



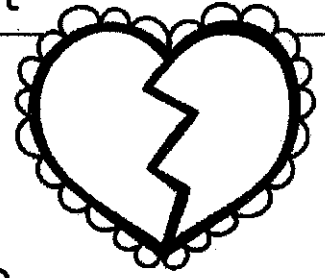
WEBSTER COUNTY SCHOOLS

3rd Grade

At-Home Learning
Packet

March 23, 2020

THE *Sweet* LITTLE SISTER



Benji couldn't understand why there was such a big fuss when his sister was born. People would come over to the house in droves. They would pick Sammie up in their arms. They would rock her back and forth until she went to sleep. Occasionally, they would glance at Benji and make some kind remark, but it wasn't like it used to be. Although Benji considered himself a pretty nice boy, he couldn't help being jealous of the "little bundle of joy" who had taken all the attention away from him.

One afternoon, Benji decided that he was going to take matters into his own hands. When no one was looking, Benji went to find Sammie. She was asleep. He decided that it was the perfect time to get rid of his annoying little sister. He dragged her bed outside into the yard. He dragged it all the way down to the back garden. But he didn't stop there. He dragged Sammie's bed across the dirt and left it against the fence. Then, feeling quite pleased with himself, Benji walked back to the house. He'd already decided that he was going to pretend that nothing had happened.

Of course, everyone panicked when they discovered that Sammie was missing. Benji couldn't understand why they were so worried. He walked back and forth in front of them, but it was useless. They didn't care about him. They pushed him away. They kept calling out for Sammie as though Benji didn't even exist!

Finally, someone found Sammie. She was fine. She was scooped up into loving arms and cuddled until she was fast asleep again! After they'd taken her back into the house, Benji found that two pairs of accusing eyes were focused on him.

"Naughty, Benji!" said Fred.

And Benji, the dog, was taken by the collar and tied up outside. His little puppy sister, Sammie, got to sleep in the laundry on her soft puppy bed.

Answer the questions in complete sentences.

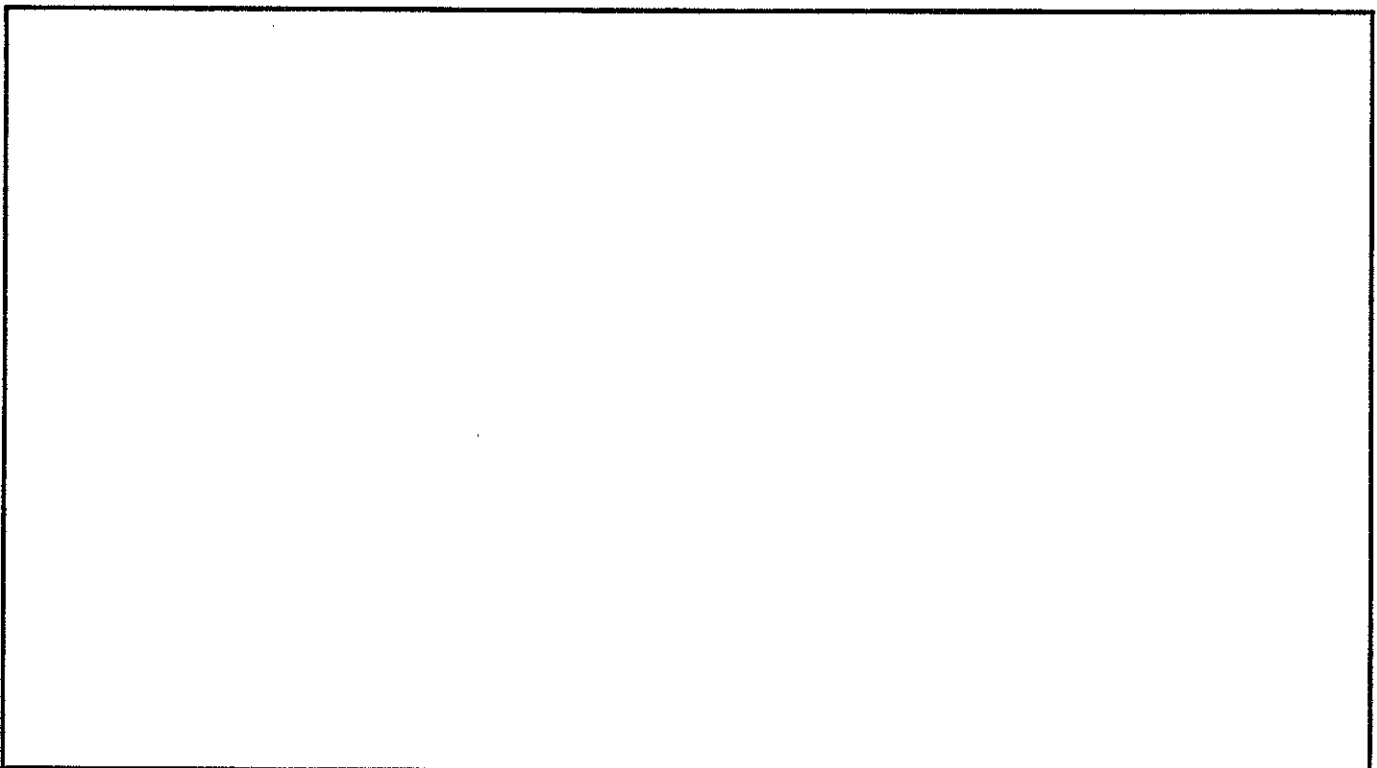
1) How did Benji feel after Sammie was born?

2) What did Benji do to Sammie?

3) Why do you think people paid more attention to Sammie than Benji?

4) Did anything surprise you about this story? Why/Why not?

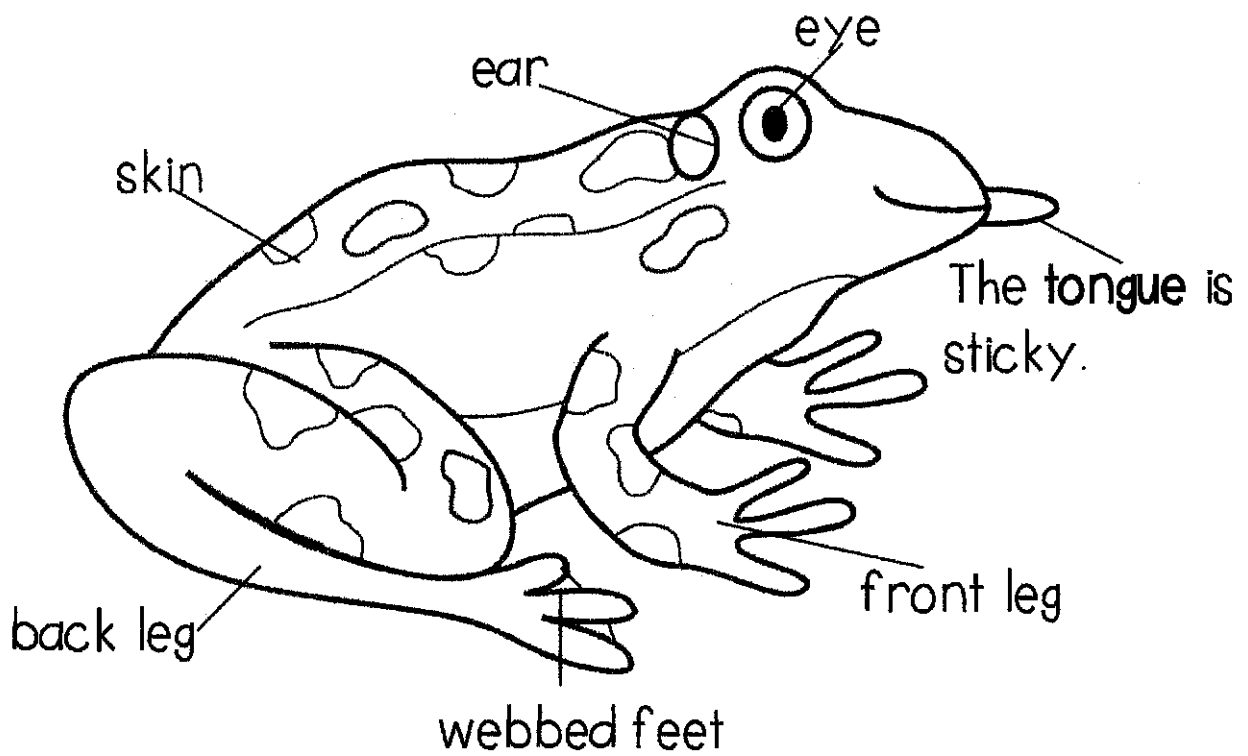
5) Illustrate and label a scene from the text.



Fascinating Frogs

Frog Characteristics

Frogs are fascinating creatures! They are **amphibians**. Most amphibians spend their lives in water and on land. Frogs are cold blooded, which means their body temperature changes with their environment. Their inside body temperature is about the same as the outside. Frogs have many body parts and large eyes on top of their heads. Frogs use their hind legs and webbed feet to glide through the water. They have two sets of eyelids. One set is transparent so they can see through them.



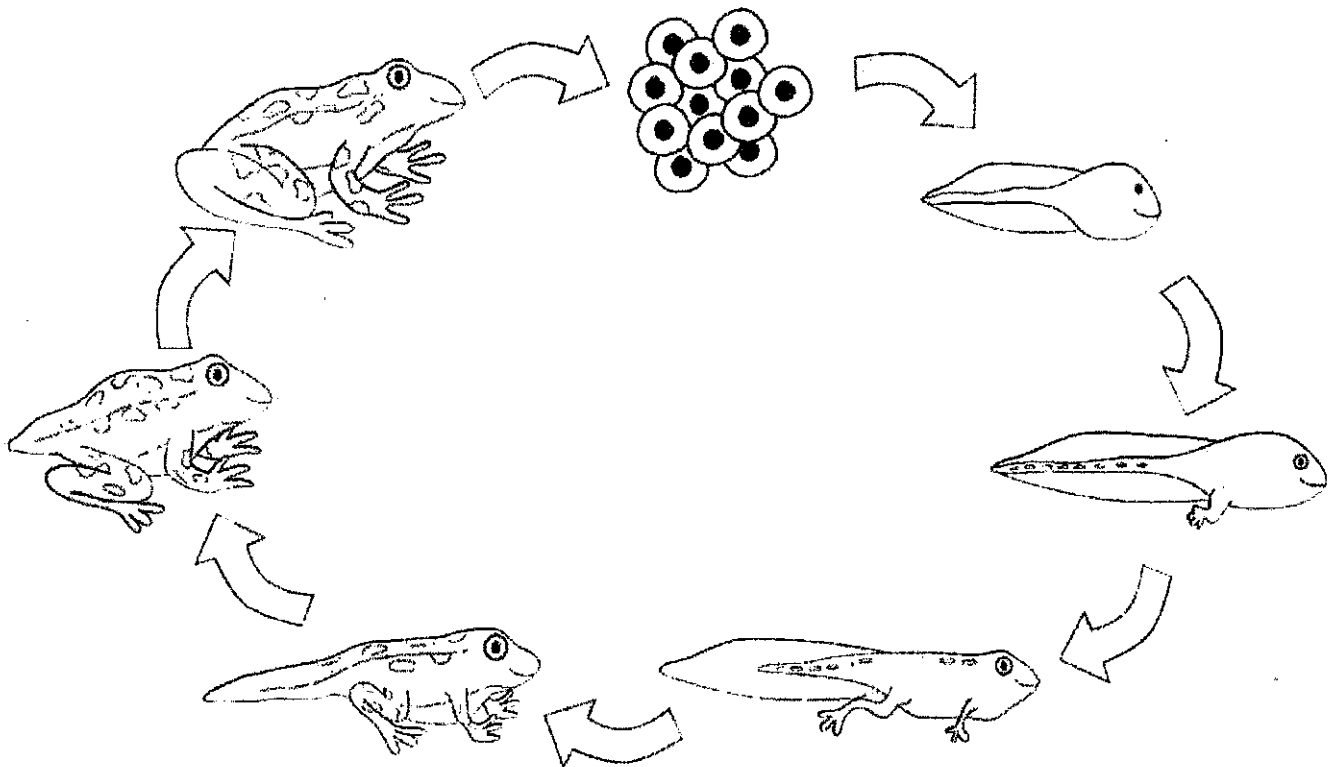
Frog Enemies

Frogs have many enemies. Some of these predators include snakes, lizards, birds, rats, and foxes. Frogs must leap to escape from being eaten. Often, a frog's color will **camouflage** it from enemies. This means that its skin color³⁷

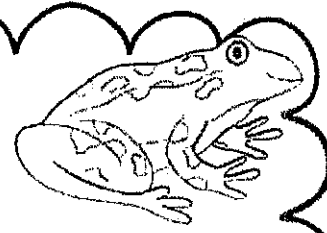
will blend in to its environment and hide it from predators. Some frogs have skin glands that make them poisonous.

Frog Life Cycle

Frogs usually lay their eggs in water. It is important that the eggs remain moist so that they don't dry up and die. Frog eggs have a jellylike covering. Most frog eggs clump together in a large, slimy mass. The dark centers of the eggs grow into frog embryos, which eventually grow into tadpoles. After about three days to three weeks, depending on the frog species, the tadpoles are large enough to break free. The tadpoles swim around, eating algae, and continue to grow. Eventually they grow hind legs and their tails become smaller. They soon grow front legs, develop large mouths, and use their lungs to breathe. Their tails finally disappear and they begin eating worms and insects.



Name _____



1. What is the main idea of this text?

2. List three details that support the main idea.

a. _____

b. _____

c. _____

3. List one detail under the subheading **Frog Enemies**.

4. Use clues from the text to write a definition for the word **camouflage**.

5. List one opinion from the text.

Name _____

6. Why do you think the author included a frog life cycle diagram?

7. Why do you think a frog would need two sets of eyelids?

8. Describe two characteristics of all frogs.

9. What did you learn from viewing the frog diagram? Do you think it was helpful that a diagram was included?

10. List one detail from the text that supports this statement: Frogs have specific qualities that help protect them from their enemies.

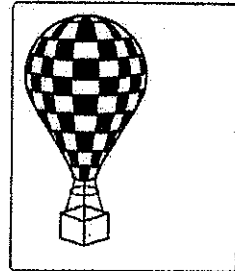
11. If you want to know more information about frogs, where might you look?

NAME _____

READING
FLUENCY DRA 30
N1 LEXILE 670
LEVEL N - SET 1

Up in the Air

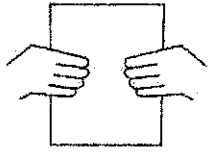
You may have heard of the Wright Brothers and their first airplane flight but did you know that the first hot air balloon flight took place over 100 years before that?



In 1783, two brothers in France developed the first hot air balloon. They first flew it empty and then with a few small animals aboard. When those flights were successful, it wasn't long before others tried flying hot air balloons with people on board. Those balloons were not like the hot air balloons of today. The first balloonists burned materials on board to make heat but modern hot air balloons have a heat source on board. The hot air fills up the balloon, which is called the envelope, and the balloon lifts the basket off the ground. But a lot of hot air is needed to make this work. On board burners heat up liquid propane which turns to gas. That makes a much bigger flame and a lot more hot air to lift the balloon. Heating the air and then letting it cool down is how the balloon pilot controls how high it goes. Pilots can also open a flap at the top of the balloon to let out air quickly. Today hot air balloons are a fun way to spend an afternoon but not a great way to travel!

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31
41
53
64
76
89
102
117
132
146
160
176
191
207
222

<i>DAILY RECORD</i>	DAY 1	DAY 2	DAY 3	DAY 4
total words read in 1 minute				
number of mistakes (subtract from total)				
= total words read correctly in 1 minute (WCPM)				
adult initials				



Have your child read the ENTIRE text and answer the questions for today.



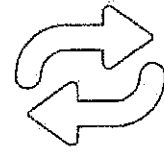
Time your student reading aloud for exactly 1 minute. Do not help fix mistakes.



If your child is stuck on a word for 2 seconds, say the word and count it as a mistake.



Record total words read. Then subtract the number of errors. Now help fix any mistakes.



Repeat the steps on other days. Return the page to school.

day 1

FOCUS: read to learn new information.

Read the text. Pay attention to information that is new to you. Write an exclamation (!) next to sentences that teach you something.

What are some things you learned?

day 2

FOCUS: read to identify cause and effect.

Read the text. Underline sentences and words that explain how modern balloonists heat air on board.

How are propane burners helpful for flying hot air balloons?

day 3

FOCUS: read to infer meaning from the text

Read the text. Circle the sentence that says what modern hot air balloons are good for.

Why do you think hot air balloons aren't a great way to travel?

day 4

FOCUS: read to be able to teach someone else.

Read the text. Pay attention to how the first hot air balloons are different than today.

What would you tell a friend who thinks that hot air balloons are the same as they've always been?

PLACE VALUE : COMPARE & ORDER

NAME: _____
DATE: _____

Compare & Order

When we compare numbers we write an expression to show if one is greater than, less than, or equal to the other. We line the numbers up by their places, and move left to right looking for differences. Then, we use the symbols $>$, $<$, or $=$ to show their relationship.

Example: $3,499$ so... $3,499 < 3,527$
 $3,527$

When we order numbers, we use comparing them to put them in order from least to greatest or greatest to least. If you compare and find one is the highest or lowest, mark it out and continue from left to right to compare the remaining two numbers.

$3,408$ L to G: $3,380 < 3,408 < 3,459$
 ~~$3,380$~~
 $3,459$

#1- 4 : Use the numbers to answer the questions about comparing:

1. Circle the first place the digits are different.

2. Look at the place you circled, what two digits are in that place (one for each number).

3. Which digit is larger? What is its value compared to the other digit? ($40 > 30$)

4. Which number is larger then, $2,483$ or $2,459$? Write this by using a symbol.

Write $>$, $<$ or $=$ for each comparison.

5. 398 ○ 389

6. $4,590$ ○ $4,588$

7. $3,809$ ○ $3,892$

8. $2,450$ ○ $2,450$

9. $1,295$ ○ $1,209$

10. $3,455$ ○ $3,670$

11. 209 ○ 205

12. $3,112$ ○ $3,112$

13. $6,782$ ○ $6,782$

Write each set of numbers from least to greatest.

14. $2,504$ $2,455$ $2,549$

15. $3,495$ $3,298$ $3,493$

Write each set of numbers from greatest to least.

16. $1,298$ $1,288$ $1,340$

17. $8,290$ $8,295$ $8,278$

ADDITION & SUBTRACTION : "BORROWING"

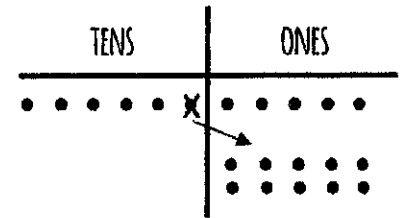
NAME: _____

DATE: _____

"Borrowing" Subtraction Algorithm

When we subtract, we sometimes find that the top digit of a place is lower than the digit we are taking away. To help us subtract, we can "borrow" from the place to the left. To do this, you go to the place to the left and subtract 1. Write the new digit above the one you subtracted from, and add 10 to the top digit in the place on the right (where you were unable to subtract). Write this new number above, and subtract as you normally would. This works because the place to the left is always 10 times more. If you borrow 1 from it, it becomes 10 of the place to the right.

$$\begin{array}{r} 5 \text{ } 15 \\ \cancel{6} 5 \\ - 19 \\ \hline 46 \end{array}$$



The chart shows what you are doing to the 65.

Use what you know about the place value and "borrowing" to answer:

1. Look at the chart above in the example. Explain how we can borrow "1" from the tens and it becomes "10" in the ones place.

Subtract. Be sure to show where you borrow by writing your new numbers on top. Remember, sometimes you may need to borrow more than once.

2.
$$\begin{array}{r} 52 \\ - 17 \\ \hline \end{array}$$

3.
$$\begin{array}{r} 75 \\ - 27 \\ \hline \end{array}$$

4.
$$\begin{array}{r} 43 \\ - 28 \\ \hline \end{array}$$

5.
$$\begin{array}{r} 87 \\ - 19 \\ \hline \end{array}$$

6.
$$\begin{array}{r} 206 \\ - 52 \\ \hline \end{array}$$

7.
$$\begin{array}{r} 435 \\ - 47 \\ \hline \end{array}$$

8.
$$\begin{array}{r} 218 \\ - 198 \\ \hline \end{array}$$

9.
$$\begin{array}{r} 824 \\ - 379 \\ \hline \end{array}$$

10. $382 - 79 =$

11. $625 - 48 =$

12. $421 - 235 =$

13. $912 - 333 =$

MULTIPLICATION FLUENCY PRACTICE #1

NAME: _____
DATE: _____

Write the product.

1. $\begin{array}{r} 6 \\ \times 7 \\ \hline \end{array}$

2. $\begin{array}{r} 8 \\ \times 5 \\ \hline \end{array}$

3. $\begin{array}{r} 4 \\ \times 3 \\ \hline \end{array}$

4. $\begin{array}{r} 2 \\ \times 6 \\ \hline \end{array}$

5. $\begin{array}{r} 5 \\ \times 10 \\ \hline \end{array}$

6. $\begin{array}{r} 4 \\ \times 4 \\ \hline \end{array}$

7. $\begin{array}{r} 9 \\ \times 10 \\ \hline \end{array}$

8. $\begin{array}{r} 3 \\ \times 8 \\ \hline \end{array}$

9. $\begin{array}{r} 7 \\ \times 7 \\ \hline \end{array}$

10. $\begin{array}{r} 5 \\ \times 5 \\ \hline \end{array}$

11. $4 \times 0 = \underline{\hspace{2cm}}$

12. $6 \times 9 = \underline{\hspace{2cm}}$

13. $2 \times 9 = \underline{\hspace{2cm}}$

14. $3 \times 6 = \underline{\hspace{2cm}}$

15. $8 \times 7 = \underline{\hspace{2cm}}$

16. $9 \times 5 = \underline{\hspace{2cm}}$

17. $\begin{array}{r} 7 \\ \times 4 \\ \hline \end{array}$

18. $\begin{array}{r} 3 \\ \times 10 \\ \hline \end{array}$

19. $\begin{array}{r} 4 \\ \times 9 \\ \hline \end{array}$

20. $\begin{array}{r} 2 \\ \times 3 \\ \hline \end{array}$

21. $\begin{array}{r} 9 \\ \times 3 \\ \hline \end{array}$

22. $\begin{array}{r} 9 \\ \times 8 \\ \hline \end{array}$

23. $\begin{array}{r} 5 \\ \times 8 \\ \hline \end{array}$

24. $\begin{array}{r} 6 \\ \times 4 \\ \hline \end{array}$

25. $\begin{array}{r} 7 \\ \times 0 \\ \hline \end{array}$

26. $\begin{array}{r} 8 \\ \times 1 \\ \hline \end{array}$

27. $2 \times 5 = \underline{\hspace{2cm}}$

28. $7 \times 10 = \underline{\hspace{2cm}}$

29. $8 \times 2 = \underline{\hspace{2cm}}$

30. $9 \times 7 = \underline{\hspace{2cm}}$

31. $5 \times 6 = \underline{\hspace{2cm}}$

32. $6 \times 8 = \underline{\hspace{2cm}}$

DATA & GRAPHS : PROBLEM SOLVING W/ GRAPHS

NAME: _____

DATE: _____

Problem Solving with Graphs

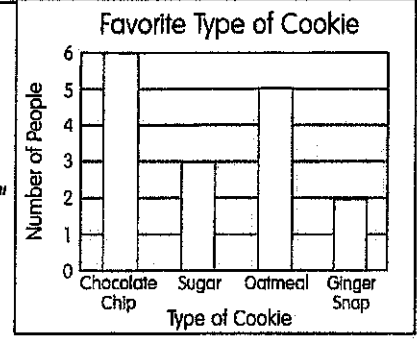
When analyzing graphs you will answer questions comparing different parts of the data, or asking for other information from the graph.

If you are asked "How many more..." or "How many less..." you will use subtraction to solve. For example:
How many more people like oatmeal cookies than sugar cookies? $5 (\text{oatmeal}) - 3 (\text{sugar}) = 2$ people

You may also be asked things like, "How many people in all were asked about their favorite type of cookie?"

In this case you would total ALL of the category totals: $6 + 3 + 5 + 2 = 16$ people in all

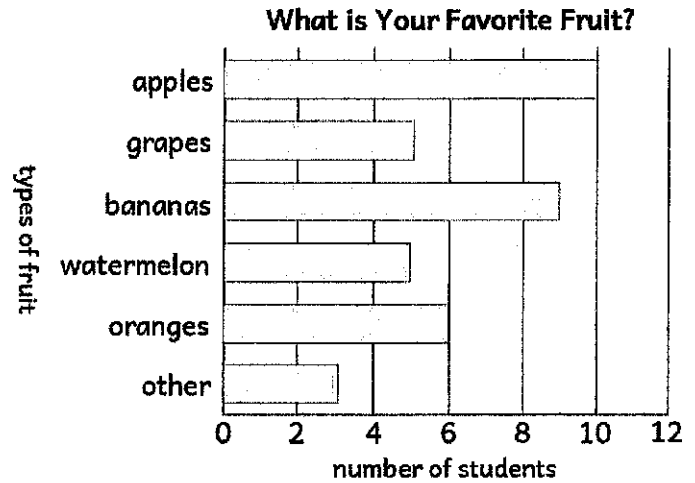
If asked something like, "How many people liked sugar OR ginger snaps the best?" You would simply add those two totals together. $3 (\text{sugar}) + 2 (\text{ginger}) = 5$ people total



Use the bar graph to answer the questions below.

Show your work.

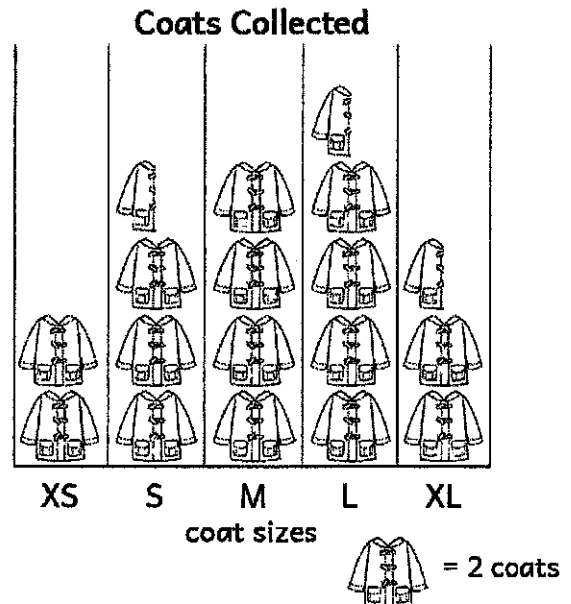
1. How many more students chose apples over grapes?
2. How many students chose watermelon or oranges?
3. How many total students were surveyed?



4. If mango was my favorite fruit, which category would my answer fall under? Why?

Use the pictograph to answer the questions below. Show your work.

5. How many large coats were collected in the coat drive?
6. How many fewer extra small (XS) coats were there than small (S) coats?
7. How many coats were mediums (M) or larges (L)?
8. How many more larges are there than extra larges (XL)?



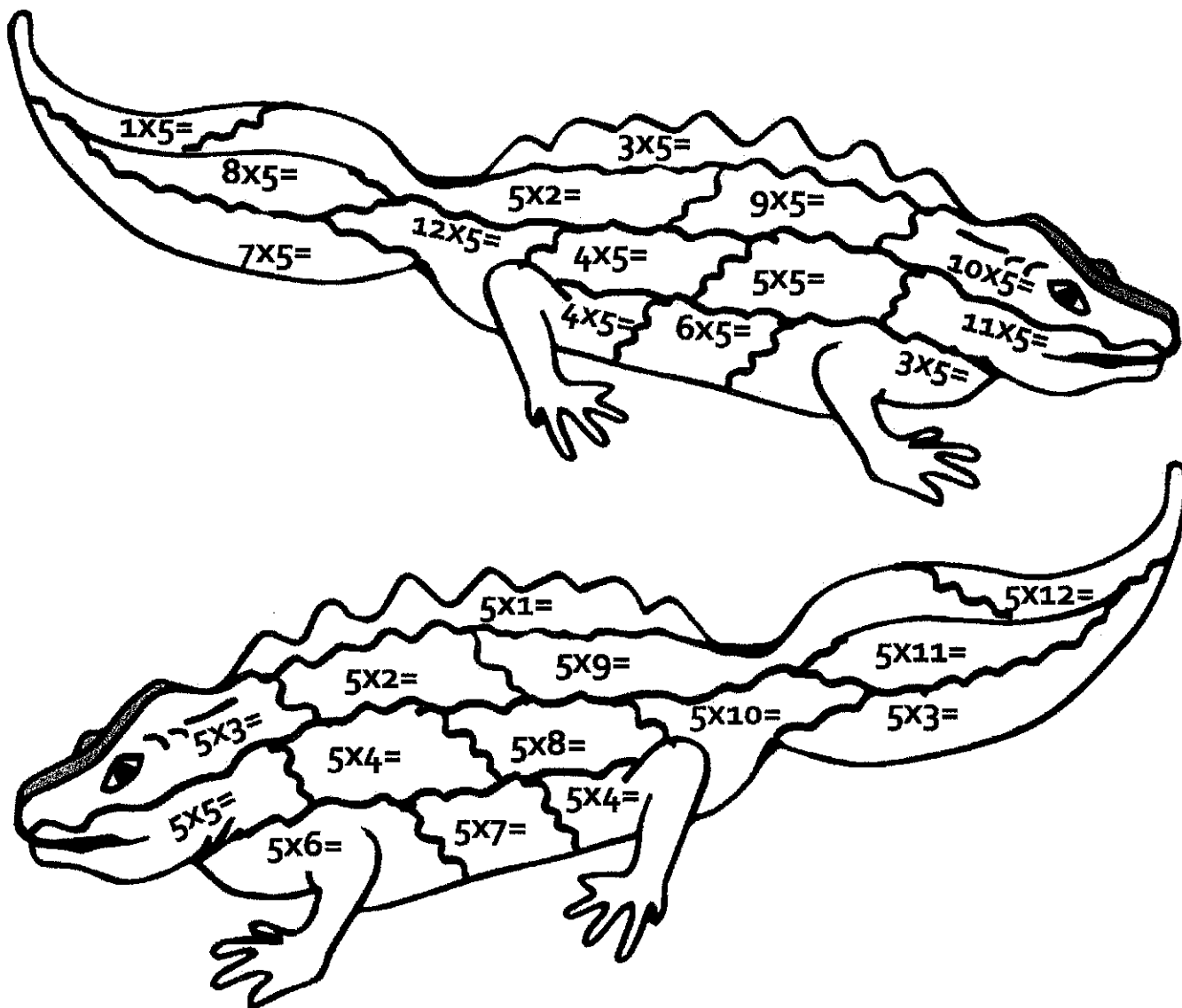
Name _____

Rainforest Multiplication

Newts - 5X

5 10 15 20 25 30 35 40 45 50 55 60

5 = black	10 = orange	15 = dark blue	20 = green
25 = purple	30 = light blue	35 = yellow	40 = gray
45 = pink	50 = red	55 = brown	60 = white



Name _____

Rainforest Division

Turtle ÷ 3

3 6 9 12 15 18 21 24 27 30 33 36

1 = black

4 = orange

7 = dark blue

10 = green

2 = purple

5 = light blue

8 = yellow

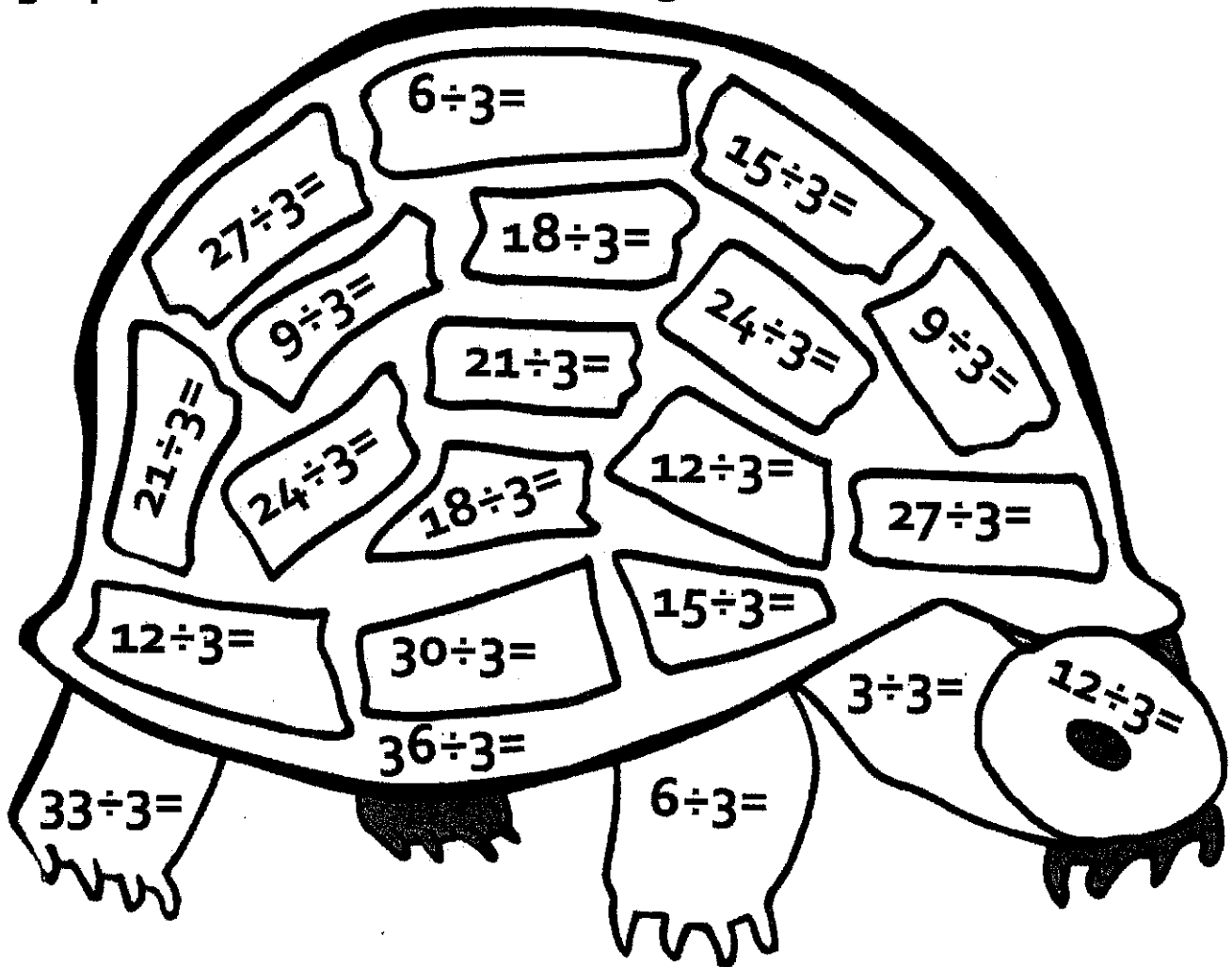
11 = gray

3 = pink

6 = red

9 = brown

12 = white



DAILY MATH CHOICES

1-6 Facts

Just roll the dice and add the digits together!

1-6 Doubles

Roll 1 die. Write that number in *both* boxes.

10's Partners

Roll 1 die and write that number in the first box. Write the "+ partner" number that will make the number sentence equal to 10 in the second box. Write 10 in the answer box.

5-10 Doubles

Roll 1 die. Write that number in *both* boxes.

5-10 Doubles +1

Roll 1 die and write that number in the first box. In your head, add 1 to the number in the first box. Write *that* number in the second box.

(1-6) + (5-10)

Just roll the dice and add the digits together!

(5-10) + (5-10)

Just roll the dice and add the digits together!

+10

Roll 1 die and write that number in the first box. Write 10 in the second box.

+9

Roll 1 die and write that number in the first box. Write 9 in the second box.

100's Partners

Roll 1 die and make it a 2-digit number by putting a 0 in the "ones" place and writing it in the first box (roll a "4," write "40"). Write the "+ partner" number that will make the number sentence equal to 100 in the second box. Write 100 in the answer box.

(1-6) x (1-6)

Just roll the dice and multiply the digits!

(1-6) x (5-10)

Just roll the dice and multiply the digits!

(5-10) x (5-10)

Just roll the dice and multiply the digits!

DAILY MATH

DIRECTIONS: How many math problems can you solve in 5 minutes?

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DAILY MATH

DIRECTIONS: How many math problems can you solve in 5 minutes?

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DAILY MATH

DIRECTIONS: How many math problems can you solve in 5 minutes?

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DAILY MATH

DIRECTIONS: How many math problems can you solve in 5 minutes?

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DAILY MATH

DIRECTIONS: How many math problems can you solve in 5 minutes?

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