

Name _____ # _____

Date _____

3rd Grade: Packets #11-16

Things to do EACH DAY:

- Read (or be read to) from a book or magazine of your choice for 20 minutes.
- Write response to the Daily Journal Prompt (or tell orally to a homework helper and have them help scribe your response). You use additional or other paper/journals, if you wish.
- Complete Reading Language Arts WS.
- Complete Math WS
- Do from the PE and Music activities

Included is an OPTIONAL Kitchen Science Experiment.....

- Floating Egg Science Project ****WITH PARENT SUPERVISION ONLY!!!****
*This can be done in parts over several days, or all at one time. Please be prepared for messes and use safety glasses. **IMPORTANT SAFETY NOTE:**
Only use safe, food/edible solids and liquids for mixing.
- You may try to send me pictures of work and/or short video or audio response to work via Remind as completed, if wish to try... 😊
- **If your child logs in to IXL, enclosed are focus Reading and Math lessons that go along with the packet.**

Make sure to complete and return your packets as directed. If you have questions about the packet, you may contact me via the Remind app, LiveGrades, or phone the school 304-227-4114 during the hours of 10:00am-2:00pm M-F.

☺ Mrs. Kelly Teter

Day #11- Reading WS121-122, Math WS12.3 Day#14- Reading WS303/308, Math WS14.1

Day#12- Reading WS293/298, Math WS12.4 Day#15- Reading WS306-307, Math WS14.2

Day#13- Reading WS129-130, Math WS13.2 Day#16- Reading WS127-128, Math WS14.3



Name _____ # _____

My Daily Journal

Day#11. What has been your favorite activity to stay busy since the stay-at-home order?

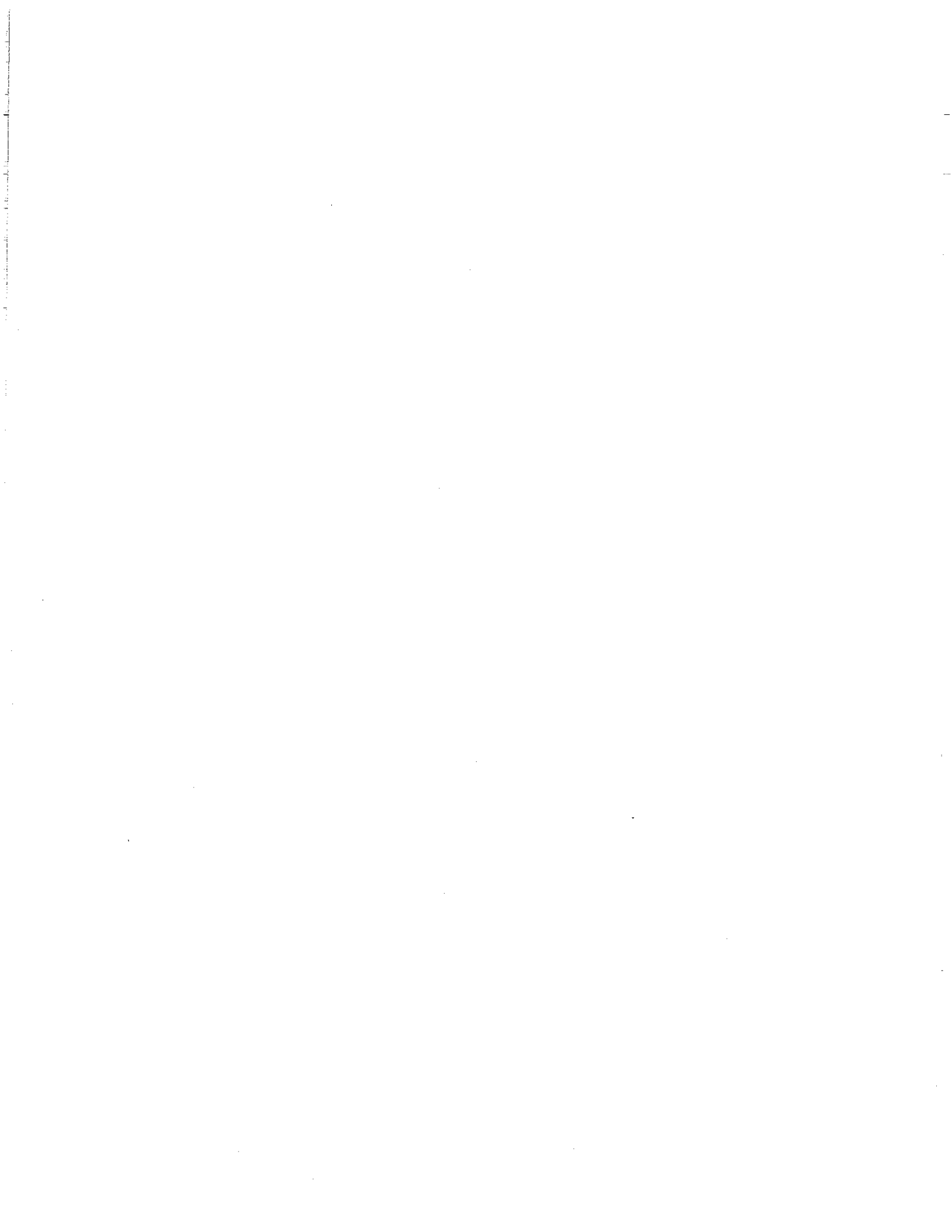
Day#12. What are some things that you have been doing to stay healthy?

Day#13. What do you miss most about school? What do you miss the least?

Day#14. If you could be the Easter bunny, what would you do?

Day#15. Is it better to have new shoes or a new coat? Why?

Day#16. Write a thank you note to a family member that has been helping you at home.



Name _____

Read the selection. Then answer the questions that follow.**Sparrows**

The song sparrow and the house sparrow are birds that look almost alike, but you can tell them apart if you know what to look for. The song sparrow and the house sparrow can be found in almost every yard in North America. The next time you see a sparrow, look at its chest. The song sparrow has a white chest with dark lines below its neck, while the house sparrow's chest does not have any lines.

Then look at its neck. All song sparrows have a white neck with two stripes on each side. The male house sparrow has a black neck and white cheeks. The female house sparrow has a grayish white neck without any distinctive stripes.

Even their songs are not the same. A house sparrow sings "cheep, cheep." A song sparrow sings more varied notes.

The next time you see a sparrow in your yard, look at its chest and its neck. Then listen to its song. By keeping these descriptions in mind, you will be able to see and hear the difference.

Name _____

Cause and Effect

- The **cause** tells why something happened. The **effect** is what happened.
- Authors often use **clue words** such as *because, so, then, if, and since* to help you better understand what happens and why it happens.

Directions Read the following passage. Underline clue words. Complete the chart.

In 1603, the ruler of Japan closed it off to all outsiders. This meant that no foreigner could enter the country. The ruler took this step because he wanted Japanese society to stay just the way it was.

Since the country was closed, the Japanese could only trade with one another. Their traditions and customs did not change. Since they had never seen Western clothing, they continued to wear kimonos.

In 1854, Americans sailed to Japan. They wanted the ruler to open the country to trade because the Japanese made beautiful silks and pottery. People in the West wanted to buy Japanese things.

The ruler agreed. Other countries also came to trade with Japan. Japanese men began to do business in the Western way. Because the ruler agreed to open Japan to trade, many changes happened in Japanese society.

CAUSES: Why did it happen?

EFFECTS: What happened?

1. _____

2. The Japanese had never seen modern Western clothing.

3. The Americans wanted to trade with Japan.

The ruler of Japan closed the country to all outsiders.

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Home Activity Your child identified causes, effects, and clue words in an article. Read another article about Japan or Japanese culture with your child. Discuss the causes and effects given in the article.

Name _____

Adjectives and Articles

Directions Circle each article. Underline each adjective.

1. People have worn many different styles throughout the years.
2. When Aunt Rose was a teacher, she wore long, straight skirts.
3. Grandma wore nice dresses to school.
4. My mom often wore old jeans in the classroom.
5. A popular style in some schools today is a uniform.

Directions Circle the article in () that correctly completes each sentence.

6. People wear different clothes all over (an, the) world.
7. No one needs (a, an) heavy coat in Hawaii.
8. (A, An) overcoat is needed in Russia.
9. You can wear (a, an) shirt with short sleeves all year in Costa Rica.
10. (A, An) extra raincoat comes in handy in England.

Directions Write two sentences describing the clothes you are wearing today. Use at least two adjectives in each sentence. Circle each article and underline each adjective in your sentences.



Home Activity Your child reviewed adjectives and articles. Discuss the day's weather with your child. Ask him or her to identify some adjectives used in the conversation.

Name _____

Read the selection. Then answer the questions that follow.**Prickly Pear Cactus**

Looking at the prickly pear cactus with its flat pads and inch-long thorns, you might think that it is not a useful plant, but you would be mistaken. People all over the world use the beautiful prickly pear cactus for many things.

Luther Burbank, a plant scientist, began studying the prickly pear cactus plants many years ago. He learned that if cactus plants are planted close together, they can grow to form a hedge ten to twenty feet high. This type of wall can keep out many animals.

Like all cactus plants, the prickly pears do not need much water and can live in almost any kind of dirt. They can be planted in places that do not have many plants at all. Thus, they help keep the soil in place.

Juice from the pads of the prickly pear is very useful. If you have burned yourself, you can put the juice on the burn to make it feel better. Some people mix the juice with other materials and use it on buildings to make them last longer.

The fresh pads of a prickly pear cactus without thorns can be fed to pigs and sheep. People can also eat the pads. Prickly pear jelly, bread, and soups are delicious. Even the seeds can be dried and made into flour.

Even though the prickly pear cactus may not look like a treasure, many people think it is a gem.

Answer the questions below.

1 What is the second paragraph *mostly* about?

- how to take care of this cactus
- why people plant this cactus
- what a scientist learned about this cactus
- when people should use this cactus

2 Paragraph 4 is mostly about which part of the prickly pear cactus?

- the thorns
- the juice
- the seeds
- the pads

3 Prickly pear cactus is used for all these things *except*

- food.
- walls.
- medicine.
- tires.

4 How are the prickly pear cactus and all other cactus plants alike?

- They need a special type of dirt.
- They do not need much water to grow.
- They were studied by Luther Burbank.
- They grow ten to twenty feet high.

5 Describe two uses of the prickly pear cactus.

Common Core State Standards

Questions 1–5: Informational Text 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Name _____

Compare and Contrast

- When you **compare and contrast** two or more things, you tell how they are alike and different.
- Some **clue words** that signal that things might be the same are *like, same, both, also,* and *as well as*.
- Some **clue words** that signal differences are *but, however, different,* and *instead of*.

Directions Read the following passage. Then answer the questions below.

Three languages are spoken most in the world. They are Chinese, English, and Spanish. Almost one billion people in the world speak Chinese. That is more than any other language. The number of people who speak English and Spanish are almost the same. When you write English and Spanish, you use the same letters. Some of the sounds are different, however.

When you write Chinese, you use symbols. Some of the symbols mean sounds. Some of the symbols mean words. And some of the symbols mean whole ideas.

It's easier to learn a language when people in your family speak it. Then you hear it all the time. What languages do the people in your family speak?

1. Which languages are being compared?

2. Which language uses symbols?

3. Which languages use the same letters?

4. What three things do Chinese symbols stand for?

5. Which language do you think would be hardest to learn? Why?

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Home Activity Your child learned about telling how two or more things are alike and different. Ask your child to make two drawings of a favorite family event. Have him or her tell you what is alike and different about the drawings.

Name _____

Comparative and Superlative Adjectives

Directions Underline the adjective that compares in each sentence.

1. My grandma's house is closer than your grandma's house.
2. My grandpa is older than my grandma.
3. Dan's grandpa is the youngest grandpa of all.
4. I play the trickiest card game with my grandma.
5. Ana's grandpa is smarter than anyone.

Directions Choose the adjective in () that correctly completes each sentence. Write the adjective on the line.

6. Her grandparents have (stranger, strangest) hobbies than mine do.

7. Grandpa had the (healthier, healthiest) year ever.

8. Those old pictures of Grandma are the (cuter, cutest) of all.

9. Grandma wore (fancier, fanciest) hats back then.

10. Grandpa had a (happier, happiest) birthday this year than last year.

11. Grandpa tells the (funnier, funniest) jokes in the world.

12. My grandparents give the (finer, finest) gifts of all.

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Home Activity Your child reviewed adjectives that compare. While listening to music with your child, discuss what you like and dislike. Have your child name some adjectives that compare used in the discussion.

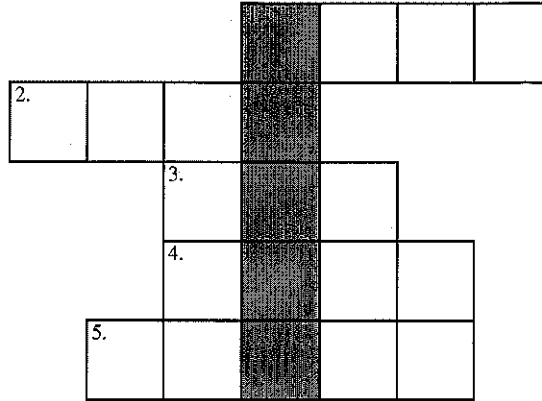
Name _____

Homophones

Riddle Read a clue and write the list word in the boxes. The answer to the riddle will be in the shaded boxes.

What word does everyone say wrong?

1. seven days
2. large animal
3. also
4. understood
5. not wrong



Spelling Words

- to
- too
- two
- week
- weak
- road
- rode
- stair
- stare
- bear
- bare
- write
- right
- new
- knew

Word Scramble Rearrange the letters to form a list word.

- | | |
|----------|----------|
| 6. tow | 6. _____ |
| 7. tears | 7. _____ |
| 8. wake | 8. _____ |

Rhyming Write the missing list word. It will rhyme with the underlined word.

9. I think you'll need to use a _____ screw.
10. He carried the load down the winding _____.
11. Be sure to _____ your name on your kite.
12. Your pleasant stare is easy to _____.
13. Will we have time to go to the zoo _____ ?
14. We _____ a few of the players.



Home Activity Your child has been learning to spell homophones. Help your child make a list of homophones, including some that are not on this page.

Name _____

Main Idea and Details

- The **topic** is what a piece of writing is about.
- The **main idea** is the most important idea about the topic.
- **Details** are small pieces of information that tell more about the main idea.

Directions Read the following passage. Then fill in the graphic organizer below.

Saturday morning is my favorite part of the weekend. First of all, I can sleep in because there's no school. Sometimes I just lie in bed and daydream. Then, if the weather is nice, I get dressed and take my dog Pounce for a walk. Sometimes my big brother takes us to the dog park so

that Pounce can play with the other dogs. On days when it's cold or rainy outside, I snuggle into my fuzzy blue robe and watch cartoons. When my mom gets up, she and I make blueberry pancakes with whipped cream.

1. Main Idea

2. Detail

3. Detail

4. Detail

5. Detail

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Home Activity Your child identified main ideas and details in a passage. Ask your child to tell you about his or her favorite part of the week. Together, write a sentence that tells the main idea. Then ask your child to tell several details about the main idea.

Name _____

Read the selection. Then answer the questions that follow.**Popcorn**

Popcorn is the best snack. Popcorn has been a part of meals and a snack for a long time. In fact, in the early 1700s, boys and girls ate popcorn with milk and sugar for breakfast.

Popcorn is easy to grow. Corn seeds are planted in warm weather. They grow into tall plants with ears of corn. The ears are picked about ten weeks after the kernels begin to grow. When the kernels are taken off the ear, the popcorn is ready to pop.

Popcorn tastes best during a movie. It also makes a beautiful holiday decoration. Birds eat popcorn too.

The next time you are hungry or want to feed the birds, you might want to pop some corn.

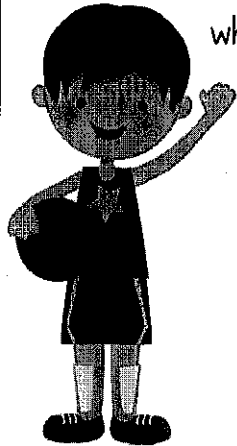
Turn the page.

NAME _____

WEDNESDAY

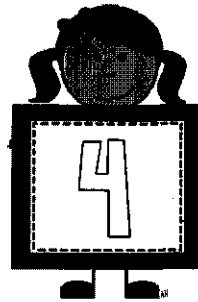
DATE _____

1. Nathan's family is going to a basketball game. The total price of their 4 tickets is \$36. If each ticket cost the same, what is the price of one ticket?



\$ _____

2.



Write 5 different problems with an answer of 4. Use multiplication and division only.

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

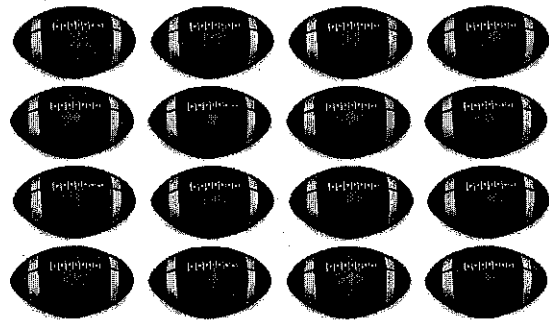
3. Fill in numbers to make each true.

560 (>) _____

_____ (=) 4 x 7

300 - 50 (<) _____

4.



_____ x _____ = _____

5. Start at 3. Count by 3s and color the numbers. Then answer each x3 fact below.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30

5 x 3 = _____

6 x 3 = _____

3 x 2 = _____

7 x 3 = _____

3 x 1 = _____

3 x 10 = _____

3 x 4 = _____

3 x 8 = _____

3 x 3 = _____

9 x 3 = _____

0 x 3 = _____

NAME _____

THURSDAY

DATE: _____

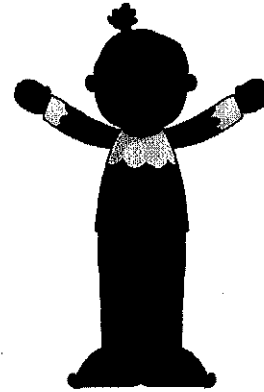
1. How much more do 3 basketballs cost than 3 footballs?



\$ _____

2.

$$\begin{array}{r} 753 \\ - 358 \\ \hline \end{array}$$



$$\begin{array}{r} 502 \\ - 165 \\ \hline \end{array}$$

3. ♦ MYSTERY NUMBER ♦

I am between 260 and 270. The sum of my digits is 16.

What number am I?

4.

Count by 4s.
Start at 0.

0				

A hockey stick and a puck are positioned to the left of the grid.

5.



COLOR

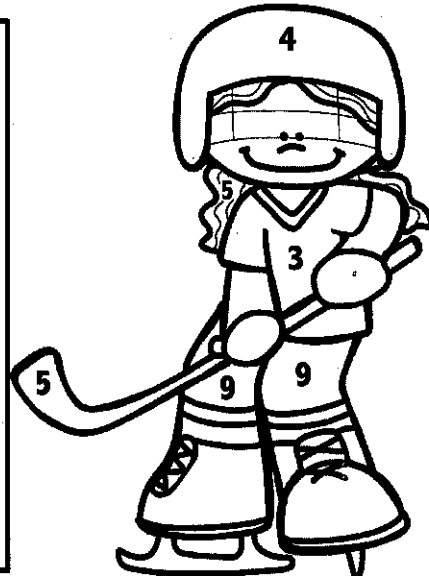
Red - $16 \div 4$

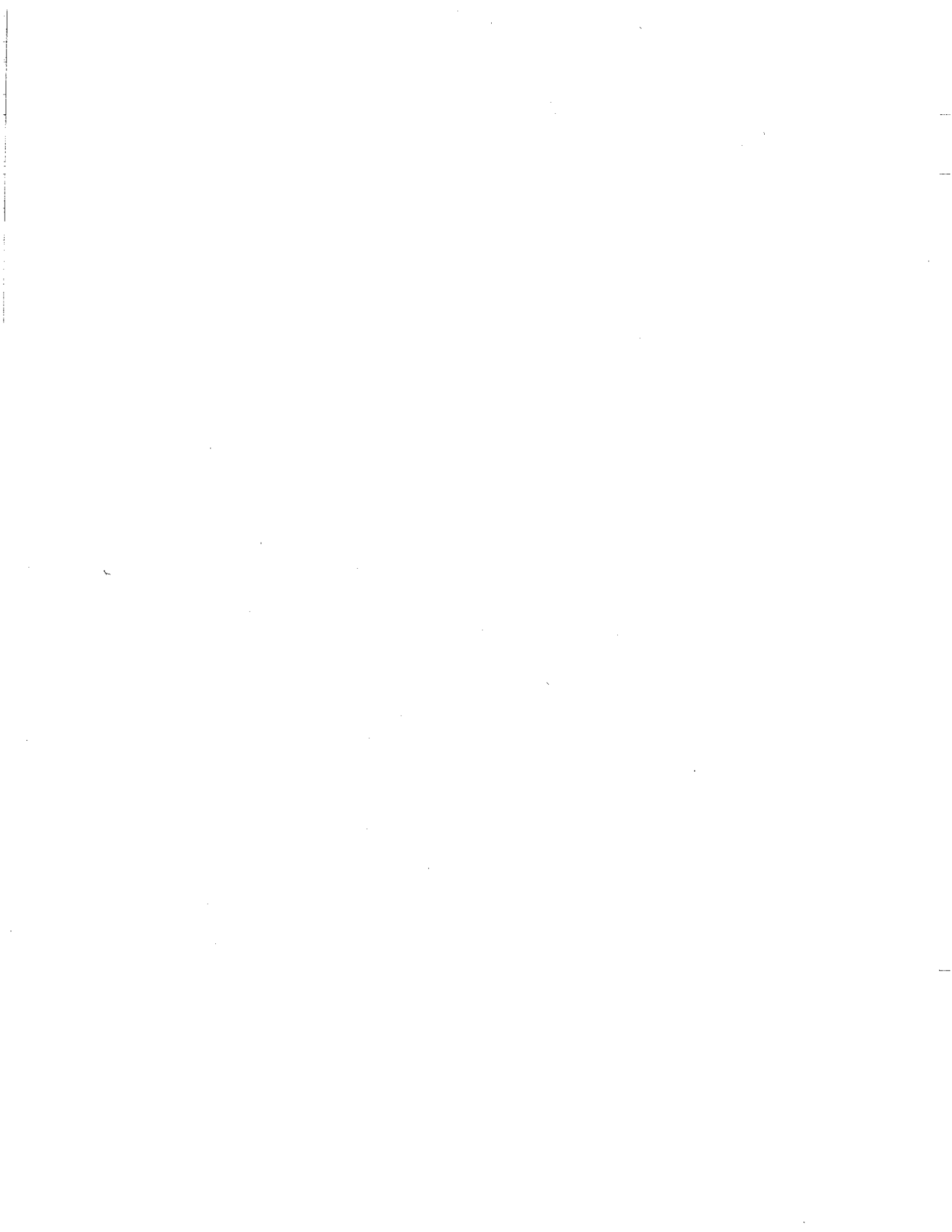
Black - $27 \div 3$

Yellow - $21 \div 7$

Brown - $15 \div 3$

Blue - $24 \div 4$





NAME _____

TUESDAY

DATE _____

1. Baldor has 4 quarters, 5 dimes, and 2 pennies.

Pixie has 6 quarters, 3 nickels, and 7 pennies.

Baldor has \$ _____ Pixie has \$ _____



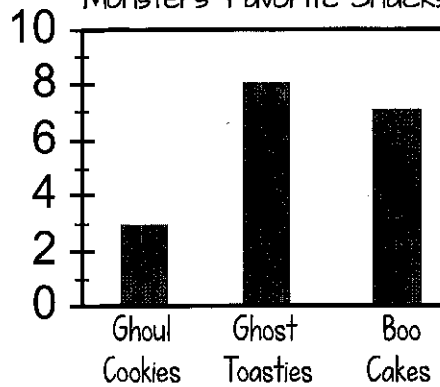
Baldor

Circle the monster who has more.



Pixie

2. Monsters' Favorite Snacks



- How many monsters like Boo Cakes? _____
- How many more like Ghost Toasties than Ghoul Cookies? _____

3. Fill in numbers to make each true.

4×3 $(>)$ _____

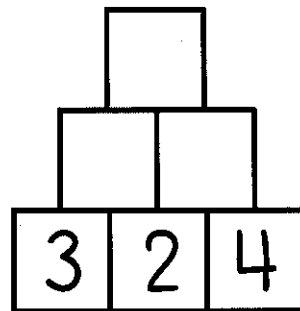
_____ $(=)$ 7×8

6×3 $(<)$ _____



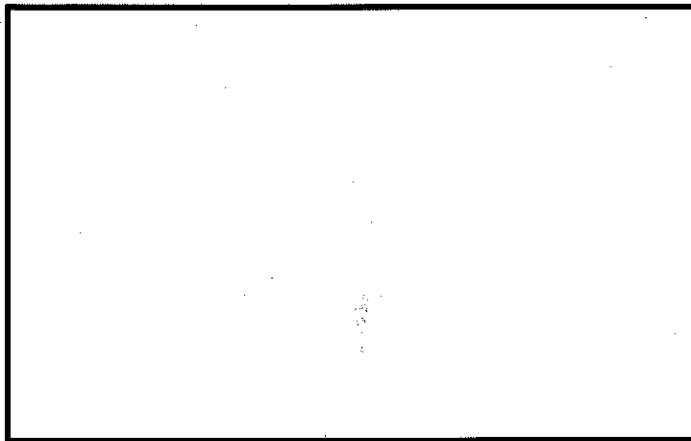
4. ♦ MULTIPLICATION TOWER ♦

Multiply the numbers next to each other. Write the product in the box above.



5. The monsters ordered a monster-size pizza. There are 24 slices in the pizza.

Draw the pizza here:



How many slices would each monster get if there were:

three monsters? _____

four monsters? _____

six monsters? _____

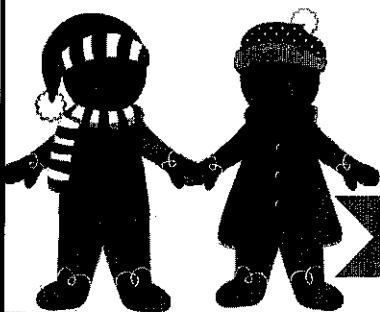
eight monsters? _____

NAME _____

MONDAY

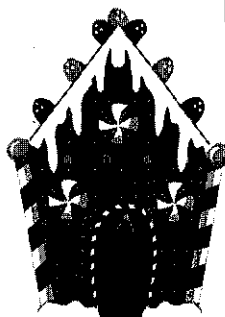
DATE _____

1. Mrs. Norris has 27 raisins to put on her gingerbread cookies. If she puts 3 raisins on each cookie, how many cookies will get raisins? Write the equation.



_____ cookies

2. Rachel is making 3 gingerbread houses. There will be 7 gumdrops on each roof. There will be 3 peppermints on each front.



How many gumdrops and peppermints will Rachel need?

_____ gumdrops

_____ peppermints

3. Complete the table.

467		
702		
500		
135		

4.

A numerator is the number above the line in a fraction.

Circle the numerator in each fraction.

$\frac{2}{3}$ $\frac{3}{4}$ $\frac{5}{8}$ $\frac{4}{4}$ $\frac{1}{6}$ $\frac{6}{10}$

Say it.

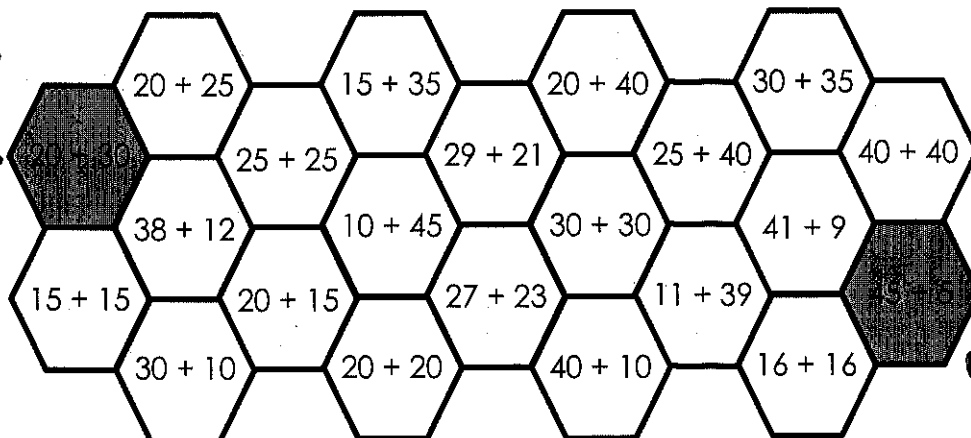
Write it. → numerator

5.

Can you catch the gingerbread man?

Color the hexagons that have a sum of 50 to find the path.

Start

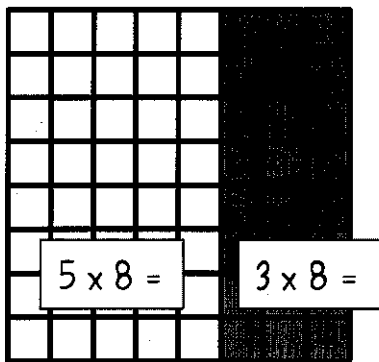
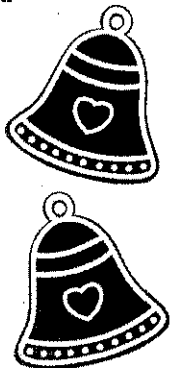


NAME _____

TUESDAY

DATE _____

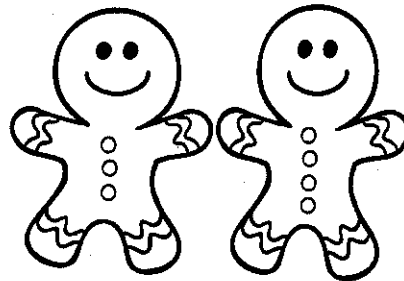
1.



+ = _____

OR $8 \times 8 =$ _____

2. Katia has 18 gingerbread cookies. 10 of the cookies have 3 raisins as buttons. 8 of the cookies have 4 raisins. How many raisins in all?



_____ raisins

3.

A denominator is the number below the line in a fraction.

Circle the denominator in each fraction.

$\frac{2}{3}$ $\frac{3}{4}$ $\frac{5}{8}$ $\frac{4}{4}$ $\frac{1}{6}$ $\frac{6}{10}$

Say it.

Write it. → denominator

4.

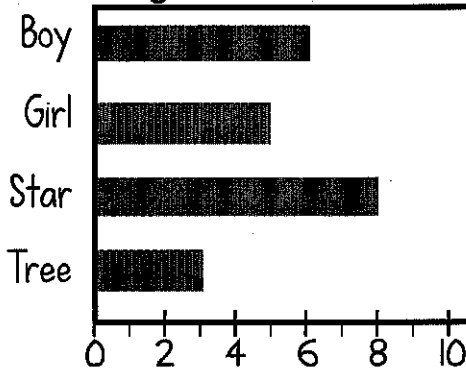
$$\begin{array}{r} 568 \\ - 189 \\ \hline \end{array}$$

$$\begin{array}{r} 568 \\ + 189 \\ \hline \end{array}$$



5.

Gingerbread Cookies



- a) How many fewer tree cookies are there than stars? _____
- b) There are _____ gingerbread boy cookies.
- c) How many total cookies? _____
- d) There are more girl cookies than stars.
TRUE FALSE
- e) There are less than 8 girl cookies.
TRUE FALSE

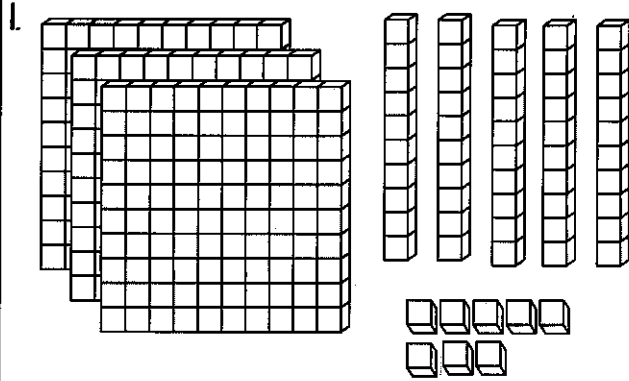




NAME _____

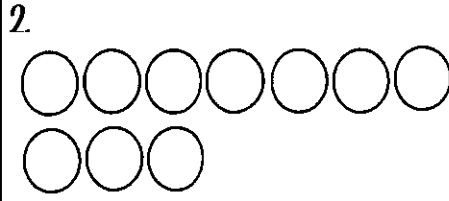
WEDNESDAY

DATE: _____



This model shows the number _____.

Write this number in expanded form:



↑ Finish this array to show 3 x 7.

$3 \times 7 = \underline{\hspace{2cm}}$



3. **A unit fraction is a fraction with a numerator of 1.**

Circle the unit fractions.

$\frac{1}{8}$ $\frac{3}{8}$ $\frac{5}{1}$ $\frac{1}{6}$ $\frac{1}{12}$ $\frac{4}{6}$

Example:

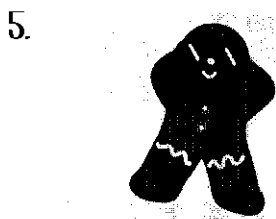
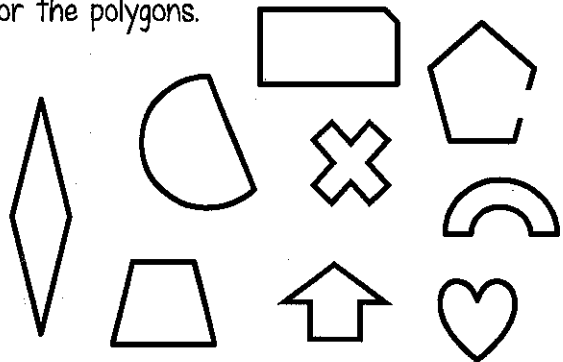


These are thirds.

$\frac{1}{3}$ is the unit fraction.

4. **A polygon is a closed shape with straight sides.**

Color the polygons.



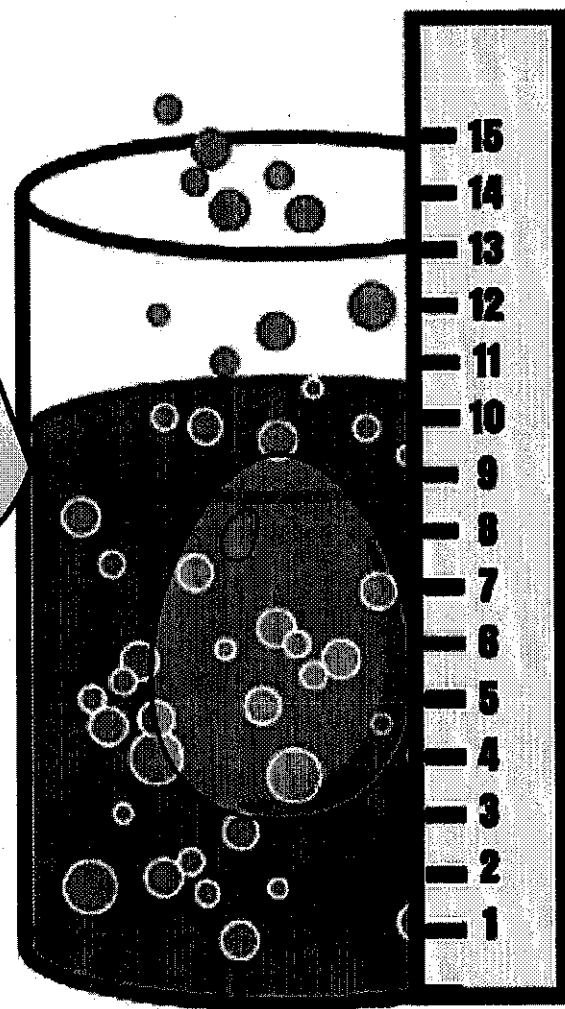
Do you know your x3 facts? Go as fast as you can.

x	7	2	4	9	3	10	1	5	6	8
3	21									

Floating Egg

A Density Investigation

Follows NGSS
Great for Science Fairs
STEM Challenge Included





The Floating Egg - Kitchen Science Experiment (OPTIONAL)

SAFETY NOTE: This is only to be completed with **adult supervision**, and only use **safe, food/edible** solids and liquids. Use safety glasses and prepare for messes... and FUN!

Eggs can float in different liquids. Use available everyday kitchen items to investigate ways to make a floating egg.

You will make a solution from an everyday kitchen liquid (examples: water, pop, diet pop, kool-aid, juice, milk, vinegar, vegetable oil...) and a spoonful of an everyday kitchen solid (examples: flour, salt, sugar, brown sugar, powdered sugar, baking powder, baking soda...). *****ONLY USE EDIBLE/FOOD ITEMS**

Using a clear container, add liquid and mix in 1 tablespoon of solid until dissolved. Using the spoon, gently place egg into the solution. Does the egg float? If not, remove the egg, and add another spoon of solid, and mix. Try again. Did it float?

Adjust the amount of solid to your solution to see if you can make the egg float higher or lower within the liquid.

Try another combination and compare the results. Record your results below.

#1 Liquid used _____ Solid used _____

Did the egg float? Yes/No How many spoonfuls of solid? _____

Any problems with this solution? Draw a picture of your result.

#2 Liquid used _____ Solid used _____

Did the egg float? Yes/No How many spoonfuls of solid? _____

Any problems with this solution? Draw a picture of your result.

#3 or more (attach results to this page)

*Were you surprised by any of the results? Why or why not?

*What was your favorite part of this experiment?

