *they* as the subject of a sentence or to replace subject nouns.
>
> • Use object pronouns *me*, *you*, *him*, *her*, *it*, *us*, and *them* to replace object nouns.
>
> • A present-tense verb must agree with its subject pronoun.
>
> • Add *-s* or *-es* to most present-tense action verbs when using singular pronouns *he, she*, and *it*. Do not add *-s* or *-es* to a present-tense action verb when using plural pronouns *we, you*, and *they*.

Replace each underlined word or group of words with the correct subject or object pronoun. Write the new sentences.
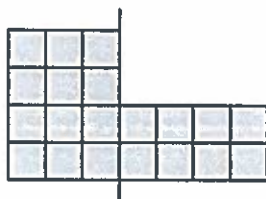
1. My grandmother took my brother and me to Washington, D.C.

   _____

2. The Smithsonian is an amazing place to spend the day.

   _____

3. My grandmother, brother, and I got to tour the White House.

   _____

4. My brother asked my grandmother if she had ever been there before.

   _____

5. Our grandmother said that she took our dad there when he was a little boy.

   _____

Area of Combined Rectangles

You can break apart a figure into rectangles to
find the total area of the figure.

Step 1 Draw a line to break apart the
figure into two rectangles.

Step 2 Count the number of unit
squares in each rectangle.

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

12   8

Step 3 Add the number of unit squares in each
rectangle to find the total area.

12 + 8 = 20 unit squares

So, the area of the figure is **20** square units.

Draw a line to break apart the figure into rectangles.
Find the area of the figure.

1.

2.

3.

4.

Area of Combined Rectangles

Use the Distributive Property to find the area. Show your multiplication and addition equations.

1.

$4 \times 2 = 8; 4 \times 5 = 20$
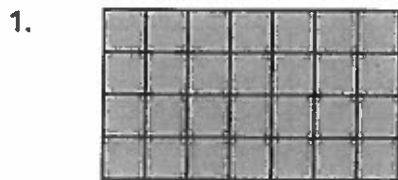$8 + 20 = 28$
___28___ square units

2.

_____

_____

_____ square units

Draw a line to break apart the shape into rectangles. Find the area of the shape.

3.

Rectangle 1: _____ × _____ = _____

Rectangle 2: _____ × _____ = _____

_____ + _____ = _____ square units

4.
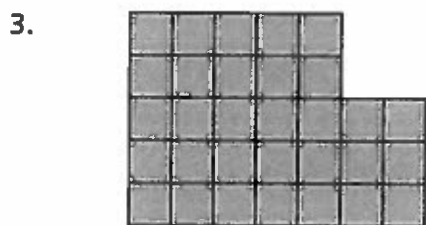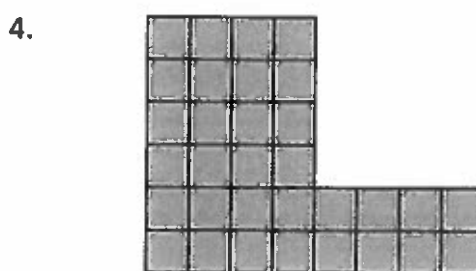
Rectangle 1: _____ × _____ = _____

Rectangle 2: _____ × _____ = _____

_____ + _____ = _____ square units

Problem Solving Real World

A diagram of Frank's room is at right. Each unit square is 1 square foot.

5. Draw a line to divide the shape of Frank's room into rectangles.

6. What is the total area of Frank's room?

_____ square feet
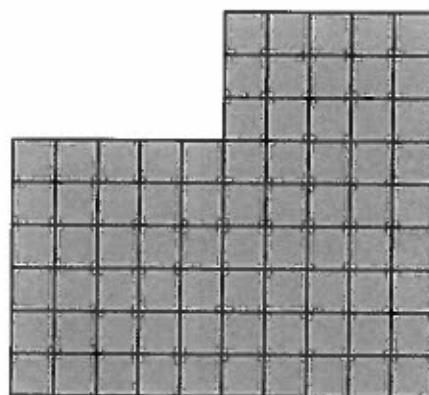
Lesson Check (3.MD.7c, 3.MD.7d)

1. The diagram shows Ben's backyard. Each unit square is 1 square yard. What is the area of Ben's backyard?

2. The diagram shows a room in an art gallery. Each unit square is 1 square meter. What is the area of the room?

_____

_____

Spiral Review (3.OA.6, 3.NF.1, 3.MD.4, 3.MD.8)

3. Naomi needs to solve $28 \div 7 = \blacksquare$. What related multiplication fact can she use to find the unknown number?

4. Karen drew a triangle with side lengths 3 centimeters, 4 centimeters, and 5 centimeters. What is the perimeter of the triangle?

_____

_____

5. The rectangle is divided into equal parts. What is the name of the equal parts?

6. Use an inch ruler. To the nearest half inch, how long is this line segment?

_____

_____

Name _____

The student who wrote the paragraphs below used text evidence from two different sources to respond to the prompt: *Add an event to* Bravo, Tavo! *in which Señora Rosa describes how she fixed Tavo's sneakers. Use sensory language.*

"Hola, Tavo," said Señora Rosa shyly from behind the corn stalks. She had been hiding there. She was waiting for Tavo to discover the sneakers she had left for him. She was as quiet as a little mouse.

"Señora Rosa!" cried Tavo. "My sneakers are amazing. They are shiny and bright. They look like new. Thank you so much. I will be able to play basketball with the team again!"

"Oh, they are not new," smiled Señora Rosa. "They are just patched up. I gather the things people do not need. Old boots. Worn shirts. Torn blankets and backpacks. Then I use these things to bring other things back to life. I brought your sneakers back to life with the help of a blanket nobody wanted anymore and my silver thread. Just a patch here and there, and your sneakers were as good as new."

"You are a wonderful recycler, Señora. Thank you for bringing my shoes back to life. You really helped me," Tavo said gratefully.

Reread the passage. Follow the directions below.

1. **Draw a box** around an example of sensory language.

2. **Underline** the words that tell where the event is taking place.

3. **Circle** the text that shows us how Tavo is feeling.

4. **Write** an object pronoun the student uses on the line.

_____

Name _____

> - Use subject pronouns *I, you, he, she, it, we,* and *they* as the subject of a sentence or to replace subject nouns.
> - Use object pronouns *me, you, him, her, it, us,* and *them* to replace object nouns.
> - A present-tense verb must agree with its subject pronoun.

A. Proofread the paragraph. Circle any pronouns that are used incorrectly.

My classmates and I have been learning about space. Us got to visit a planetarium last week. Zach and me made a big mural that shows planets, moons, and constellations. We invited other classes to come and see our mural. Them were amazed at what they saw. Our teacher, Ms. Alba, asked our principal to come see it. We asked he if he would like to hang it in his office. Mr. Costas gave we a big compliment. Him said he would be honored to have it on his wall.

B. Rewrite the paragraph with the correct pronouns.

_____

_____

_____

_____

_____

_____

Name _____

Read the first sentence in each set. One of the four sentences that follows it correctly replaces the underlined words. Circle the correct sentence.

1. An emperor penguin is an interesting animal.

    a. They is an interesting animal.

    b. It is an interesting animal.

    c. Them is an interesting animal.

    d. Her is an interesting animal.

2. Mary Grant spent a lot of time studying the penguins.

    a. Her spent a lot of time studying it.

    b. We spent a lot of time studying him.

    c. She spent a lot of time studying them.

    d. Her spent a lot of time studying them.

3. My brother bought a book by Mary Grant.

    a. Him bought a book by her.

    b. He bought a book by she.

    c. She bought a book by him.

    d. He bought a book by her.

4. I borrowed the book from my brother.

    a. I borrowed it from him.

    b. I borrowed it from he.

    c. I borrowed him from it.

    d. I borrowed us from it.

Same Perimeter, Different Areas

You can use perimeter and area to compare rectangles.

Compare the perimeters of Rectangle A and Rectangle B.

A

B

Find the number of units around each rectangle.

Rectangle A: $3 + 2 + 3 + 2 = 10$ units

Rectangle B: $4 + 1 + 4 + 1 = 10$ units

Compare: 10 units = 10 units

So, Rectangle A has the same perimeter as Rectangle B.

Compare the areas of Rectangle A and Rectangle B.

A

B

Find the number of unit squares needed to cover each rectangle.

Rectangle A: 2 rows of $3 = 2 \times 3$, or 6 square units

Rectangle B: 1 row of $4 = 1 \times 4$, or 4 square units

Compare: 6 square units > 4 square units

So, Rectangle A has a greater area than Rectangle B.

Find the perimeter and the area. Tell which rectangle has a greater area.

1.   A   B

A: Perimeter = _____ ;

   Area = _____

B: Perimeter = _____ ;

   Area = _____

Rectangle _____ has a greater area.

2.   A   B

A: Perimeter = _____ ;

   Area = _____

B: Perimeter = _____ ;

   Area = _____

Rectangle _____ has a greater area.
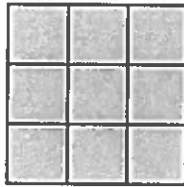
Name _____

Same Perimeter, Different Areas

Find the perimeter and the area.
Tell which rectangle has a greater area.

1.

A

B

2.
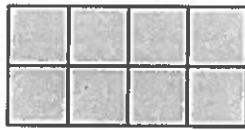
A   B

A: Perimeter = __**12 units**__ ;

Area = __**9 square units**__

A: Perimeter = _____ ;

Area = _____

B: Perimeter = _____ ;
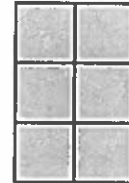
Area = _____

B: Perimeter = _____ ;

Area = _____

Rectangle _____ has a greater area.

Rectangle _____ has a greater area.

Problem Solving (Real World)

3. Tara's and Jody's bedrooms are shaped like rectangles. Tara's bedroom is 9 feet long and 8 feet wide. Jody's bedroom is 7 feet long and 10 feet wide. Whose bedroom has the greater area? **Explain**.

_____

_____

_____

4. Mr. Sanchez has 16 feet of fencing to put around a rectangular garden. He wants the garden to have the greatest possible area. How long should the sides of the garden be?

_____

_____

_____

Lesson Check

1. Draw a rectangle that has a perimeter of 12 units and an area of 8 square units.
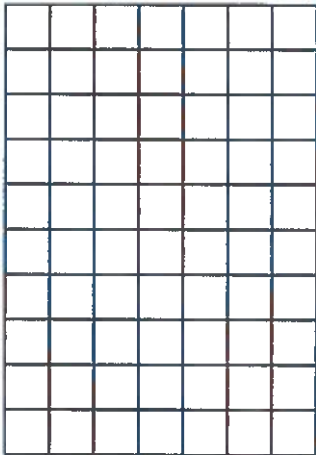
2. Find the perimeter and the area. Tell which rectangle has the greater area.

A

B
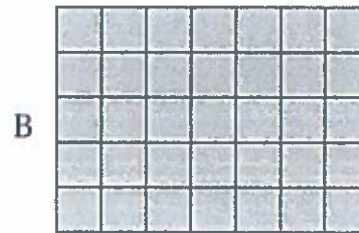
A: Perimeter = _____ units

Area = _____ square units

B: Perimeter = _____ units

Area = _____ square units

Rectangle _____ has a greater area.

Spiral Review

3. Kerrie covers a table with 8 rows of square tiles. There are 7 tiles in each row. What is the area that Kerrie covers in square units?

4. Von has a rectangular workroom with a perimeter of 26 feet. The length of the workroom is 6 feet. What is the width of Von's workroom?

Name _____

equipment	accidental	purpose	respond
disasters	prevention	harmful	careless

Use a word from the box to answer each question. Then use the word in a sentence.

1. If something could possibly hurt you, what would you call it?

   _____

2. What is the name of the tools needed to complete a job?

   _____

3. What is another word for *the reason something is done*?

   _____

4. What word might describe someone who is not paying attention?

   _____

5. When something happens for no apparent reason, what is it called?

   _____

6. What is another word for *unfortunate events*?

   _____

7. What word might be used to say *stopping*?

   _____

Name _____

> - A present-tense **verb** must agree with its subject pronoun in simple and compound sentences.
> - Add -*s* or -*es* to most present-tense action verbs when using singular pronouns *he, she,* and *it.*

Circle the subject pronoun in each sentence. Choose the correct verb to complete each sentence. Write the sentence on the line.

1. She (read, reads) a story to us every day.

   _____

2. It (make, makes) us laugh to hear funny stories.

   _____

3. It (take, takes) us twenty minutes to walk to the library.

   _____

4. He (look, looks) for books about monkeys.

   _____

5. She (help, helps) him find the books that he wants.

   _____

Name _____

> • Do not add -s or -es to a present-tense action verb when using plural pronouns *we, you,* and *they*, or singular pronouns *I* and *you*.
>
> • Subject pronouns and their verbs must agree in simple and compound sentences.

Choose the correct verb in parentheses to complete each sentence. Write the verb on the line.

1. We _____ helping Mom with our garden.   (like, likes)

2. She _____ lettuce, tomatoes, and cucumbers.   (grow, grows)

3. I _____ pull the weeds, and my brother waters.   (help, helps)

4. He _____ how to plant seeds, too.   (know, knows)

5. Do you _____ a garden at your house?   (want, wants)

6. We _____ hard, but it is worth it.   (work, works)

7. She _____ salads for our neighbors.   (make, makes)

8. They _____ our fresh vegetables.   (love, loves)

9. We _____ vegetables at the Farmer's Market, too.   (sell, sells)

10. She _____ us keep the money that we make.   (let, lets)

Same Area, Different Perimeters

**Find the perimeter and area of Rectangles *A* and *B*.
Tell which rectangle has a greater perimeter.**

Step 1 Find the area of each rectangle. You can
multiply the number of unit squares
in each row by the number of rows.

Rectangle *A*: 2 × 6 = 12 square units

Rectangle *B*: 3 × 4 = 12 square units

Step 2 Find the perimeter of each rectangle.
You can add the sides.

Rectangle *A*: 6 + 2 + 6 + 2 = 16 units

Rectangle *B*: 4 + 3 + 4 + 3 = 14 units

Step 3 Compare the perimeters. 16 units > 14 units.

So, Rectangle *A* has a greater perimeter.

**Find the perimeter and the area. Tell which
rectangle has a greater perimeter.**
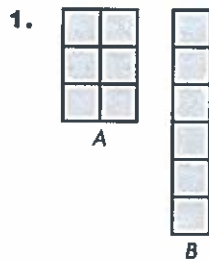
1.

A: Area = _____ ;

    Perimeter = _____

B: Area = _____ ;

    Perimeter = _____

Rectangle _____ has a greater perimeter.

2.

A: Area = _____ ,

    Perimeter = _____

B: Area = _____ ,

    Perimeter = _____

Rectangle _____ has a greater perimeter.

Name _____

Same Area, Different Perimeters

COMMON CORE STANDARD—3.MD.8
Geometric measurement: recognize perimeter
as an attribute of plane figures and distinguish
between linear and area measures.

Find the perimeter and the area. Tell which
rectangle has a greater perimeter.

1.

A

B

A: Area = __8 square units__ ;

Perimeter = __18 units__

B: Area = _____ ;

Perimeter = _____

Rectangle _____ has a greater perimeter.
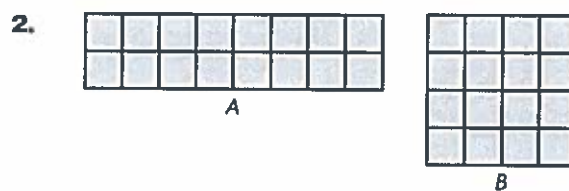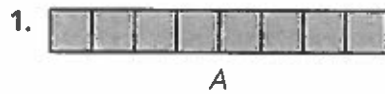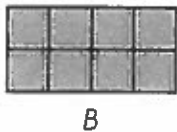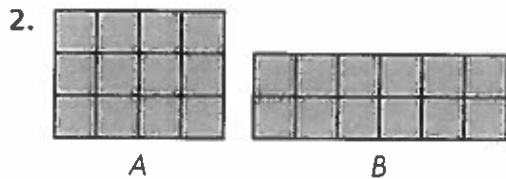
2.

A   B

A: Area = _____ ;

Perimeter = _____

B: Area = _____ ;

Perimeter = _____

Rectangle _____ has a greater perimeter.

3.

A   B
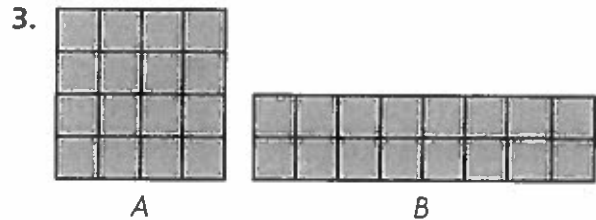
A: Area = _____ ;

Perimeter = _____

B: Area = _____ ;

Perimeter = _____

Rectangle _____ has a greater perimeter.

Problem Solving (Real World)

Use the tile designs for 4–5.

4. Compare the areas of Design A
and Design B.

_____

_____

5. Compare the perimeters. Which
design has the greater perimeter?

_____

Beth's Tile Designs

A

B
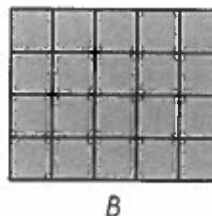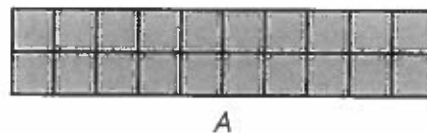
Lesson Check (3.MD.8)

1. Jake drew two rectangles. Which rectangle has the greater perimeter?

A   B

2. Alyssa drew two rectangles. Which rectangle has the greater perimeter?

A

B
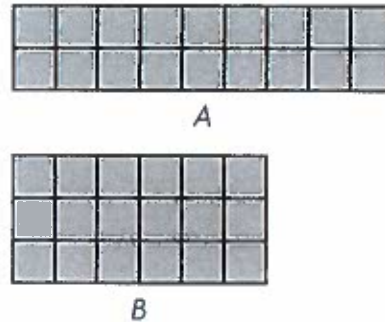
Spiral Review (3.OA.8, 3.NF.2a, 3.NF.2b, 3.NF.3d)

3. Marsha was asked to find the value of $8 - 3 \times 2$. She wrote a wrong answer. What is the correct answer?

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

$\frac{0}{4}$ $\frac{4}{4}$

5. Kyle drew three line segments with these lengths: $\frac{2}{4}$ inch, $\frac{2}{3}$ inch, and $\frac{2}{6}$ inch. List the fractions in order from least to greatest?

6. On Monday, $\frac{3}{8}$ inch of snow fell. On Tuesday, $\frac{5}{8}$ inch of snow fell. Write a statement that correctly compares the snow amounts.

Name _____

Read the passage. Use the ask and answer questions strategy
to check your understanding of important details in the passage.

True Teamwork

|	
	We try to predict, or know, about emergencies before they
10	happen. They can come as a surprise though. Even if we can't
22	predict, we can prepare. In an emergency, it is best for people
34	to work as a team. When people work together they are more
46	prepared. They can help more people than if they were alone
57	and unprepared.
59	On August 29, 2005, Hurricane Katrina struck Louisiana.
67	It was one of the strongest storms to hit that area in the last 100
82	years. The high winds, heavy rains, and extreme floods destroyed
92	homes, buildings, land, and roads on the Gulf Coast. Some
102	people lost all they had. They lost their homes, clothes, cars,
113	and more. These people needed help. Teams were formed to give
124	relief, or help, to them. These teams came together to give food
136	and shelter. This was a hard time for the victims, or people hurt
149	by the storm. To find food and shelter on their own would have
162	been hard.
164	We do not always know when a storm, flood, or other event
176	is coming. Even so, there are teams who are always ready to help.
189	When something like Katrina happens, they know what to do.
199	They know how to get food, water, and even doctors to people. It
212	is their job to work as a team and give help all over the world.

Name _____

It is good to know that there are teams who can help after a disaster. However, your family should still be prepared. It is important to know how to work as a team in an emergency. It can be as simple as talking to your neighbors. All of you can work together to be prepared.
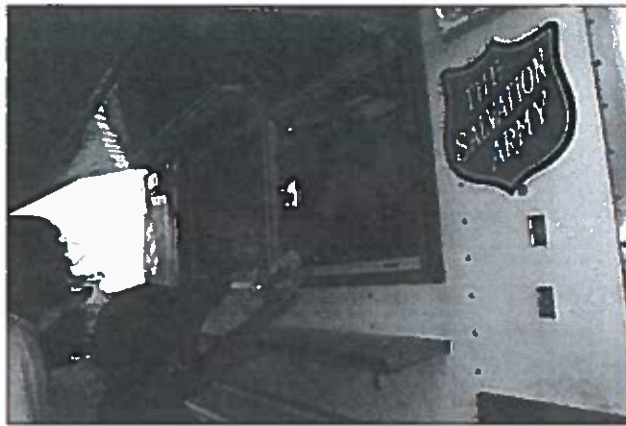
Working as a team is encouraging and gives you hope. You all have the same goal. It might be a lot of work to prepare for an emergency alone. If you know your neighbors are working with you, it can make you feel better. You can all work together to be prepared. What should you do? One important thing is that everyone has a "Go Kit." This is a kit that has essential or important things you need to survive. It can have food, water, and flashlights in it. What if you forget to pack a flashlight? You might need one in an emergency. If your neighbors have packed one, they can help you. This is just one small benefit from working as a team.

Nobody knows for sure when an emergency might happen. It could be today or years from now. Perhaps you might never need to use your Go Kit. Yet knowing that you and your neighbors are ready and can work as a team makes everyone feel better. People feel more secure working as a team in an emergency than working alone.

Name _____

Read the selection. Complete the author's point of view graphic organizer.

Details

↓

Author's Point of View

Name _____

A. Reread the passage and answer the questions.

1. What does the first paragraph tell you about how the author feels about working as a team?

_____

_____

_____

2. How do you think the author would have felt about the teams who helped victims of Katrina?

_____

_____

_____

3. How do your opinions and feelings about working as a team compare with the author's?

_____

_____

_____

B. Work with a partner. Read the passage aloud. Pay attention to phrasing and rate. Stop after one minute. Fill out the chart.

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

Test Smash Day 2

1 **Addition & Subtraction**

Jayden has 169 Matchbox cars. Rylan has 235 Matchbox cars. How many more cars does Rylan have than Jayden?

2 **Composing & Decomposing Numbers**
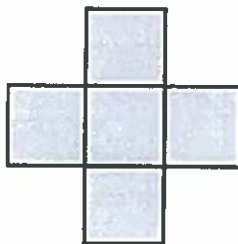
What is the value of the 7 in 67,982?

3 **Comparing & Ordering Numbers**
Order the numbers from least to greatest.
37   42   23

4 **Addition & Subtraction Models & Equations**

Create a model to solve the problem.

A small snake is 14 inches long. A large snake is 36 inches long. What is the difference in the length of the snakes?

5 **Area**

Find the area:

6 **Equivalent Fractions**
Name the equivalent fractions

7 **Comparing & Ordering Fractions**
Compare the fractions using <,>, or =.

8 **Multiplication & Division**

Students are working in groups of four to complete a project. If there are seven groups, how many students are working?

9 **Perimeter**
If the perimeter is 22 what is the length of the missing side?

6   6

10 **Number Relationships**
What is the rule?

2	14
4	28
6	42

11 **Data & Graphs**

Favorite Colors

Red   Blue   Green   Yellow
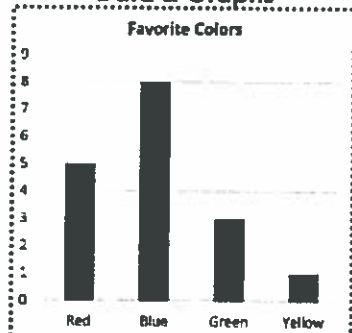
How many students were polled about their favorite color?

12 **Multiplication & Division Models**

Zach is sharing a pack of gum with four friends. If there are 20 pieces of gum, how many will each boy get?

Draw a strip diagram to represent the problem.

13 **2D & 3D Figures**

Name and describe the figure below.

20

Name _____

Teamwork at the Airport

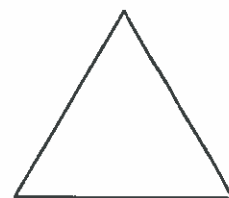When a plane is about to land, the pilot radios the air traffic controller to say that the plane is approaching. Then the air traffic controller looks at the runway to make sure that it is clear. If there are no planes on it, the controller tells the pilot to land.

Once the plane is on the ground the air traffic controller connects the pilot to a ground traffic controller. The ground traffic controller gives the plane a clear route from runway to airport.

| The air traffic controller helps the pilot land. | The ground traffic controller guides the pilot to the airport. |
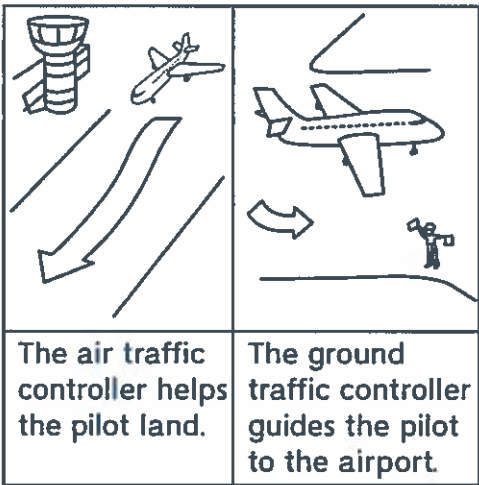
Answer the questions about the text.

1. What genre is this? How can you tell?

_____

_____

2. Name the text feature. What purpose does it serve?

_____

_____

3. How do the pilot and the controllers work together to land a plane?

_____

_____

Name _____

Read the sentences. Underline the sentence clues that help you understand the meaning of each word in bold. Write the meaning of each word on the line.

1. When the pop quiz was announced Rita suddenly wished she had been able to **predict** it ahead of time.

   Predict means _____

2. Having a teacher tell her that she was a great student was **encouraging** to Gretel and gave her more confidence to do even better in class.

   Encouraging means _____

3. The sinking of the *Titanic* was a **tragedy**, or an unfortunate event, that people still talk about to this day.

   Tragedy means _____

4. After the earthquake, the Red Cross provided **relief**. The much needed support and help was amazing.

   Relief means _____

5. It was hard to tell at first how many **victims**, or people suffering from the destruction, of the flood there were.

   Victims means _____

6. If you are hiking, it is **essential** to have a map. It is also absolutely necessary to bring food and water with you.

   Essential means _____

Name _____

> - A present-tense verb must agree with its subject pronoun in simple and compound sentences.
>
> - Add -s or -es to most present-tense action verbs when using singular pronouns he, she, and it.
>
> - Do not add -s or -es to a present-tense action verb when using plural pronouns we, you, and they, or singular pronouns I and you.

Choose the correct verb to complete each sentence. Write the verb on the line.

1. I (like, likes) Career Day at school. _____

2. We (hear, hears) speakers, like Mr. Jace, talk
   about their jobs. _____

3. He (work, works) on jets and airplanes. _____

4. I (think, thinks) that would be a hard job to do. _____

5. They (tell, tells) our class about the importance of reading. _____

6. I (see, sees) a speaker dressed like an astronaut. _____

7. She (explain, explains) what she does on space walks. _____

8. I (hope, hopes) to be a writer when I grow up. _____

9. It (make, makes) people laugh to read funny stories. _____

10. We (wave, waves) to the speakers when they leave. _____

Test Smash Day 4

1 **Addition & Subtraction**
The distance from our classroom to the gym is 342 feet. If it is 147 feet to the library, how much further is the gym?

2 **Composing & Decomposing Numbers**
How would you write a number with 6 ten thousands, 4 thousands, 9 hundreds, and 3 ones?
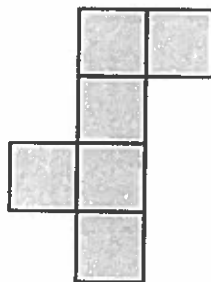
3 **Comparing & Ordering Numbers**
Order the numbers from greatest to least.
79   24   42

4 **Addition & Subtraction Models & Equations**
Draw a model to represent the problem below.

Katie's basketball team entered the second half with 47 points then scored three 2-point shots, and one 3-pointer. How many points have they scored?

5 **Area**
Find the area:

6 **Equivalent Fractions**
How many thirds are in four sixths?
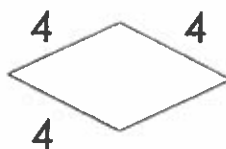
7 **Comparing & Ordering Fractions**
Compare the fractions using <,>, or =.

8 **Multiplication & Division**
There are 40 people in line to see a movie and 16 more people who bought tickets online. If the theater has rows of 8, how many rows will they fill up?

9 **Perimeter**
If the perimeter is 16 what is the length of the missing side?

4   4

4

10 **Number Relationships**
Create an input-output table with the rule +7

11 **Data & Graphs**

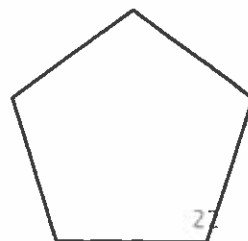| Number of Students Out Sick	
Monday	4
Tuesday	6
Wednesday	2

How many students were out sick this week?

12 **Multiplication & Division Models**
Gary brings a box of Moon Pies to share for his birthday. There are 24 Moon Pies in the box and 12 people. How many Moon Pies will each person get?

Draw an array to represent the problem.

13 **2D & 3D Figures**
Name and describe the figure below

Name _____

A. When a syllable ends in a consonant, it is called a closed syllable. Circle the words that have two closed syllables. Then write the syllables on the lines.

1. basket   refill   _____   _____

2. lesson   robot   _____   _____

3. tiny   problem   _____   _____

4. diner   napkin   _____   _____

5. rabbit   army   _____   _____

6. tiger   number   _____   _____

B. Related words have a common root or base word. Read each set of words. Circle the related words.

1. pedal   scouting   pedestrian

2. geology   geography   graceful

3. matter   magnify   magnificent

4. bicycle   tricycle   automobile

5. remain   renumber   numeral

Name _____

A. Read the draft model. Use questions that follow the draft to help you create a strong paragraph.

Draft Model

One of a police officer's duties is to stop crime. They have radios to tell them where a crime is happening. Police officers arrest criminals so they can't commit any more crimes.

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1. What is the main idea of the draft model? What topic sentence could you add to show this?

2. Do all of the other sentences support the main idea? Should any be deleted?

3. How can you strengthen the connection between the supporting sentences and the main idea?

4. Why are police officers important to a community?

B. Now revise the draft by creating a strong paragraph with a topic sentence and supporting sentences about police officers.

_____

_____

_____

_____

_____

Name _____

- A present-tense verb must agree with its subject pronoun in simple and compound sentences.

- Add -s or -es to most present-tense action verbs when using singular pronouns *he, she,* and *it.* Do not add -s or -es to a present-tense action verb when using plural pronouns *we, you,* and *they,* or singular pronouns *I* and *you.*

Rewrite the sentences below. Make sure that the pronouns and verbs agree.

1. I sees a huge spider web on my bike!

   _____

2. He paint pictures of sailboats on the lake.

   _____

3. They hikes the Grand Canyon every August.

   _____

4. It rain almost every afternoon in Florida.

   _____

5. Do you swims at the Oak Park Water Club?

   _____

Test Smash Day 6

1 **Addition & Subtraction**
Angel has 19 pieces of candy. Crystal has seven more pieces than Angel. How many pieces of candy do they both have?

2 **Composing & Decomposing Numbers**
Decompose the number below:

37,098

3 **Comparing & Ordering Numbers**
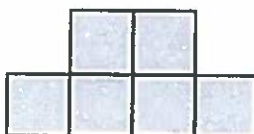Order the numbers from least to greatest.
415   398   427

4 **Addition & Subtraction Models & Equations**
Write an equation to solve the problem.

There are 22 students in a class. 14 of the students have turned in their homework. Another 3 students have started their homework. How many students haven't started their homework yet?
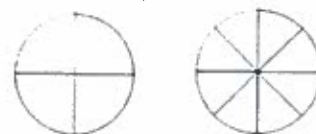
5 **Area**
Find the area:

6 **Equivalent Fractions**
Name the equivalent fractions

7 **Comparing & Ordering Fractions**
Compare the fractions using <,>, or =.

8 **Multiplication & Division**
David has 3 sisters. Rachel has 4 brothers. Both kids and their siblings each spend $5 a piece on lunch. How much did they spend?

9 **Perimeter**
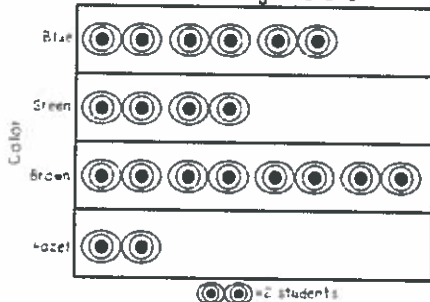If the perimeter is 24 what is the length of the missing sides?

4

10 **Number Relationships**
What would the output for 9 be?

12	37
15	40
17	42

11 **Data & Graphs**
Student Eye Colors

Blue
Green
Brown
Hazel

= 2 students

How many students have brown eyes?

12 **Multiplication & Division Models**
Traci has 6 sets of 12 marbles each. Alan has 4 sets of ten marbles each. How many marbles do they have combined?

Write an equation to represent the problem.

13 **2D & 3D Figures**
Name and describe the figure below

24

Name _____

The student who wrote the paragraph below used text evidence from two different sources to answer the prompt: *How are wildfires a danger to the environment and the people living in their paths?*

Like hurricanes, wildfires can be very harmful to the natural world, as well as to people. They are fast-moving and hard to keep up with when they start. They spread quickly, and they are very easy to start. It only takes a spark from a campfire, a dropped match, or a single lightning strike to start a blaze. And this blaze can destroy a forest filled with trees, plants, and animals. Wildfires are also very dangerous to people. They easily burn up homes and fields with crops. The firefighters who try to control fires cannot just stop the fire the way Windy Gale stopped the hurricane. The fire can harm them, too. It doesn't take much to start a wildfire, but once one is burning, the fire can be a real threat to wildlife and people.

Reread the passage. Follow the directions below.

1. **Circle** the sentence the student uses to introduce the topic.

2. **Underline** important facts and details in the paragraph that support the topic sentence.

3. **Draw a box** around the concluding statement that sums up the paragraph.

4. **Write** an example of correct pronoun-verb agreement on the line.

_____

_____

Name _____

Read the sentences. Choose the correct verb to complete each sentence. Circle your answer. Then write the word on the line.

1. He _____ the newspaper on our front porch.
   a. toss   **b.** tosses

2. We _____ the newspaper every day.
   a. read   **b.** reads

3. She _____ a newspaper column about pets.
   a. write   **b.** writes

4. It _____ people how to take care of animals.
   a. tell   **b.** tells

5. He _____ doing the crossword puzzle.
   a. enjoy   **b.** enjoys

6. They _____ their newspapers when they finish.
   a. recycle   **b.** recycles

7. I _____ at the movie reviews.
   a. look   **b.** looks

8. We _____ at the comic strips in the Sunday paper.
   a. laugh   **b.** laughs

9. She _____ out the recipes in the food section.
   a. cut   **b.** cuts

10. Do you _____ the newspaper delivered to your house?
    a. get   **b.** gets