

LEARN

A NETWORK *of* COLLEGE PREP ELEMENTARY SCHOOLS

Grade 3

Home Learning Packet

The contents of this packet contains 10 days of activities in paper copy. Students should be completing this packet, along with completing lessons on their math/reading *online* programs daily. If we surpass the 10 days without school, students should continue using their online math and reading programs for 45 minutes per day per program unless otherwise specified by your campus.

(Student Name)

Day	Date	Title	Genre	Page Started	Page Finished	Total Time

Weekly At-Home Reading Tally

Day	Number of Minutes
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	
Total Minutes This Week	

Teacher Initials for Meeting Weekly Goal: _____

Your Weekly Goal is **225** minutes. Did you meet your goal? _____

Did you exceed your goal? _____

If yes, by how many minutes? _____

What is your favorite book you read this week? Why was it your favorite?

Day	Date	Title	Genre	Page Started	Page Finished	Total Time

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Your Weekly Goal is **225** minutes. Did you meet your goal? _____

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If yes, by how many minutes? _____

What is your favorite book you read this week? Why was it your favorite?

Using Order to Multiply

Name: _____

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

$5 \times 6 = \square$

$2 \times 6 = \square$

$4 \times 5 = \square$

$6 \times 5 = \square$

$6 \times 2 = \square$

$5 \times 4 = \square$

$3 \times 8 = \square$

$4 \times 7 = \square$

$5 \times 9 = \square$

$8 \times 3 = \square$

$7 \times 4 = \square$

$9 \times 5 = \square$

$9 \times 2 = \square$

$\square \times 5 = 15$

$7 \times 8 = \square$

$2 \times \square = 18$

$5 \times 3 = \square$

$\square \times 7 = 56$

$\square \times 10 = 70$

$\square \times 5 = 10$

$3 \times \square = 12$

$10 \times \square = 70$

$5 \times \square = 10$

$\square \times 3 = 12$

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

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

Displaying Data

Cross-Curricular Focus: Mathematics



There are many kinds of graphs that can be used to show information. Another name for information is **data**. Graphs make reports and science research more powerful. They let us see with our eyes what the numbers actually mean. They bring the numbers to life so we can **analyze** them. We can look at the results and understand them better.

You choose a graph depending on what you want to show. Certain kinds of graphs are better than others to make information stand out. When you have data to include in a report or presentation, choose the one that fits your data best.

A pie chart is good for showing a part of a whole. A line graph is an excellent choice if you want to **describe** how something changes over time. It is also good for showing big differences. Use it to compare the **highest** and lowest numbers or the **shortest** and **tallest** plants. Data is represented with pictures or symbols on a pictograph. Each picture or symbol can represent whatever number of items you choose. A colorful bar graph can show changes over time. You can also use it to make comparisons between two or more things. A Venn diagram uses two overlapping circles. They are perfect for sorting information. You can use them to sort plants, for example. Plants with green leaves go on the left. Plants with flowers go on the right. Plants with both go in the middle where the circles overlap.

Choosing the right graph can help you create a better project. Your data will be displayed clearly for others to understand.

Name: _____

Answer the following questions based on the reading passage. Don't forget to go back to the passage whenever necessary to find or confirm your answers.

1) Why should you use graphs to display your data?

2) If you wanted to show how much of your allowance you spent on each thing you bought, which graph would be a good choice?

3) Which kind of graph allows you to use lots of color to display your data?

4) How is a Venn diagram used?

5) What kind of graph would you be willing to try using on your next project? Why?

Using Grouping to Multiply

Name: _____

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

1 $6 \times 3 \times 2$
 $6 \times (3 \times 2)$
 $6 \times 6 = 36$

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

2 $4 \times 3 \times 3$

3 $5 \times 2 \times 8$

4 $8 \times 2 \times 4$

5 $2 \times 2 \times 7$

6 $6 \times 5 \times 2$

7 $3 \times 3 \times 7$

8 $2 \times 4 \times 5$

9 $7 \times 4 \times 2$

10 $6 \times 3 \times 3$

11 $3 \times 3 \times 10$

12 $2 \times 3 \times 4$

13 How did you decide which factors to group?

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

Adapting to Survive

Cross-Curricular Focus: Life Science



Living things adapt to their environment so they can **survive**. An organism **adapts** when it develops a **behavior** that makes it more likely to survive. It can also adapt by forming a physical characteristic or body part that helps it survive.

In a forest biome, some trees grow taller than the other plants around them. This lets them reach the sunlight. Growing taller is an adaptation that helps trees survive. Shorter plants have adapted with their behavior. They have learned to live in the shade with less sunlight.

Animals in the forest have a wide variety of adaptations. Monkeys have long tails. They can use them almost like another hand. This helps them swing quickly through the tops of trees. They can even do this while holding their babies or gathering food. Giraffes need to reach leaves at the tops of tall trees. Having a long neck is an adaptation that allows them to do this.

Some animals' adaptations prevent other animals from wanting to eat them. A skunk's horrible smell makes larger animals choose something else to eat. Even plants sometimes protect themselves in this way. Roses and acacia trees both have dangerous thorns. The thorns prevent animals from eating their leaves.

Name: _____

Answer the following questions based on the reading passage. Don't forget to go back to the passage whenever necessary to find or confirm your answers.

1) What are the two main ways that an organism adapts?

2) What is one animal adaptation you read about in the passage?

3) Is the animal adaptation you chose a physical or behavioral adaptation?

4) What is one plant adaptation you read about in the passage?

5) Is the plant adaptation you chose a physical or behavioral adaptation?

Understanding of Division Models

Name: _____

- 1** Draw a model to show $12 \div 6$. Show 6 equal groups. How many are in each group?

There are 12 in all. There are 6 equal groups. There are _____ in each group.
 $12 \div 6 =$ _____

- 2** Draw a model to show $12 \div 6$. Show 6 in each group. How many groups are there?

There are 12 in all. There are 6 in each group. There are _____ groups.
 $12 \div 6 =$ _____

- 3** Draw an array to find $21 \div 3$.

- 4** Draw an array to find $20 \div 4$.

$$21 \div 3 = \underline{\hspace{2cm}}$$

$$20 \div 4 = \underline{\hspace{2cm}}$$

- 5** What situation could be modeled with the equation $40 \div 8 = 5$?

Converting Energy to Motion

Cross-Curricular Focus: Physical Science



You use energy every day. Energy is the ability to cause change. Any time you move, you are using energy. When you bounce a ball or ride a bike, you use energy from your body to make the ball or the bike move. Your parents cook food for you to eat. They use heat energy to change the food from raw to cooked.

Not all energy is used as soon as you get it. Sometimes energy is **stored** to be used later. Stored energy can be chemical energy stored in a battery or in your body. It can also be potential energy. Potential energy is based on the position of the object. A ball at the top of a hill has potential energy. A soccer player standing ready to kick a ball has potential energy, too.

Energy of **motion** is also called kinetic energy. Potential energy **converts**, or changes into, kinetic energy when the thing or person begins to move. When the ball starts rolling down hill, kinetic energy is at work. When the soccer player kicks the ball, kinetic energy is at work there, too.

Energy often changes forms. When you switch on the light, electricity converts into light. When you eat, chemical energy from your food converts into thermal and mechanical energy that allows you to move and work. When you switch on a cell phone, chemical energy from the cell phone's battery converts into sound energy and light energy.

Name: _____

Answer the following questions based on the reading passage. Don't forget to go back to the passage whenever necessary to find or confirm your answers.

1) What is energy?

2) Energy that is based on an object's position is called

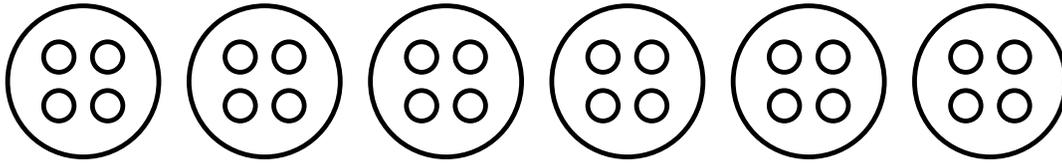
3) What is another name for energy of motion?

4) What is another way to say "changes into"?

5) What is kinetic energy?

Understanding of How Multiplication and Division Are Connected

Name: _____



- 1** There are 24 marbles. Each bag has 4 marbles.

Write an equation that shows the number of bags.

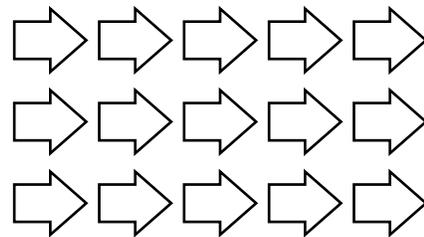
- 2** There are 24 marbles. An equal number of marbles are in 6 bags.

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

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

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

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



Find the value of ? to complete each fact.

5 $6 \times ? = 48$

$48 \div 6 = ?$

$? =$ _____

6 $? \times 5 = 45$

$45 \div ? = 5$

$? =$ _____

7 $63 \div 9 = ?$

$? \times 9 = 63$

$? =$ _____

8 $32 \div ? = 8$

$8 \times ? = 32$

$? =$ _____

Estimation

Cross-Curricular Focus: Mathematics



When you don't need an exact answer, use **estimation**. It's a good way to quickly figure out a math problem. This skill can help you in real life.

When you are shopping with only a little money, you can estimate. You can round the cost of items up to the nearest dollar. Add each item in your head as you shop. If you estimate, you won't buy more than you can afford.

You can estimate even before you go shopping. You can round the cost of each item you need for a project to the nearest dollar. Add them up to figure out about how much the project will cost all together.

Businesses also use estimates. A business that provides a service often tells you about how much you can expect to pay. This is an estimate of the cost. The mechanic tells you about how much your car repairs will be. You can decide if you want to spend the money or not.

Estimation can also help you decide if your answer is **reasonable**. You can check your answer by rounding. Get an approximate answer to the math problem. Your estimate should be fairly close to your exact answer. An estimate that is very different helps you recognize a mistake. If there is a difference of hundreds or thousands, you may have an error in place value. This is especially true when you have long columns of numbers to add together. It can also happen easily when you have very large numbers with regrouping. If you make it a habit to check your answers using estimation, you will avoid mistakes.

Name: _____

Answer the following questions based on the reading passage. Don't forget to go back to the passage whenever necessary to find or confirm your answers.

1) What is one situation where you might want to use estimation? _____

2) Based on the reading passage, what do you think the word reasonable means in the fifth paragraph? _____

3) What should you do if your estimate is a lot different from your exact answer? _____

4) Why should you always check your answers using a second method of problem-solving, such as estimation? _____

5) When have you used estimation? Explain. _____

Working with Division Facts

Name: _____

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

1 $40 \div 4 =$ _____

2 $18 \div 3 =$ _____

3 $24 \div 4 =$ _____

4 $24 \div 8 =$ _____

5 $14 \div 2 =$ _____

6 $40 \div 8 =$ _____

7 $42 \div 7 =$ _____

8 $64 \div 8 =$ _____

9 $32 \div 8 =$ _____

10 $56 \div 8 =$ _____

11 $27 \div 9 =$ _____

12 $28 \div 7 =$ _____

13 $72 \div 8 =$ _____

14 $90 \div 9 =$ _____

15 $54 \div 9 =$ _____

16 $48 \div 8 =$ _____

17 $49 \div 7 =$ _____

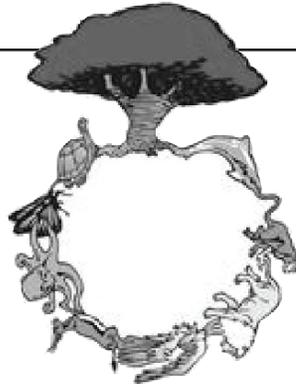
18 $27 \div 3 =$ _____

Answers:

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

Competing for Resources

Cross-Curricular Focus: Life Science



The resources of any one environment are limited. Depending on which plants and animals share the environment, there may not be enough of everything to go around. All organisms need water, food and shelter to stay alive. These resources are **beneficial**, which means they are good for the organisms. When an environment is low on any of these things, organisms must compete for them. Those who get to the resources first have the best chance of survival. Being without water, food or shelter for very long is **detrimental**, which means it is harmful to organisms.

The resources in an area determine how big the plant and animal populations can be. Sometimes there are too many living things in an area. The weakest of the populations will not be able to get the resources they need. As the weak die out, the populations get smaller. Finally, the area's resources recover and can support them again.

Sometimes people will capture members of large animal populations and move them. They take them to another location with less competition. This helps them the animals survive.

Sometimes the government will allow hunting of large animal populations. Deer and rabbits can be a good food source for people. When there are too many of these animals in an area, they sometimes come into the cities looking for food. They often cause trouble. Hunting keeps the number of animals under control.

Name: _____

Answer the following questions based on the reading passage. Don't forget to go back to the passage whenever necessary to find or confirm your answers.

1) Why do organisms sometimes have to compete for resources?

2) What kinds of things are beneficial for organisms?

3) What kinds of things are detrimental for organisms?

4) What happens when populations grow too large for an area?

5) Do you think hunting or relocation is a better solution for over-sized animal populations? Why?

Solving Problems About Equal Groups

Name: _____

Read and solve each problem. Show your work.

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

There will be _____ photographs on each wall.

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

The coach can make _____ teams.

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

There are _____ paintings.

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

Jasmine will read for _____ minutes.

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

Rhonda plants _____ rows.

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

Mr. Jones buys _____ pencils.

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

Character Description: Characters from Rikki-Tikki-Tavi

Below are the descriptions of two characters in the short story “Rikki-Tikki-Tavi” by Rudyard Kipling. Read each description and answer the questions below.

Rikki-Tikki-Tavi

He was a mongoose, rather like a little cat in his fur and his tail, but quite like a weasel in his head and his habits. His eyes and the end of his restless nose were pink; he could scratch himself anywhere he pleased, with any leg, front or back, that he chose to use; he could fluff up his tail till it looked like a bottle-brush, and his war-cry as he scuttled through the long grass, was: “Rikk-tikk-tikki-tikki-tchk!”

Nag

Then inch by inch out of the grass rose up the head and spread hood of Nag, the big black cobra, and he was five feet long from tongue to tail. When he had lifted one-third of himself clear of the ground, he stayed balancing to and fro exactly as a dandelion-tuft balances in the wind, and he looked at Rikki-tikki with the wicked snake’s eyes that never change their expression, whatever the snake may be thinking of.

Questions:

1. What kind of animal is Rikki? _____
2. What kind of animal is Nag? _____
3. What is a word from Rikki’s description that tells the reader that Rikki moves around a lot? _____
4. What is a word from Nag’s description that tells the reader that Nag is scary? _____
5. Who do you think is bigger: Rikki or Nag? _____

Solving Problems About Area

Name: _____

Read and solve each problem. Show your work.

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

There are _____ tiles in each row.

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

Sara made _____ rows.

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

There are _____ rows of tiles.

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

The area of the hallway is _____ square feet.

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

There are _____ squares in each row.

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

There will be _____ squares in each row.

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

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

Name _____

Date _____

Author's Purpose

Day 7

An author writes for one of three reasons:

☆To entertain

☆To inform (teach)

☆To persuade (convince)

Direction: Read the description or example and determine the author's purpose: to entertain, to persuade, or to inform. Then, explain your answer.

1. Mrs. Wilburn writes a note to Sadie's teacher explaining why Sadie was absent the past two days.

Author's Purpose: _____

Explain: _____

2. A man wrote an article in the local newspaper telling about the need to recycle in the community. He gave reasons why recycling is important and ways it can be done easily.

Author's Purpose: _____

Explain: _____

3. A story about a magical horse that could fly. When someone rode this horse, their dreams and wishes come true.

Author's Purpose: _____

Explain: _____

4. A chapter in a science book explaining how blood circulates through the body.

Author's Purpose: _____

Explain: _____

5. An advertisement for a new washing machine that will wash up to 15 pairs of jeans or up to 20 towels in one load. The washer will save you time and money!

Author's Purpose: _____

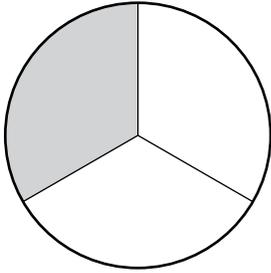
Explain: _____

Describing Parts of a Whole with Fractions

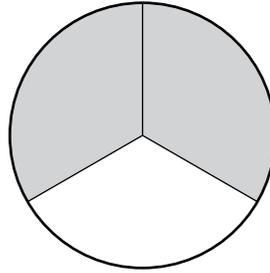
Name: _____

Write the fraction of the figure that is shaded.

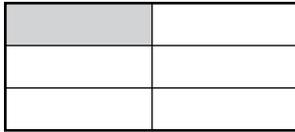
1



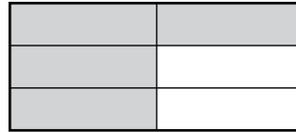
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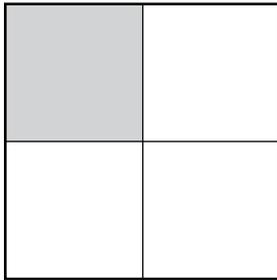
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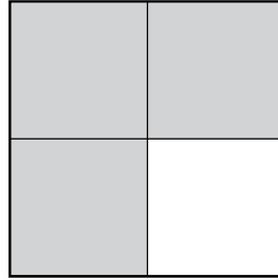
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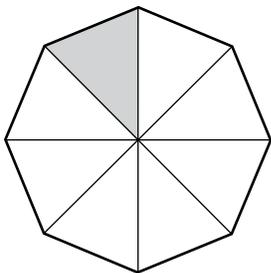
5



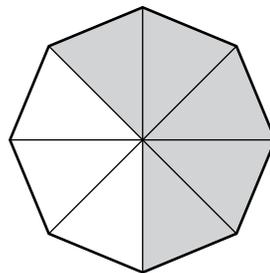
6



7



8



Characterization Worksheet 1

Directions: Read a short description of an event. Identify a character trait that is revealed by each action. Explain your answer.

1. Jake is Cassie's older brother. One day they are walking home from school when a cold front rolls in and the temperature drops 20 degrees. Jake is dressed more appropriately for the weather than Cassie. He takes off his hooded sweatshirt and offers it to her. She gratefully accepts. Jake is now colder, but he is happier.

What character trait does Jake demonstrate? _____

Explain your answer by referencing the text.

2. Craig is a football player training over the summer for next season. The coach demands that all players come in at 6:00 AM and lift weights until 8:00 AM, when practice begins. Craig gets there at 5:00 AM to begin his training.

What character trait does Craig demonstrate? _____

Explain your answer by referencing the text.

3. Anna volunteered to help Kylie clean her house. When Anna washed the mirrors, Kylie asked her if she used paper towels instead of newspapers. When Anna admitted that she had, Kylie asked her to redo them. Then, while Anna was sweeping, Kylie corrected her on her technique. "Don't just push the dirt around, Anna. SWEEP it," Kylie told Anna.

What character trait does Kylie demonstrate? _____

Explain your answer by referencing the text.

4. Corey came back from the bathroom and noticed that her rainbow pencil was missing. She looked around the room and saw that Beth was using a rainbow pencil. Corey started crying uncontrollably and ran out of the room.

What character trait does Corey demonstrate? _____

Explain your answer by referencing the text.

5. Kelvin found a wallet on the ground. He opened up the wallet and saw an old woman's ID card. Kelvin took the ID out of the wallet, walked to the woman's house, and returned the wallet to her.

What character trait does Kelvin demonstrate? _____

Explain your answer by referencing the text.

Name _____ Date _____

Day 9

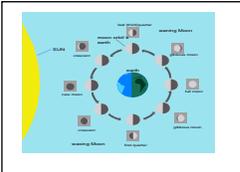
AUTHOR'S PURPOSE

An author writes for one of three reasons:

★To entertain ★To inform (teach) ★To persuade (convince)

Direction: Read the description or example and determine the author's purpose: to entertain, to persuade, or to inform. Then, explain your answer.

1.



A poster on the wall in a classroom illustrating and giving facts about the phases of the moon.

Author's Purpose: _____

Explain: _____

2. A chapter in a social studies textbook explaining the reasons for the Civil War.

Author's Purpose: _____

Explain: _____

3. A comic in the school newspaper. The first block shows a student littering. The second block shows a group of students standing around talking and littering. The third block shows a student telling them not to litter. The next block shows all of the students picking up the trash on the school campus. The final block depicts the students smiling and holding a sign that says, "Let's Work Together and Keep Our Campus Clean." (BONUS ACTIVITY: Draw this cartoon.)

Author's Purpose: _____

Explain: _____

4. A novel telling the story of a mother wolf that rescued an orphaned deer and their bond and friendship with one another.

Author's Purpose: _____

Explain: _____

5. A poster on the classroom bulletin board that gives the daily schedule.

Author's Purpose: _____

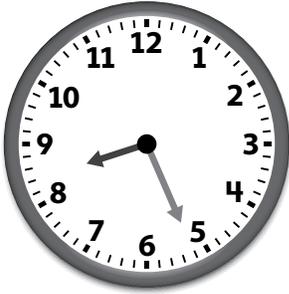
Explain: _____

Telling Time to the Minute

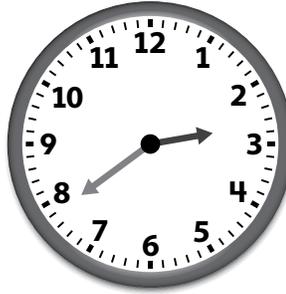
Name: _____

Write the time the clock shows.

1



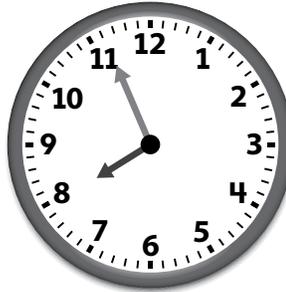
2



3



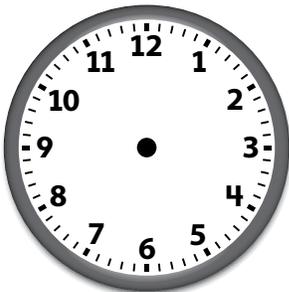
4



Draw hands on the clock to show the given time.

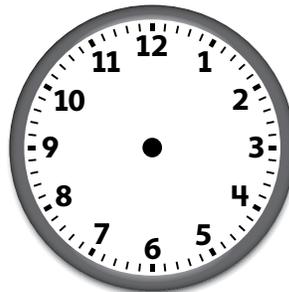
5

16 minutes after 1



6

7 minutes before 9



Making Predictions

Cross-Curricular Focus: Study Skills



Before you start reading a story, it is a good idea to make some predictions. Read the title. Think about any connections you can make to the topic. Skim the part you will be reading. Look for any visual aids. A visual aid is something you can look at that helps you understand what you read. Some examples are charts, drawings, and pictures. Look for new vocabulary. Use all of this information to get an **opinion** about what you think is **likely** to happen in the story.

You can make a prediction when you read a textbook, too. The headings and visual aids help you. Think about everything you already know. Decide what you expect to read about. This helps prepare your brain to receive the information.

You cannot be **certain** about your predictions until you read the text. However, they are more likely to be **correct** if you have **evidence** to support your opinion. Many **different** predictions may seem true. As you read, each one is either proven to be an **error** or is proven to be true. You have to read all the text through to the **conclusion**.

When you make predictions, you give your brain places to put the information you will read. This helps you focus on the reading. Your predictions may have sparked some questions in your mind. Your brain searches for the answers to the questions as you read. You don't even have to think about it. Go back to your predictions after you read. Determine if they were correct. If they were incorrect, try to understand why.

Day 10

Name: _____

Answer the following questions based on the reading passage. Don't forget to go back to the passage whenever necessary to find or confirm your answers.

1) What is an example of a visual aid?

2) What can you use to support your opinion about what is likely to happen? _____

3) What is one benefit of making predictions before you begin reading? _____

4) What should you do after you finish reading?

5) Name one reading passage or text chapter where you can make predictions before you read.
