

HELLO



3RD GRADE

Students Name: _____

Teacher: _____



William Floyd Union Free School District

of the MASTICS - MORICHES - SHIRLEY

Our rich history builds a promising future!

March 30th, 2020

Dear Parents and Guardians,

Thank you for working with us in partnership to support your child's learning through this unprecedented time. Enclosed is a packet with approximately 10 days' worth of learning material. This material is review of previous instruction from your child's teacher. We are asking your support in having your child work on a portion at a time so that they are engaged for a period of time each day. Most importantly, this will assist them in maintaining their skills. These packets will not be traditionally graded, but should be returned to your classroom teacher when school reopens.

This is a stressful time for many, so this school-work should not cause any additional stress in your household.

- *Permit your children to have breaks, as necessary. Elementary students often participate in hands-on learning, so they typically would not be sitting for hours on end. 10-30 minutes is probably a good estimate of time to work on this packet at a time, depending upon age.*
- *If your child is having difficulty, please reach out to his/her classroom teacher. They will be able to walk them through the assignment, or provide an alternate assignment.*
- *There are many learning opportunities for your children, even without participating in traditional school-work. You have the opportunity to keep them engaged in topics that are of interest and importance to your family. Family conversations that engage in deep thinking and wondering are a great way to go!*
- *Our mental health support providers are also available to speak with you. If you do not know his/her email address, please contact your building principal and he/she will put you in touch with them.*

Tangier Smith: Toni Komorowski tkomorowski@wfsd.k12.ny.us

Nathaniel Woodhull: Heather Murillo hmurillo@wfsd.k12.ny.us

John S. Hobart: Jim Westcott jwestcott@wfsd.k12.ny.us

Moriches: Deirdre Redding dredding@wfsd.k12.ny.us

William Floyd Elementary: Keith Fasciana kfasciana@wfsd.k12.ny.us

William Floyd Learning Center: Gary Bretton gbretton@wfsd.k12.ny.us

In the meantime, your elementary teachers are developing a website in the event school is closed for a longer period of time. More information on that will follow, including directions and supports for you to navigate the new learning tool. For those without access to technology, paper packets will be provided based on request. Information on this will be forthcoming in the next few weeks.

Please remember that your school community is here to provide you with support and staying in touch with your child's teacher is a great way to provide some normalcy to an otherwise unparalleled time.

Respectfully,

Stacey A. Scalise

Assistant Superintendent



William Floyd Union Free School District

of the MASTICS – MORICHES – SHIRLEY

¡Nuestra rica historia construye un futuro prometedor!

30 de marzo de 2020

Estimados padres y tutores,

Gracias por colaborar con nosotros para apoyar el aprendizaje de su hijo a través de este tiempo sin precedentes. Adjunto hay un paquete con aproximadamente 10 días de material de aprendizaje. Este material repasa las lecciones previas enseñadas por el maestro/la maestra de su estudiante. Estamos pidiendo su apoyo para que su hijo/a trabaje en una parte a la vez para que estudien durante un período de tiempo cada día. Lo más importante, esto les ayudará a mantener sus habilidades. Estos paquetes no se calificarán tradicionalmente, pero deben devolverse a su maestro de clase cuando se vuelva a abrir la escuela.

Este es un momento estresante para muchos, por lo que este trabajo escolar no debería causar ningún estrés adicional en su hogar.

- *Permita que sus hijos tengan descansos, según sea necesario. Los estudiantes de primaria a menudo participan en el aprendizaje práctico, por lo que generalmente no estarían sentados durante horas y horas. De 10 a 30 minutos es probablemente una buena estimación del tiempo que debe trabajar en este paquete a la vez, dependiendo de la edad.*
- *Si su hijo tiene dificultades, comuníquese con el/la maestro/a de su clase. Podrán guiarlos a través de la tarea o proporcionar una tarea alternativa.*
- *Hay muchas oportunidades de aprendizaje para sus hijos, incluso sin participar en el trabajo escolar tradicional. Tiene la oportunidad de mantenerlos involucrados en temas que son de interés e importancia para su familia. ¡Las conversaciones familiares que se involucran en pensamientos profundos y preguntas son una excelente manera de hacerlo!*
- *Nuestros proveedores de apoyo de salud mental también están disponibles para hablar con usted. Si no conoce su dirección de correo electrónico, comuníquese con el director de su edificio y él / ella lo pondrá en contacto con ellos.*

Tangier Smith: Toni Komorowski tkomorowski@wfsd.k12.ny.us

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John S. Hobart: Jim Westcott jwestcott@wfsd.k12.ny.us

Moriches: Deirdre Redding dredding@wfsd.k12.ny.us

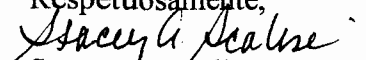
William Floyd Elementary: Keith Fasciana kfasciana@wfsd.k12.ny.us

William Floyd Learning Center: Gary Bretton gbretton@wfsd.k12.ny.us

Mientras tanto, sus maestros de primaria están desarrollando un sitio web en caso de que la escuela esté cerrada por un período de tiempo más largo. Más información sobre que va a seguir, incluyendo direcciones y apoyos para que pueda navegar por la nueva herramienta de aprendizaje. Para aquellos que no tienen acceso a la tecnología, se proporcionarán paquetes de papel según se solicite. La información sobre esto estará disponible en las próximas semanas.

Por favor, recuerde que su comunidad escolar está aquí para ofrecerle apoyo y estar en contacto con los maestros de su hijo/a es una gran manera de proporcionar una cierta normalidad en un tiempo sin precedentes.

Respetuosamente,


Stacey A. Scalise
Superintendente Asistente

Name: _____

Friends Helping Friends

By Kelly Hashway

Jared put on his coat and backpack and walked out of school to catch his bus home. His backpack weighed him down with all the materials he needed to finish his science fair project this weekend.

"Hey, Jared!" Carlos yelled, running up to him. "My dad's running the park clean-up this weekend. Can you help out?"

"Um..." Jared knew he didn't have time to help, but he didn't want to disappoint Carlos. "I guess I can."

"Great. Thanks!" Carlos said, waving goodbye.

Jared stepped onto the bus and took his seat. He was going to have to stay up late tonight to work on his project so he could help Carlos in the morning.

"Jared," Chianne said, sitting down next to him. "I've been looking for you. I have to walk Mrs. Vanderhoof's dogs this weekend. Do you think you could help me?"

"Um..." Jared knew Mrs. Vanderhoof's dogs had to be walked three times a day. How would he manage to fit that in on top of everything else? "I guess I can."

"Great!" Chianne waved goodbye as the bus pulled up to their stop.

Jared's backpack felt even heavier as he walked into the house and flopped down on the couch.

"Rough day?" his mother asked.

"More like rough weekend. I have to finish my science fair project, help Carlos with the park clean-up, and help Chianne walk Mrs. Vanderhoof's dogs."

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"Sounds like you agreed to too many things this weekend," his mother said.

"I know, but Carlos and Chianne are my friends. I couldn't say 'no' to them. I didn't want to let them down." Jared stared at his mom. "What should I do?"

"I'm glad you want to help your friends, but you need to have time for your own things, too."

Jared knew she was right. "Maybe I can tell Carlos I can only help for two hours in the morning. And I can probably help Chianne walk Mrs. Vanderhoof's dogs early in the morning, but not at lunchtime or in the evening." Jared's stomach flopped. "Mom, do you think they'll get mad?"

"They're your friends. Tell them you need time to finish your science fair project. They'll understand."

Jared nodded and got the phone. He told Carlos and Chianne the truth. As soon as he hung up, he turned to his mom. "They're fine with it, and they both offered to help with my project, too."

"I knew it would work out," Mom said.

Jared smiled. "Yeah, because friends help each other out."

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Name:

Friends Helping Friends

By Kelly Hashway

1. What did Jared want to do to help Carlos?

2. What did Jared want to do to help Chianne?

3. How did Jared feel when he arrived home from school?

- a. excited b. hurt c. angry d. overwhelmed

4. Why was Jared nervous about calling his friends?

- a. He was afraid they would be upset with him for not helping enough. b. He was afraid they would ask him to do even more. c. He was worried that they would not help him with his science project. d. He was worried that his friends would not answer the phone.

5. Are Carlos and Chianne being good friends to Jared? Tell why or why not.

Name: _____

Friends Helping Friends

By Kelly Hashway

Match each vocabulary word on the left with the definition on the right.

1. _____ disappoint a. complete
2. _____ probably b. sofa
3. _____ finish c. let down
4. _____ offered d. looked at with eyes wide open
5. _____ couch e. promised
6. _____ evening f. likely
7. _____ agreed g. time of day before bedtime

8. _____ stared h. showed a willingness to help someone

❖ **Now try this:** Find each of the words above in the story and highlight them.

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Name: _____

Friends Helping Friends

By Kelly Hashway

In the story, "Friends Helping Friends," Jared promises to help his friends during the weekend, but he doesn't have the time.

Write about a time when you have been very busy. Tell what things you have to do during this busy time.

[illegible]

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ANSWER KEY Friends

Helping Friends By Kelly

Hashway

Name: _____ **The**

Race

by **Liana Mahoney**

I'm running a race!
It's a game I play –
A game for sun-lit
Summer days.

My heart is pumping.
Will I win this race? My
legs are flying In a
high-speed chase.

I'm really fast, But
he's *still* ahead!
Wish I were winning
This race instead!

I'm tiring out; My
running slows.

He slows down, too. I
think he knows...

I just can't catch him. I
admit defeat. My
shadow's so fast, He
can't be beat!

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Name: _____

The Race

by Liana Mahoney

1. Who is the boy in the poem racing against?

2. Which of these statements is probably true about the race in the poem?

a. The boy is a slow runner. **b.** It is impossible for the boy to win the race. **c.** The boy gets tired quickly. **d.** The boy will probably win next time.

3. Why does the poem state that this is a game for "sun-lit summer days"?

4. Do you think the boy really expected to win the race? Why or why not?

5. List four pairs of rhyming words the poet uses in this poem.

_____ and _____, _____ and _____

_____ and _____, _____ and _____

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Name: _____

The Race

by **Liana Mahoney**

1. Who is the boy in the poem racing against?

The boy is racing against his shadow.

2. Which of these statements is probably true about the race in the poem? b

a. The boy is a slow runner. b. It is impossible for the boy to win the race. c. The boy gets tired quickly. d. The boy will probably win next time.

3. Why does the poem state that this is a game for “sun-lit summer days”?

The poem states that this is a game for sun-lit summer days because there are no shadows when the sun is not out.

4. Do you think the boy really expected to win the race? Why or why not?

(Answers will vary.) Possible answer: The boy probably knew he could not win a race against his shadow because he has played this game before. He is probably running just for fun.

5. List four pairs of rhyming words the poet uses in this poem.

race and chase, ahead and instead, slows and knows, defeat and beat Note: You may also want to accept play and day(s)

Name: _____

To, Too, and Two

1. Kate and Jan went _____ a football game.
2. James said, "I ate _____ much ice cream."
3. Please pick up _____ gallons of milk from the store.
4. May I play _____?
5. Madison likes _____ ride horses.
6. We will all go _____ the beach on Sunday.
7. My teacher said, "Your voices are _____ loud."
8. Dexter wants _____ be in the school play.
9. Grandma bought me _____ birthday presents.
10. Would you like _____ have beef stew for dinner tonight?

11. Next month, my little sister will turn _____ years old.

12. You have _____ many toys in your bedroom.

13. When Pablo started school, he learned _____ count up to ten.

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ANSWER KEY To, Too, and Two

1. Kate and Jan went to a football game.

2. I went to the store to buy some ice cream.

3. Please go to the store and buy some milk.

4. I went to the store.

5. We went to the store.

6. We went to the store.

Name: _____

Brotherly Love

By Kelly Hashway

Michael raked the last of the leaves into a small pile. There weren't even enough to jump in. "Mom and Dad are never going to pay me for raking this little bit of leaves." "What are you talking about?" Greg asked, walking up behind him.

"I'm trying to do extra chores so I can make enough money to buy the new *Space Invaders* video game, but there's nothing to do around here." Michael sighed and looked around.

"You could offer to wash Mom and Dad's cars," Greg said.

Michael's face lit up. "That's a great idea."

"I bet some of the neighbors would pay you to wash theirs, too. It's getting colder and no one is going to want to wash the cars themselves."

Michael nodded. The air was cold. He shivered at the thought of washing cars and getting wet in this cold weather. "Maybe this isn't a good idea."

Greg placed his hand on Michael's shoulder. "I have some golf gloves that are designed for wet, cold weather. I'll loan you a pair, and I'll even help you wash the cars."

"Really? You'd help me and let me keep the money?"

"Sure. Golf season is over. I won't need the extra cash for a while." Greg disappeared inside the house.

Michael asked his parents if he could wash their cars for a small fee. When they agreed, he asked some neighbors, too. Three more agreed. Michael got a bucket, some sponges, towels, and soap. Greg came back outside with the gloves.

"Here you go. They might be a little big for you, but they'll keep your hands warm and

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dry."

"Thanks." Michael still couldn't believe his brother was helping him earn the money like this. He was going to have to think of a way to repay him.

After spending the day washing cars, Michael looked at the stack of money he'd made. He counted the bills carefully.

"Well?" Greg asked. "Do you have enough for that video game?"

"Yeah." Michael smiled.

"Then let's go buy it." Greg drove Michael to the mall.

Michael found the game immediately, but as he took it off the shelf he saw a golf video game next to it. Michael looked at Greg and thought of how he'd helped him earn the money. Greg loved golf and wouldn't get to golf again until spring. Unless...

"What are you doing?" Greg asked as Michael put his game back and brought the golf game to the register.

"I thought this golf video game would be more fun. We can play it together."

About the Author

Kelly Hashway's picture book, *May the Best Dog Win*, is now available!

Dash has the perfect life until the Super Sweeper 5000 shows up. Sweeper runs all over the house sucking up the leftover food scraps, and he even gets his own room! But Dash won't give up his place as the favorite dog without a fight.

Hashway, Kelly. *May the Best Dog Win*. ISBN: 9780984589081

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Name: _____

Brotherly Love

By Kelly Hashway

1. Explain why Michael was raking leaves in the beginning of the story.

2. Circle the three words that best describe Greg.

selfish selfless kind funny quiet helpful greedy

3. What might have been the temperature outside on the day when Michael and Greg washed cars?

a. 77° F (25° C) b. 83° F (28° C) c. 53° F (12° C) d. 23° F (-5° C)

4. Michael believes in...

a. persuading others to do work for him b. asking for help when he needs it c. giving money away to people in need d. working hard to earn money for the things he wants

5. What kind thing did Michael do for Greg at the end of the story?

Name:

Brotherly Love

By Kelly Hashway

Match each vocabulary word on the left with the definition on the right.

1. _____ chores **a.** pile
2. _____ golf **b.** to become unseen
3. _____ fee **c.** to let someone borrow something
4. _____ repay **d.** cost; price
5. _____ stack **e.** pail
6. _____ disappeared **f.** household jobs
7. _____ bucket **g.** to pay back
8. _____ loan **h.** game in which a hard ball is struck with a club

❖ **Now try this:** Find each of the words above in the story and highlight them.

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Name:

Brotherly Love

By Kelly Hashway

In the story, "Brotherly Love," Greg helps his brother Michael wash cars to earn extra money for a video game. In return for the favor, Michael buys a video game that his brother will enjoy.

Write about a time when you did something kind for a sibling or a friend.

Name: _____

The Strange Star

by Anita N. Amin

Rosie loved watching the night sky. It shined with so many stars.

Sometimes, she would climb onto Papa's shoulders. She'd feel like a princess, sitting closer to those stars.

One afternoon, Papa said, "We're going to the beach! Won't that be fun?"

Rosie wasn't sure. "Will my stars be there, too?"

"Maybe," Papa said.

So they went to the beach. But it was foggy that night – no stars in sight.

"Let's see what happens tomorrow," Papa said.

"Okay..." Rosie frowned.

The next morning, they went back to the beach and Rosie gathered seashells.

Rosie found something strange. It looked like a big, orange, bumpy star. Had it fallen from the sky? And why wasn't it glowing?

"It's not a star." Papa smiled. "It's a starfish. It lives in the

ocean." Rosie put the starfish in the ocean. They watched the waves wash it back home.

Then Rosie looked for more starfish. She liked stars AND starfish

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Name: _____

The Strange Star

by Anita N. Amin

1. When does Rosie find a starfish?

a. At the beach b. At night c. In her backyard d. In the morning

2. What did Rosie do right after she found a starfish?

a. She gathered shells. b. She went to the beach. c. She climbed on papa's shoulders. d. She put the starfish in the ocean.

3. What did Rosie do right before she found a starfish?

a. She looked up in the night sky. b. She collected seashells. c. She looked for more starfish. d. She watched the waves take the starfish away.

4. When Papa first took Rosie to the beach at night, she didn't see any stars. Why?

5. About how old do you think Rosie is? How can you tell?

6. Think up another creative title for this story.

Now Try This: On a sheet of white paper, make an illustration to go along with this story. Be sure you draw Rosie in your picture. Be sure your illustration is neat and colorful.

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Name: _____ **The Strange**

Star



Name: _____

Monarch Butterflies: Beautiful But Poisonous

by Kelly Hashway

If you've ever seen a monarch butterfly, then you've probably noticed their bright orange and black colors. It makes them easy to see in the sky. You may think this would put the Monarch in harm from predators, but these bright colors are actually what protect the butterfly. Monarchs eat a plant called milkweed, which is why they are sometimes called "milkweed butterflies." Milkweed contains toxins that are not poisonous to Monarchs but are poisonous to other living things. These toxins that are a regular part of the Monarch butterfly's diet make them poisonous to predators. A bird flying through the sky will leave the flashy colored Monarch alone because it knows those bright colors mean the Monarch is poisonous.

Monarch butterflies actually begin eating milkweed as larvae. As you probably know, butterflies begin as caterpillars. Monarch butterflies lay eggs on milkweed plants, and when an egg hatches, the young caterpillar, or larva, begins to eat the milkweed. The caterpillar will eat the plant for about two

weeks and grow to approximately two inches long. The caterpillar will then spin a silk pad and attach itself upside-down to a twig or leaf. Next it sheds its yellow, black, and white striped skin. This is the first step in the caterpillar's transformation to a butterfly.

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Underneath the old skin of the caterpillar is a hard layer of skin called a chrysalis. The caterpillar will keep this chrysalis, or pupa, around its body and stay inside it for two weeks while it changes into a Monarch butterfly. The chrysalis will become transparent when the butterfly is ready to emerge. The Monarch uses the blood in its body to inflate its wings. Then it will hang in that same spot for hours until its wings dry and it can fly.

Monarch butterflies can live for very different lengths of time depending on what time of year they emerge from their chrysalis and become adult butterflies. If a Monarch reaches adulthood in early summer, it will most likely live for only two to five weeks. But if the Monarch becomes an adult at the end of the summer months, it will migrate south and live for about eight to nine months.

Monarchs can be found all over the world in tropic and sub-tropic areas. And if you'd like to observe them in your own yard, plant milkweed and wait for the Monarchs to come for a feast.

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Name: _____

Monarch Butterflies: Beautiful But Poisonous

by Kelly Hashway

1. What is a butterfly larva called?

a. caterpillar **b.** chrysalis **c.** pupa **d.** a Monarch

2. About how long is a Monarch in the larvae stage? _____

3. Which would be the best way to attract Monarch butterflies to your yard?

- a. place a dish of fruit on the lawn b. plant milkweed in the yard c. cut down large trees d. place a small pool with water in the yard

4. Explain how a Monarch butterfly's bright colors help to protect it from predators.

5. Re-read these sentences from the article.

Next it sheds its yellow, black, and white striped skin. This is the first step in the caterpillar's transformation to a butterfly.

Which is the best definition for the underlined word.

- a. grow older b. sleep c. remove d. change

Name: _____

Monarch Butterflies:

Beautiful But Poisonous

Vocabulary Activity

Fill in the missing letters to create a vocabulary word from the story.
Then write the full word on the line. Be sure you spell each word correctly.

1. ____ r y ____ ____ i ____

hint: pupa stage of a butterfly

2. ____ r a n ____ ____ ____ e n ____

hint: see-through; clear

3. ____ n f ____ ____ ____

hint: to fill up

4. ____ i g ____ ____ ____

hint: to move to another place

5. ____ w i ____ ____

hint: small branch

6. ____ e a ____ t ____

hint: a large meal

7. ____ o ____ i ____ s ____

hint: poisons

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Name: _____

Monarch Butterflies: Beautiful But Poisonous

In the article, "Monarch Butterflies: Beautiful But Poisonous", you learned that a monarch butterfly's bright colors warn predators that it is poisonous to eat.

Think of another animal species that has a special way of protecting itself from predators. Write a paragraph to explain what the animal is and how it keeps from being hunted by predators.

[illegible]

by Kelly Hashway

Name: _____

Ben's Loose Tooth

by Donna Latham

"I'm *a/ways* last," Ben sighed. "Last to learn to whistle. Last to lose a tooth."

Ben's older sister, Kate, was always bossy. "Jiggle your teeth," she said. "Find one that's wiggly and wobbly."

Tooth by tooth, Ben jiggled. He wriggled the last tooth. "It's wiggly. It's wobbly!"

"Tug it," Kate said.

"Uh!" Ben mumbled. "It's stuck in my gums."

"Hmmm." Kate scrunched her nose. "Munch that apple."

Ben took a bite. "Ouch! No luck."

"Hmmm," said Kate. She tapped her pinky against her chin. "I'll scare it out of you! That's how you get rid of hiccups. Maybe it works for teeth too."

Ben squeezed his eyes shut. He held his breath. He waited and waited. "Hey! When are you going to scare me?" He propped one eye open.

"How scary would it be if I told you?" Kate asked.

"Well—," Ben said.

"Boo!" cried Kate. She flapped her arms.

Ben's fingers flew to the tooth. He wriggled it. He jiggled it. "Blah! I'll never lose a tooth."
He hung his head. "I'll never learn to whistle, either."

"Whistle? I can teach you!" Kate said. "Pucker your lips. Leave a tiny space."

Ben scrunched his lips together.

"Perfect." Kate smiled. "Now, shoot the air out. Hard."

With all his might, Ben blasted air. Out burst a high note—with his tooth!

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Name: _____

Ben's Loose Tooth

by Donna Latham

1. What is Ben's main problem in this story?

2. Who is Kate?

a. Ben's friend b. Ben's cousin c. Ben's little sister d.

Ben's big sister

3. Complete the web by listing three ideas Kate had for helping Ben.

Kate's Ideas for Helping Ben Get His Tooth Out

4. What was Ben trying to do when the tooth came out of his mouth?

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Name: _____

ANSWER KEY

Ben's

Name: _____

One Hump or Two?

by Kelly Hashway

Do you know what the hump of a camel is used for? If you answered to store water, guess again. This rumor about camels storing water in their humps has been around for a long time, but it's actually not true. A camel's hump is a storage place for fatty tissue.

Most animals, including humans, store fat throughout their bodies, beneath their skin. But camels store their fat in one place, their hump. A hump can weigh as much as 80 pounds. Why do camels store their fat this way? The answer is most likely because of their environment. Camels can go up to two weeks without eating because they have this fatty tissue to live off of. Since camels live in the desert where food is scarce, they need this storage of fat to survive.

Camels have amazing survival skills built into their bodies. Their humps contribute to the camel staying cooler because all the body fat is concentrated to one area instead of being spread throughout the body. Also camels are great at handling changes in body

temperature. They need to reach temperatures over 106 degrees Fahrenheit before they begin to sweat. And when they do sweat, it evaporates while on the camel's skin, instead of on its coat. This cools the camel much faster. Their coats also help them adapt to the heat. While the coat is thick, it reflects the sunlight and protects the camel from the heat that rises off the desert sand.

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An adult camel measures just over six feet tall at its shoulder and over seven feet tall at its hump or humps. There are two kinds of camels, those with one hump and those with two humps. Camels with one hump are called Dromedary or Arabian camels. They live in the dry deserts in West Asia. Camels with two humps are called Bactrian camels. They live in Central and East Asia.

Besides their humps, camels have a lot of interesting features. They can live between 40-50 years. They can carry about 400 pounds and run up to 40 miles per hour. It's true that camels can go long periods of time without drinking water, and they can drink about 26 gallons of water at a time. If that's not interesting enough, camels have three sets of eyelids. Two of these sets come complete with eyelashes, while the third set is skin. Camels can also close their nostrils.

So whether a camel has one hump or two, it is one amazing creature that is very well adapted to its environment.

About the Author

Kelly Hashway's latest book, *May the Best Dog Win*, is now available!

Dash has the perfect life until the Super Sweeper 5000 shows up. Sweeper runs all over the house sucking up the leftover food scraps, and he even gets gets his own room! But Dash won't give up his place as the favorite dog without a fight.

Hashway, Kelly. *May the Best Dog Win*. ISBN: 9780984589081

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Name: _____

One Hump or Two?

by Kelly Hashway

1. What is a camel's hump used for?

a. to store water b. to store fat c. to store food d. to carry riders

2. How does the color of a camel's coat help it to survive in the desert?

3. Fill in the blank lines.

Camels with one hump are called _____ or
_____ camels.

Camels with two humps are called _____ camels.

4. How long can a camel live?

- a. up to 5 decades b. up to 5 centuries c. up to 5 millennia d.
up to 5 generations

5. Which sentence is an opinion?

- a. A camel's hump can weigh as much as 80 pounds. b. When camels reach
temperatures over 106 o F, they begin to sweat. c. Besides their humps,
camels have a lot of interesting features. d. Bactrian camels live in Central
and East Asia.

Now Try This: Make a Venn diagram to compare and contrast Bactrian camels and Dromedary
camels.

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Name:

One Hump or Two?

Vocabulary Activity

Fill in the missing letters to create a vocabulary word from the article. Then write the full word on the line. Be sure you spell each word correctly.

1. ____ v i r ____ e n ____

hint: the place where a person or animal lives

2. ____ u r v ____ a ____

hint: ability to live

3. ____ v a p ____ s ____

hint: liquid dries up and becomes a gas

4. ____ s i ____

hint: largest continent in the world

5. n ____ i l s ____

hint: openings on the nose that allow air to enter the body

6. ____ o n c e ____ r ____ e d ____

hint: gathered in one place

7. ____ e m ____ e ____ a t u ____

hint: measurement of heat

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Name:

One Hump or Two?

In the article, "One Hump or Two", you learned many interesting facts about camels.

Write a made-up story titled, "My Pet Camel." Use some of the facts from the article in your story.

Blank lined area for writing answers.

Name:

A Meal For My Family

If you could cook any meal for your family, what would you make? Describe the meal and tell how you would make it.

Name: _____

The Time Capsule

by Anita N. Amin

"I'm going to make a time capsule," Anna told her parents at the breakfast table.

Dad looked up from his coffee mug and smiled.

"Sounds interesting. Say hello to the pilgrims for me."

Laughing, Anna shook her head. "No, Dad. You're thinking of time *travel*. I'm building a time *capsule*—it's like a memory box. I watched my principal dig one up from our school yard yesterday. Some students buried the capsule thirty years ago. It had a lot of old stuff in it, so we could see what life was like back then."

After breakfast, Anna went to her dad's workbench in the garage. She looked around and found an old coffee can filled with nuts and bolts. She dumped them out so she could use it as her time capsule. She scratched her head. What should she put in the can?

With her kitten following close behind, Anna browsed through her things. She grabbed

her favorite book, her yo-yo and some photos. She packed them in the can. She pulled off her charm bracelet and placed it in the can too.

“What else should I put in here?” she asked Kitty. “The newspaper? So people will know what happened today?” Anna ran downstairs and brought back the newspaper. She folded it up and in the can it went.

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“Meow.” Kitty nudged a ball toward the can.

“Sure, Kitty, I’ll include your ball.” Anna put Kitty’s ball in the can.

Anna put the top on and sealed the can with tape.

On the front, she wrote ANNA AND KITTY’S TIME CAPSULE with a thick black marker.

She carried the can outside. After grabbing a shovel from the shed, she buried her time capsule in the garden. “All done,” she told Kitty.

After a few minutes, Anna sighed. What should she do next? She couldn’t yo-yo. Or read her favorite book. She’d buried those. Now, she missed them.

She scratched her head, then paused. She missed the sound of her bracelet clinking too.

“Meow.” Kitty pawed the burial spot.

"Do you miss your ball?" Anna asked. "Don't worry. I'll get it for you."

So Anna dug up their time capsule.

Kitty pounced on the ball.

And Anna pulled on her bracelet and read her book while yo-yoing under a tree in the garden.

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Name: _____

The Time Capsule

by Anita N. Amin

1. In the beginning of the story, what did Anna's father think a time capsule was?

- a.** a memory box **b.** a machine for telling time **c.** a machine for traveling in time **d.** a Thanksgiving play

2. List six items that Anna placed in her time capsule.

3. Where did Anna bury her time capsule?

4. How long had the time capsule at Anna's school been buried?

- a.** a dozen years **b.** two decades **c.** three decades
d. 30 minutes

5. How long was Anna's time capsule buried?

- a.** more than a year **b.** 30 minutes **c.** a few hours **d.** less
than 30 minutes

Name:

The Time Capsule

by Anita N. Amin

Fill in the missing letters to create a word from the story.

Then, write the full word on the line. Be sure you spell each word correctly.

1. _ r i _ _ _ i p _ _ _ 1. _____

clue: head of a school

2. _ _ _ p s u _ _ _ 2. _____

clue: small container

3. _ _ _ f f _ _ _ 3. _____

clue: hot drink made from roasted beans

4. _ _ _ _ c e _ _ e t 4. _____

clue: jewelry worn around the wrist

5. _ _ u _ _ i a l 5. _____

clue: process of burying something

6. _ a r _ _ _ r 6. _____

clue: writing tool filled with ink

7. ____ o u ____ e d 7. _____

clue: jumped on top of something

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Name: _____

The Time Capsule

by Anita N. Amin

In the story, "The Time Capsule" you read about a girl who places items in a time capsule and buries it in her backyard garden.

Imagine you were going to create a time capsule and bury it in your yard. Write a paragraph in which you list four things you would put in your time capsule. Give a reason for choosing each item.

Blank lined paper for writing answers.

ANSWER KEY The

Handwriting practice lines consisting of eight sets of horizontal lines. Each set includes a solid top line, a dashed midline, and a solid bottom line.

Name: _____ Page _____

A Meal For My Family

Handwriting practice lines consisting of two horizontal lines: a solid top line and a solid bottom line.

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Name:

A Meal For My Family

Name: _____

There, Their, They're

they're - a contraction for the words *they are*

***They're going to the
airport.***

their - something that belongs to people

We rode in their car.

there - a place; or used with the word *are* or *is*

***The box is over there. There
are five coins in the bag.***

For each sentence, write **their**, **they're**, or **there** on the blank line.

1. Nathan ate dinner at _____ house.

2. Imani said _____ coming over tonight.

3. Olivia set up the computer over _____.

4. My friends cannot find _____ jackets.

5. _____ are four squirrels in the yard.

6. _____ is an exciting movie playing tonight.

7. _____ always
late!

8. The house over _____ is made of stone.

9. You can have another cookie if _____ is one left.

10. Can you help me fix _____ computer?

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ANSWER KEY

There, Their, They're

they're - a contraction for the words *they are*

***They're going to the
airport.***

their - something that belongs to people

We rode in their car.

there - a place; or used with the word *are* or *is*

***The box is over there. There
are five coins in the bag.***

For each sentence, write **their**, **they're**, or **there** on the blank line.

Name: _____

Beautiful Butterflies and Marvelous Moths by Guy

Belleranti

What's the first thing you think of when you hear the words butterfly and moth? Flying large-winged insects with two long antennae? A four-stage life cycle called metamorphosis?

Well, all of these are true. Butterflies and moths also have other things in common. They have a number of differences as well.

First, let's look at a few other ways they are alike.

- Both are in the group of insects called lepidoptera.
- Both have three main body parts - a head, thorax, and abdomen.
- Both have a long tongue called a proboscis. This tongue uncoils for feeding, working kind of like a drinking straw.
- Both have tiny colored scales covering their wings. When touched the scales come off and look like dust on your fingers.

Now let's look at some ways butterflies and moths are different.

- Most butterflies are diurnal meaning they are active during the day. Most moths are nocturnal meaning they are active at night.
- The bodies of butterflies are slender and smoother than the thicker and hairier moths.
 - Butterfly antennae have thick knobs on their ends. Moth antennae are feathery or plain and with no knobs.
 - Most butterflies rest with their wings folded together above their

bodies. Most moths rest with their wings spread out to the sides.

- Most butterflies have colorful wings. Many moths aren't so bright and colorful, though there are some that are.

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- While both insects go through a complete metamorphosis cycle - egg, larva (caterpillar), pupa, adult - their pupa stages are slightly different. A butterfly caterpillar forms a chrysalis, and hangs from a tree branch or other support. A moth caterpillar usually spins a silk cocoon. This cocoon might then be hidden among leaves or other debris on the ground.

Now you know some of the ways butterflies and moths are alike and different. Perhaps the next time you see one of these insects you can put your knowledge to work and try to determine which one it is.

About the Author

Guy Belleranti works as a docent at Reid Park Zoo in Tucson, Arizona. The information in this article comes from his experiences working with animals and teaching others.

Name: _____

Beautiful Butterflies and Marvelous Moths by Guy Belleranti

1. What is a proboscis? Explain what it is used for.

2. Which set of animals is diurnal?

a. moths, bats, and owls **b.** butterflies,

raccoons, and bats **c.** moths, butterflies,
and ladybugs **d.** butterflies, honeybees,
and squirrels

3. A butterfly is a _____ in its pupa stage.

A moth is a _____ in its pupa
stage.

4. Tell how moths and butterflies are different in the way they rest.

5. How did the author organize this article?

a. He lists information in chronological order. **b.** He lists random facts about
moths and butterflies. **c.** He groups facts about butterflies and moths in order
of importance. **d.** He compares and contrasts moths and butterflies.

6. Reread the following sentence from the article.

*The bodies of butterflies are slender and smoother than the
thicker and harrier moths.*

Choose the best definition for the underlined word.

a. thick **b.** skinny **c.** heavy **d.** faster

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ANSWER KEY Beautiful Butterflies and Marvelous Moths by Guy Belleranti

Name: _____ Commonly Confused Words

Seen and Saw

The word **saw** is the past tense of the verb, to see.

*example: I **saw** a boy holding on to a balloon.*

The word **seen** is the past participle of the verb, to see. Usually, the word seen is used together with the word *have, has, or had*. *example:*

*I **had seen** that boy many times before.*

Sometimes the word *have, has, or had* is not next to the word seen in the sentence.

*example: **Have** you ever **seen** a balloon that was shaped like a mouse?*

Write the word **saw** or **seen** on each blank line to correctly complete the sentences.

1. I _____ many colorful birds at the park yesterday.
2. Kara has never _____ the waterfall in the creek.
3. Have you _____ my car keys?
4. Two days ago, Carlos _____ a magician pull a rabbit out of a hat.
5. Gina _____ a cloud that was shaped like a dinosaur.
6. Frankie _____ that movie a long time ago.

7. We have _____ many kittens at the animal shelter.
8. Peter, Isla, and Abby _____ Mrs. McMurray shopping at the store.
9. My dog had _____ the squirrel that scurried across the front yard.
10. Do you think Mr. Henshaw has _____ the video already?

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ANSWER KEY

Seen and Saw

The word **saw** is the past tense of the verb, to see.

*example: I **saw** a boy holding on to a balloon.*

The word **seen** is the past participle of the verb, to see. Usually, the word seen is used together with the word *have*, *has*, or *had*. *example:*

*I **had seen** that boy many times before.*

Sometimes the word *have*, *has*, or *had* is not next to the word seen in the sentence.

*example: **Have** you ever **seen** a balloon that was shaped
like a mouse?*

Write the word **saw** or **seen** on each blank line to correctly complete the sentences.

Online ELA Resources

- **BookFlix**

(un: hobart pw: flix)

- **BrainPOP Espanol**

(un: wfsdwoodhull, pw: wfsd1)

- **BrainPOP Jr.**

(un: wfsdwoodhull, pw: wfsd1)

- **BrainPOP**

(un: wfsdwoodhull, pw:wfsd1)

- **CultureGrams**

(un/pw: wfsd)

- **Discovery Streaming Video**

(un: floyd1776, pw: wmfloyd)

- **Flocabulary**

(un/pw: wfsd)

- **Pebblego: Animals, Biograhly, Earth & Space, Social Studies**

(un/pw: wfsd)

- **TrueFlix**

(un/pw: woodhull)

[ABCya!www.abcya.com](http://www.abcya.com)

[Fact Monster - www.factmonster.com](http://www.factmonster.com)

[Raz-Kids www.raz-kids.com](http://www.raz-kids.com)

[Starfall Educationwww.starfall.com](http://www.starfall.com)

GrammarTutorial

<https://edu.gcfglobal.org/en/grammar/>

Keyboarding Skills- Dance Mat Typing

<https://www.bbc.co.uk/bitesize/topic>

Mo Willems

<http://pigeonpresents.com/>

Name: _____

Addition With Regrouping

Add.

1.

	hundreds	tens	ones
	<input type="text"/>	<input type="text"/>	
	5	2	3
+	1	2	8
	<input type="text"/>	<input type="text"/>	<input type="text"/>

2.

	hundreds	tens	ones
	<input type="text"/>	<input type="text"/>	
	4	6	5
+	1	9	2
	<input type="text"/>	<input type="text"/>	<input type="text"/>

3.

	hundreds	tens	ones
	<input type="text"/>	<input type="text"/>	
	2	8	9
+	2	0	4
	<input type="text"/>	<input type="text"/>	<input type="text"/>

4.

	hundreds	tens	ones
	<input type="text"/>	<input type="text"/>	
	3	4	3
+	1	7	4
	<input type="text"/>	<input type="text"/>	<input type="text"/>

5.

	hundreds	tens	ones
	<input type="text"/>	<input type="text"/>	
	6	1	7
+	2	8	9
	<input type="text"/>	<input type="text"/>	<input type="text"/>

6.

	hundreds	tens	ones
	<input type="text"/>	<input type="text"/>	
	5	9	2
+	3	2	9
	<input type="text"/>	<input type="text"/>	<input type="text"/>

Name: _____

Addition With Regrouping

Add.

7.

	hundreds	tens	ones
	<input type="text"/>	<input type="text"/>	
	7	0	4
+	1	1	7
	<input type="text"/>	<input type="text"/>	<input type="text"/>

8.

	hundreds	tens	ones
	<input type="text"/>	<input type="text"/>	
	3	3	3
+	2	2	3
	<input type="text"/>	<input type="text"/>	<input type="text"/>

9. Last week Gina baked 234 chocolate cupcakes and 168 strawberry cupcakes. How many cupcakes did she bake in all?
- _____

	hundreds	tens	ones
+			

10. Gina sold 198 chocolate cupcakes and 161 strawberry cupcakes. How many cupcakes did she sell altogether?
- _____

	hundreds	tens	ones
+			

Name: _____

Addition with 4-Digit Addends

Find the sums.

a.
$$\begin{array}{r} 7,447 \\ + 2,987 \\ \hline \end{array}$$

b.
$$\begin{array}{r} 3,986 \\ + 3,920 \\ \hline \end{array}$$



c.
$$\begin{array}{r} 6,978 \\ + \quad 87 \\ \hline \end{array}$$

d.
$$\begin{array}{r} 2,408 \\ + 5,739 \\ \hline \end{array}$$

e.
$$\begin{array}{r} 5,876 \\ + 2,387 \\ \hline \end{array}$$

f.
$$\begin{array}{r} 6,261 \\ + \quad 980 \\ \hline \end{array}$$

g.
$$\begin{array}{r} \quad 46 \\ + 9,485 \\ \hline \end{array}$$

h.
$$\begin{array}{r} 5,096 \\ + 9,145 \\ \hline \end{array}$$

i.
$$\begin{array}{r} \$1,898 \\ + \$737 \\ \hline \end{array}$$

j.
$$\begin{array}{r} \$1,698 \\ + \$567 \\ \hline \end{array}$$

- k. A scuba diver finds a treasure chest in the ocean. When she opens it up, she discovers that it is filled with 3,567 gold coins and 1,793 silver coins. How many coins does the chest contain in all?

- l. The treasure chest also contains pearls! There are 1,356 white pearls and 562 black pearls. How many pearls are there altogether?

Name: _____

3-Digit Subtraction

With Regrouping

$$\begin{array}{r} 543 \\ - 235 \\ \hline \end{array}$$

$$\begin{array}{r} 473 \\ - 226 \\ \hline \end{array}$$

$$\begin{array}{r} 686 \\ - 457 \\ \hline \end{array}$$

$$\begin{array}{r} 548 \\ - 239 \\ \hline \end{array}$$

$$\begin{array}{r} 557 \\ - 338 \\ \hline \end{array}$$

$$\begin{array}{r} 483 \\ - 126 \\ \hline \end{array}$$

$$\begin{array}{r} 762 \\ - 337 \\ \hline \end{array}$$

$$\begin{array}{r} 452 \\ - 205 \\ \hline \end{array}$$

$$\begin{array}{r} 450 \\ - 122 \\ \hline \end{array}$$

$$\begin{array}{r} 681 \\ - 255 \\ \hline \end{array}$$

$$\begin{array}{r} 791 \\ - 338 \\ \hline \end{array}$$

$$\begin{array}{r} 660 \\ - 633 \\ \hline \end{array}$$



$$\begin{array}{r} 497 \\ - 269 \\ \hline \end{array}$$

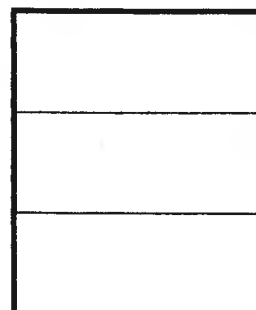
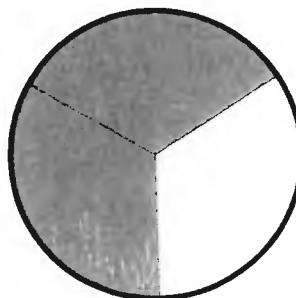
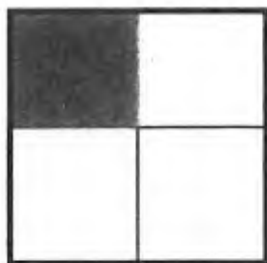
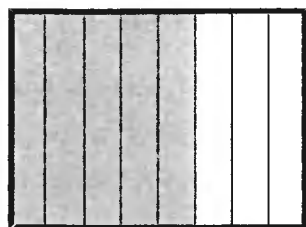
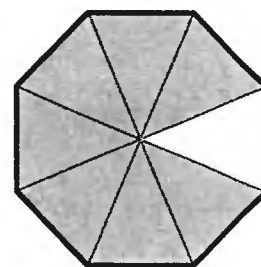
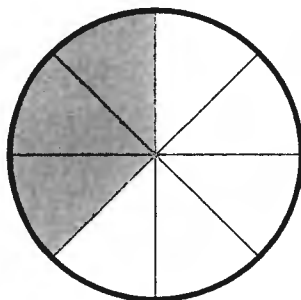
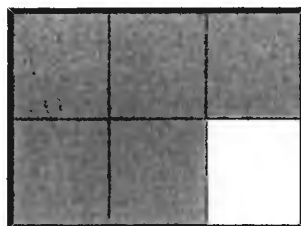
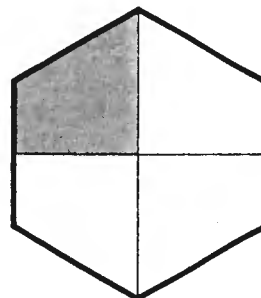
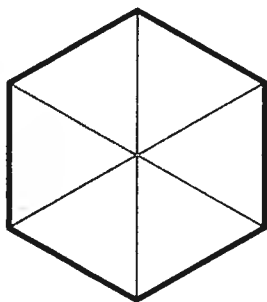
$$\begin{array}{r} 926 \\ - 219 \\ \hline \end{array}$$

$$\begin{array}{r} 547 \\ - 239 \\ \hline \end{array}$$

Name: _____

Fraction Shapes

Write the fraction for the shaded area of each shape.



Name: _____

Skills: Counting Money, Addition, Subtraction

Mixed Math: C-1

1. James sold 11 cups of lemonade. How much money did he make?

Draw a picture to help you find the answer.



answer: _____

2. Jenna bought a new camera. She took 24 pictures of birds, 16 pictures of squirrels, and 7 pictures of deer. How many pictures did she take in all?

Show your work and label your answer.

answer: _____

3. Martin has \$8. He buys his friend a birthday present that costs \$6.20. How much money does he have left?

Show your work. Don't forget the dollar sign and decimal point.

answer: _____

4. Pat has three quarters, a dime, and four nickels. How much money does he have in all?

Show your work.

answer: _____

5. Gavin has a box with 164 crayons in it. 72 of the crayons are broken. How many are not broken?

Show your work.

answer: _____

6. Subtract 671 from 802.

Show your work.

answer: _____

NAME: _____ Date: _____

Telling Time, Elapsed Time, & Equivalent Periods of Time

Review

1. Write the time shown on the clock.



____:____

2. Write the time shown on the clock.



____:____

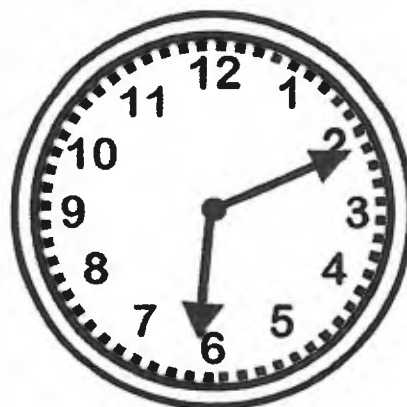
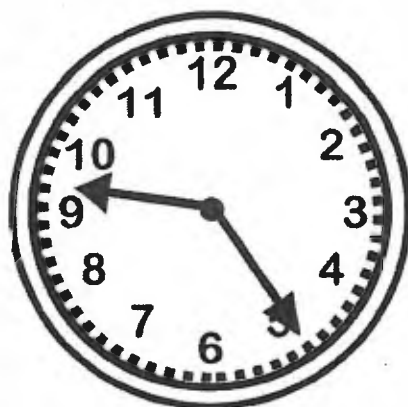
3. Write the time shown on the clock.



____:____

4. Draw a line to correctly match the digital time to the analog time.

6:11	2:30	2:48	9:24	5:45
------	------	------	------	------



5. Draw a line to correctly match the digital time to the analog time.

9:01	7:21	3:50	1:56	4:37	4:50
------	------	------	------	------	------



6. What is the closest time shown on the clock?



- a. 9:10
- b. 10:43
- c. 9:43
- d. 8:50

7. Julie started baking at the time shown below. It took her 3 hours to finish baking. When did she finish?



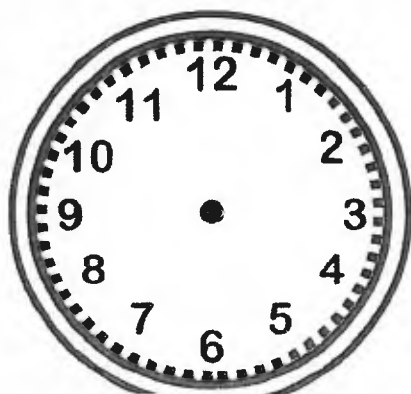
-----:-----

8. Riley finished reading at the time shown below. It took him 2 hours to finish his book. What time did Riley start reading?



-----:-----

9. Preston started his science experiment at 3:30. It took him three hours to finish the experiment. Draw the time he finished on the clock below.



Name: _____

Digit Values

What is the value of the underlined digit?

2,814 - The value of the digit 2 is **2 thousands**, or **2,000**.

2,814 - The value of the digit 8 is **8 hundreds**, or **800**.

2,814 - The value of the digit 1 is **1 tens**, or **10**.

2,814 - The value of the digit 4 is **4 ones**, or **4**.



Write the value of the underlined digit.

a. 4,751 - _____

b. 8,426 - _____

c. 561 - _____

d. 4,509 - _____

e. 6,089 - _____

f. 1,099 - _____

g. 9,520 - _____

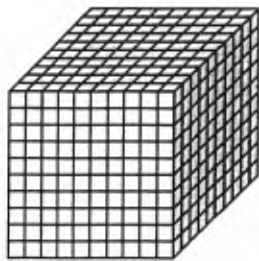
h. 6,802 - _____

i. In the number 1,258, which digit has the greatest value? _____

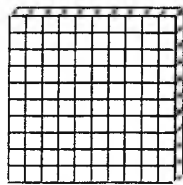
j. In the number 6,129, which digit has the least value? _____

Name: _____

Place Value



One Thousand



One Hundred



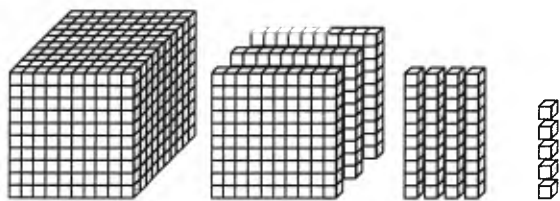
Ten



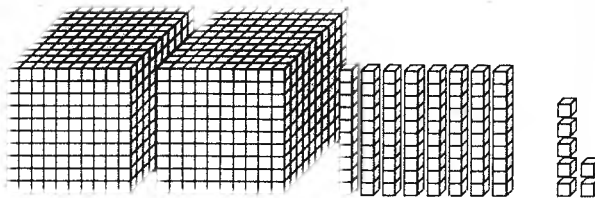
One

Write each number in standard form.

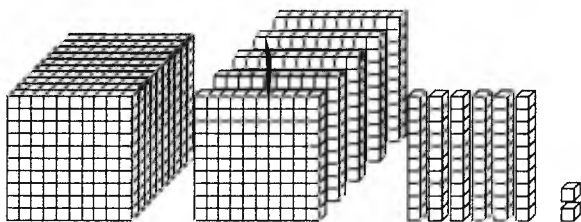
a.



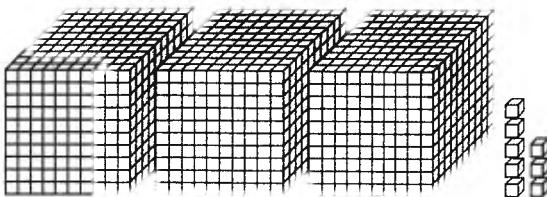
b.



c.



d.



e. $6,000 + 100 + 40 + 3$

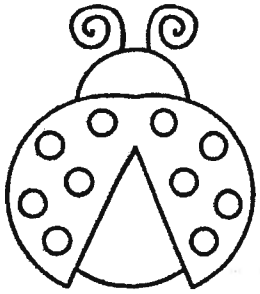
f. $9,000 + 900 + 90 + 9$

g. $4,000 + 60 + 1$

h. $7,000 + 800$

Name: _____

Date: _____



Rounding Numbers

Use the number line to round the numbers to the nearest 100.

Sample 233

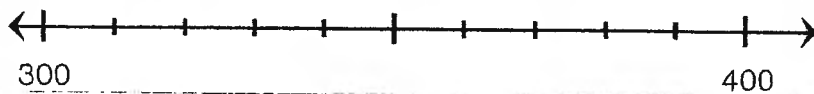


200

a. 648



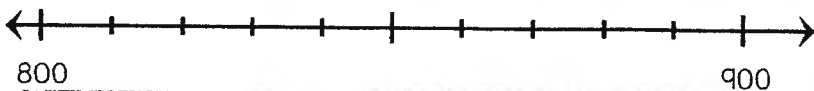
b. 349



c. 347



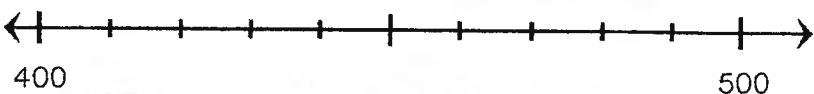
d. 862



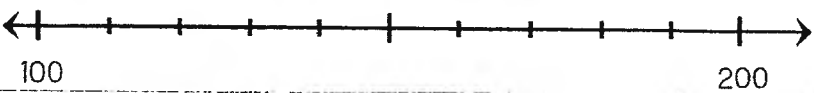
e. 175



f. 459



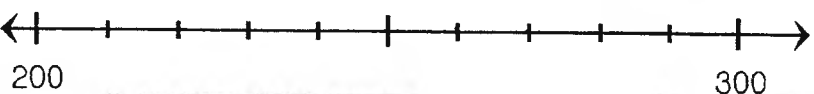
g. 181



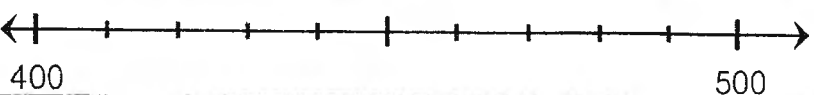
h. 521



i. 286



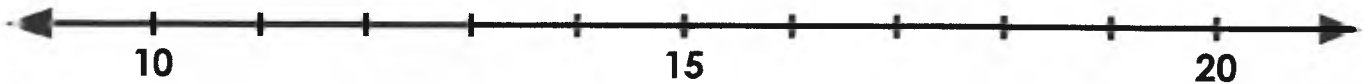
j. 491



Name: _____

Rounding to the Nearest Ten

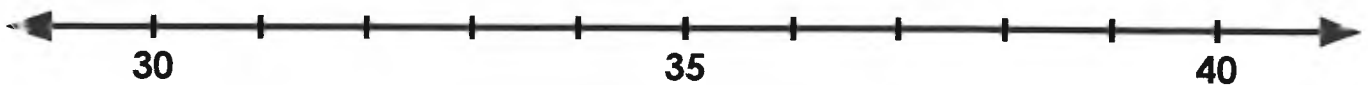
Find 16 on the number line and label it.



Is 16 closer to 10 or 20? _____

What is 16 rounded to the nearest 10? _____

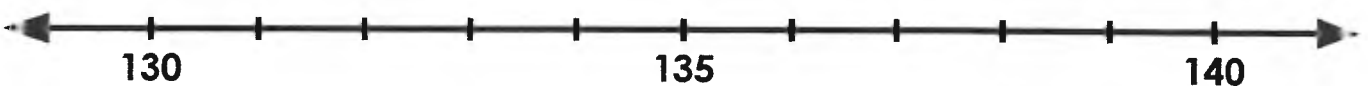
Find 34 on the number line and label it.



Is 34 closer to 30 or 40? _____

What is 34 rounded to the nearest 10? _____

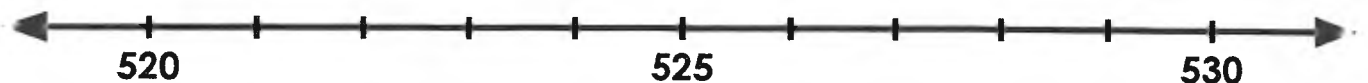
Find 138 on the number line and label it.



Is 138 closer to 130 or 140? _____

What is 138 rounded to the nearest 10? _____

Find 522 on the number line and label it.



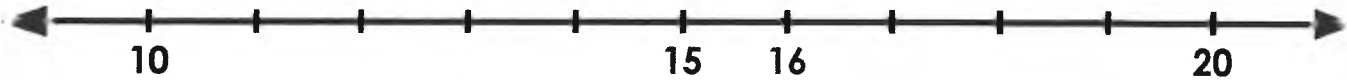
Is 522 closer to 520 or 530? _____

What is 522 rounded to the nearest 10? _____

ANSWER KEY

Rounding to the Nearest Ten

Find 16 on the number line and label it.



Is 16 closer to 10 or 20? 20

What is 16 rounded to the nearest 10? 20

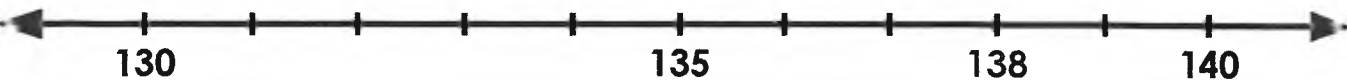
Find 34 on the number line and label it.



Is 34 closer to 30 or 40? 30

What is 34 rounded to the nearest 10? 30

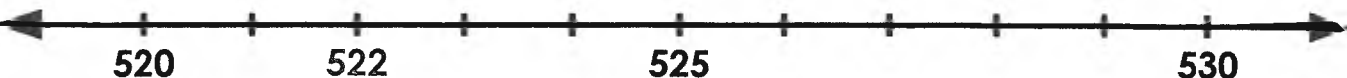
Find 138 on the number line and label it.



Is 138 closer to 130 or 140? 140

What is 138 rounded to the nearest 10? 140

Find 522 on the number line and label it.



Is 522 closer to 520 or 530? 520

What is 522 rounded to the nearest 10? 520

B

Alien Alfie's Happy Family!

Alien Alfie's 3 brothers had 2 children each.
How many nieces and nephews did Alien
Alfie have altogether?



Draw the equal groups.

Draw an array.

Show your answer by jumping in equal groups along the number line.



Skip count by 2s. Circle the correct answer.

2, _____, _____, _____, _____, _____, _____, _____, _____

Write equations using multiplication and repeated addition.

a) _____ x _____ = _____

b) _____ + _____ + _____ = _____

Write the answer to the word problem.



B

On a Distant Planet...

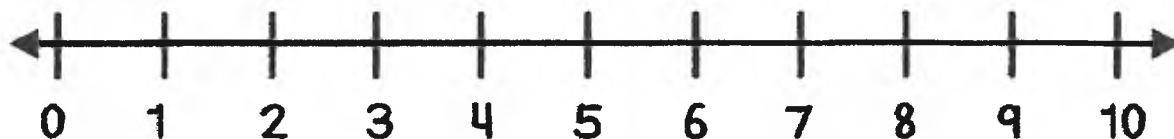
There were 3 galaxies with 3 planets in each galaxy. How many planets were there altogether?



Draw the equal groups.

Draw an array.

Show your answer by jumping in equal groups along the number line.



Skip count by 3s. Circle the correct answer.

3, _____, _____, _____, _____, _____, _____

Write equations using multiplication and repeated addition.

a) _____ \times _____ = _____

b) _____ + _____ + _____ = _____

Write the answer to the word problem.

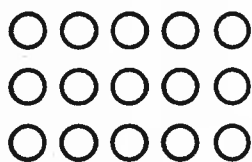


Name: _____

Fact Family Arrays

Write a fact family shown by each array.

example



$$3 \times 5 = 15$$

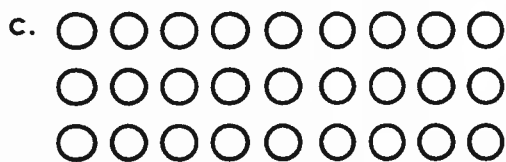
$$5 \times 3 = 15$$

$$15 \div 3 = 5$$

$$15 \div 5 = 3$$

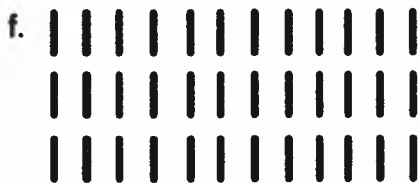


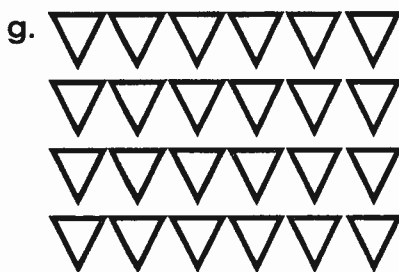


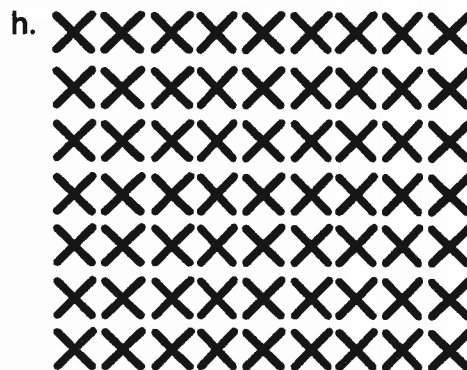












Name: _____

Division Word Problems

1. James has 28 marbles. He puts them into 4 bags. He puts the same number of marbles in each bag. How many marbles are in each bag?

Answer: _____

2. Wendy has 36 books. She has a bookshelf with 6 shelves on it. If Wendy puts the same number of books on each shelf, how many will be on each shelf?

Answer: _____

3. Pat is having a picnic for her family. She has 42 cookies. There are 7 people in her family. If each person gets the same number of cookies, how many cookies will each person get?

Answer: _____

4. Jesse has 45 toys and 5 boxes. If he puts the same number of toys in each box, how many toys will be in each box?

Answer: _____

5. Darren has 21 pencils and seven bags. If he puts the same number of pencils in each bag, how many pencils will be in each bag?

Answer: _____

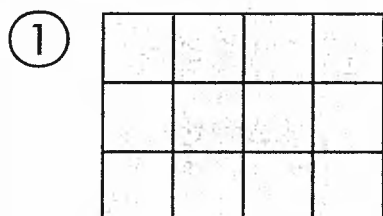
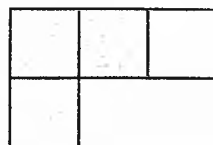
Work Space

Name: _____

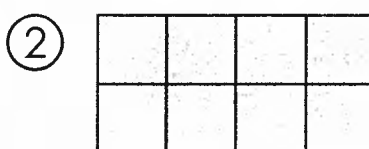
Area

Area is the number of **square units** that will fit inside a figure.

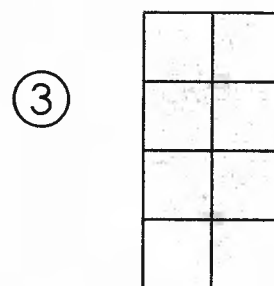
The area of this figure
is **4 square units**.



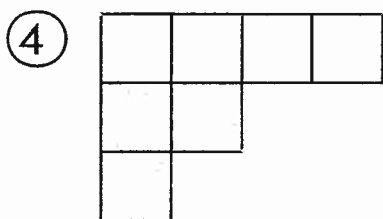
Area = _____



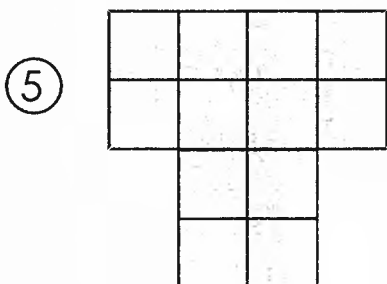
Area = _____



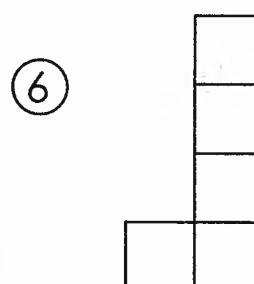
Area = _____



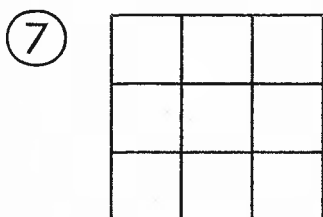
Area = _____



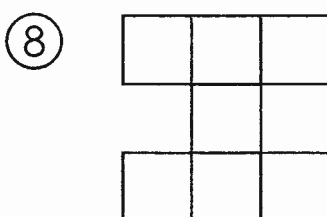
Area = _____



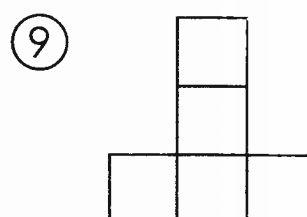
Area = _____



Area = _____



Area = _____



Area = _____

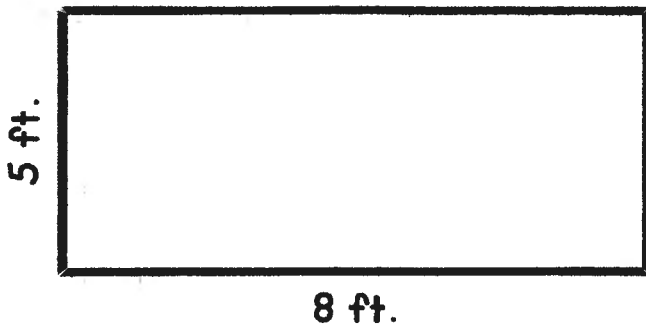
Name _____

Date _____

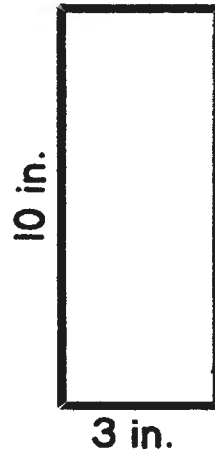
Multiplying Area

Directions: Determine the area of each figure below. Be sure to include units with each answer.

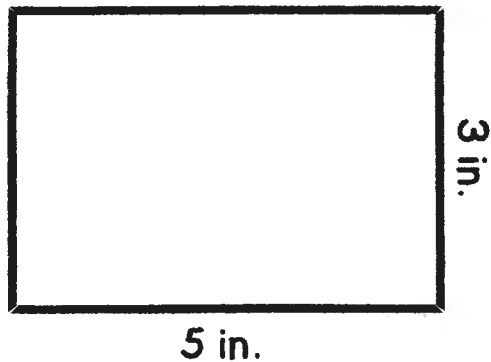
1. Area = _____



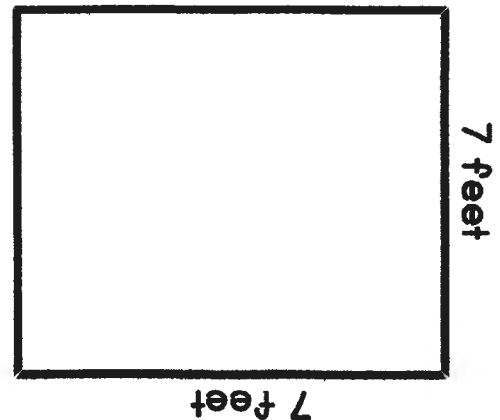
4. Area = _____



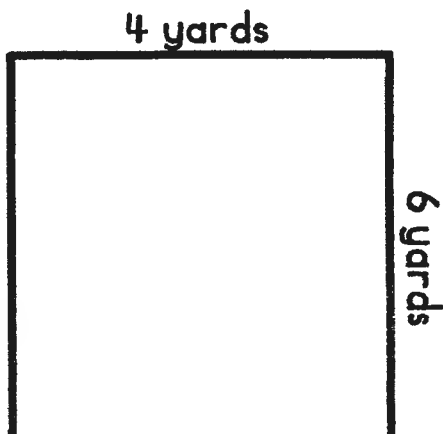
2. Area = _____



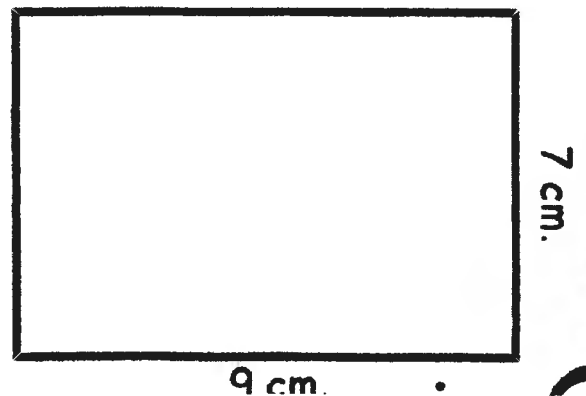
5. Area = _____



3. Area = _____



6. Area = _____



3rd Grade Math Online Resources

<https://www.education.com/resources/third-grade/math/>

<https://www.khanacademy.org/math/cc-third-grade-math>

<http://www.mathchimp.com/3rd-grade-math-resources>

<https://www.funbrain.com/math-zone>

<https://www.dreambox.com/third-grade-math-lessons>

https://www.mathplayground.com/area_perimeter.html

https://www.abcyu.com/games/comparing_number_values

<https://www.sheppardsoftware.com/mathgames/fractions/fracTut1.htm>

http://www.math-play.com/Place-Value-Millionaire/place-value-millionaire-game_html5.html

http://www.sheppardsoftware.com/mathgames/mathman/mathman_multiplication.htm

https://www.mathplayground.com/ASB_MeteorMultiplication.html

<http://studyjams.scholastic.com/studyjams/jams/math/index.htm>

http://www.harcourtschool.com/activity/operation_snowman/