

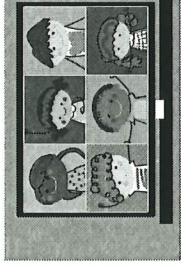
Grade 3 E-Learning Packet



Name: _____

3rd Grade E-Learning Assignment

Students will be given directions to complete the assignments from each day on an E-learning day.




	Day 1	Day 2	Day 3	Day 4	Day 5
Must-do	<p><u>CLA</u> <u>Math</u> <u>Science</u> <u>Social Studies</u></p> <p>1 Science <u>Science experience</u></p> <p>2 Social study Terracotta Warriors <u>Story time.</u></p> <p>3 CLA <u>CLA unit 8 Audio</u> (Mouse bride)</p> <p>4 Math <u>Review Coins</u></p>	<p><u>CLA</u> <u>Math</u> <u>Science</u> <u>Social Studies</u></p> <p>1 Math <u>multiplication table</u> song</p> <p>2 CLA <u>CLA unit 6 audio</u> Story of XiaoWei.</p> <p>3 Social Studies Story of <u>Christopher Columbus</u></p> <p>4 Science <u>Bones</u></p>	<p><u>CLA</u> <u>Math</u> <u>Science</u> <u>Social Studies</u></p> <p>1 Who ate my apples? <u>Story time</u></p> <p>2 Science <u>Science experience</u> Which one did you try?</p> <p>3 Math <u>Review length</u></p> <p>4 CLA <u>CLA unit 9 audio</u> Story of dumplings</p>	<p><u>CLA</u> <u>Math</u> <u>Science</u> <u>Social Studies</u></p> <p>1 Science <u>Solar system song</u></p> <p>2 A very lazy king <u>Story time</u></p> <p>3 CLA <u>Term 1 vocabulary</u> practice</p> <p>4 Math <u>Even and odd numbers</u></p>	<p><u>CLA</u> <u>Math</u> <u>Science</u> <u>Social Studies</u></p> <p>1 Math <u>2 digital divide 1digital</u></p> <p>2 CLA <u>Unit 5 vocabulary</u> review</p> <p>3 Social story <u>Song of China's</u> <u>Dynasties</u> And <u>Lyrics</u></p> <p>4 A greedy little sheep. <u>Story time</u></p>
Virtual Options	<p>1 Science <u>Science experience</u></p> <p>2 Social study Terracotta Warriors <u>Story time.</u></p> <p>3 CLA <u>CLA unit 8 Audio</u> (Mouse bride)</p> <p>4 Math <u>Review Coins</u></p>	<p>1 Math <u>multiplication table</u> song</p> <p>2 CLA <u>CLA unit 6 audio</u> Story of XiaoWei.</p> <p>3 Social Studies Story of <u>Christopher Columbus</u></p> <p>4 Science <u>Bones</u></p>	<p>1 Who ate my apples? <u>Story time</u></p> <p>2 Science <u>Science experience</u> Which one did you try?</p> <p>3 Math <u>Review length</u></p> <p>4 CLA <u>CLA unit 9 audio</u> Story of dumplings</p>	<p>1 Science <u>Solar system song</u></p> <p>2 A very lazy king <u>Story time</u></p> <p>3 CLA <u>Term 1 vocabulary</u> practice</p> <p>4 Math <u>Even and odd numbers</u></p>	<p>1 Math <u>2 digital divide 1digital</u></p> <p>2 CLA <u>Unit 5 vocabulary</u> review</p> <p>3 Social story <u>Song of China's</u> <u>Dynasties</u> And <u>Lyrics</u></p> <p>4 A greedy little sheep. <u>Story time</u></p>


Day 1




名字:

 找一找学过的词

安	吸	体	偷	邮	心
球	静	准	懒	肺	差
猜	校	烦	备	整	天
信	到	活	泼	文	头
纸	浪	处	摸	池	湖
车	谜	强	花	爱	气
旁	边	类	壮	好	呼
鳃	较	柔	软	塘	冲

 把找到的词写下来。

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

 选上面的两个词来造句。

- 1.
- 2.

Name

Date



PLACE VALUE TO 10,000 SHEET 3

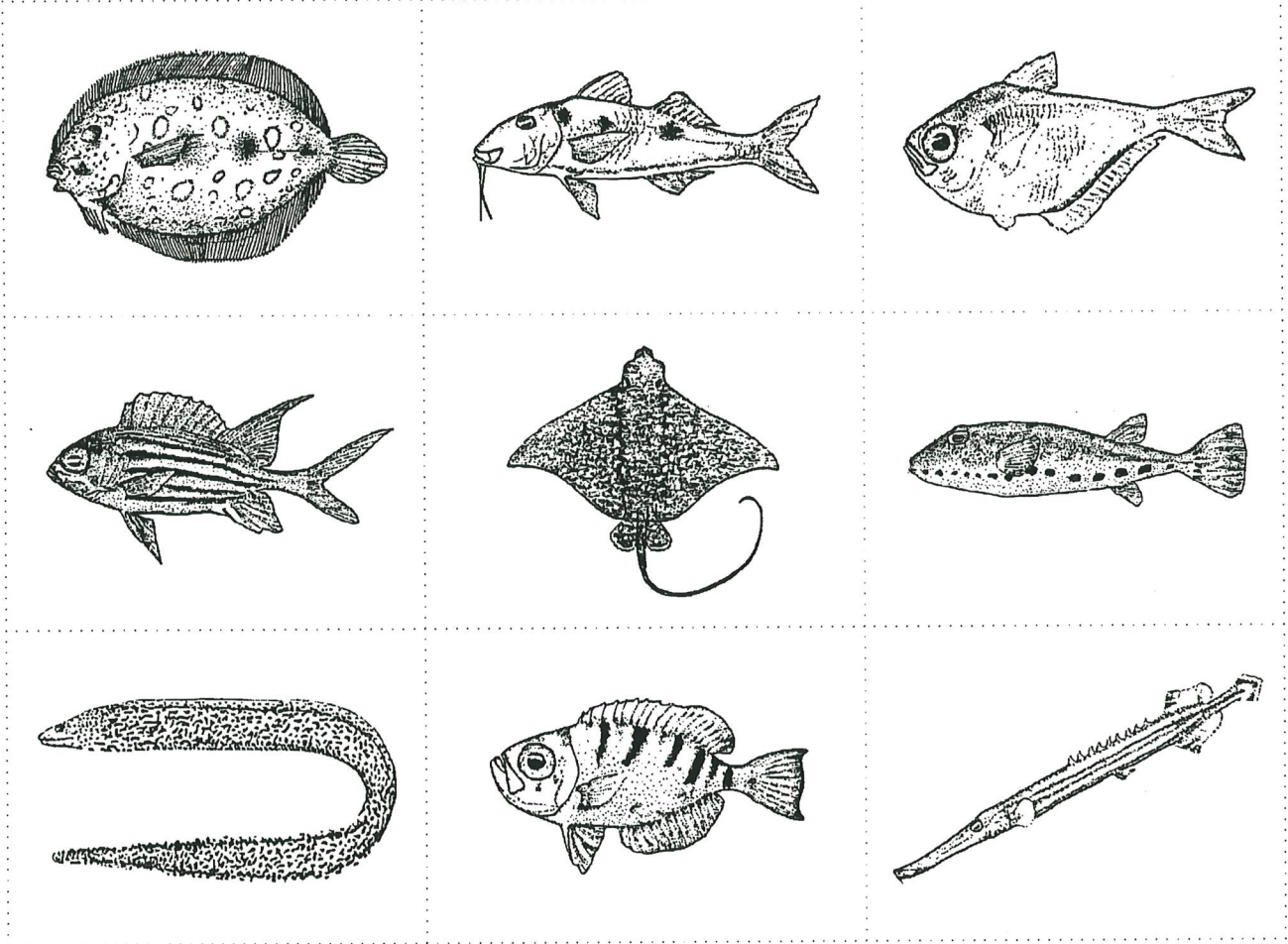
Count the total in each box.

1) <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; margin: 5px;">1000</div> <div style="border: 1px solid black; border-radius: 50%; padding: 5px; margin: 5px;">300</div> </div> <div style="display: flex; justify-content: center; align-items: center; margin-top: 20px;"> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 0 10px;">37</div> </div>	2) <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; border-radius: 50%; padding: 5px; margin: 5px;">700</div> <div style="border: 1px solid black; border-radius: 50%; padding: 5px; margin: 5px;">5</div> </div> <div style="display: flex; justify-content: center; align-items: center; margin-top: 20px;"> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; margin: 0 10px;">4000</div> </div>	3) <div style="display: flex; justify-content: center; align-items: center; margin-bottom: 20px;"> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; margin: 0 10px;">9000</div> </div> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; border-radius: 50%; padding: 5px; margin: 5px;">7</div> <div style="border: 1px solid black; border-radius: 50%; padding: 5px; margin: 5px;">50</div> </div>
How many?	How many?	How many?
4) <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; margin: 5px;">1000</div> <div style="border: 1px solid black; border-radius: 50%; padding: 5px; margin: 5px;">20</div> </div> <div style="display: flex; justify-content: center; align-items: center; margin-top: 20px;"> <div style="border: 1px solid black; border-radius: 50%; padding: 5px; margin: 5px;">9</div> <div style="border: 1px solid black; border-radius: 50%; padding: 5px; margin: 5px;">600</div> </div>	5) <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; margin: 5px;">2000</div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; margin: 5px;">4000</div> </div> <div style="display: flex; justify-content: center; align-items: center; margin-top: 20px;"> <div style="border: 1px solid black; border-radius: 50%; padding: 5px; margin: 5px;">8</div> <div style="border: 1px solid black; border-radius: 50%; padding: 5px; margin: 5px;">300</div> </div>	6) <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; margin: 5px;">1000</div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; margin: 5px;">300</div> </div> <div style="display: flex; justify-content: center; align-items: center; margin-top: 20px;"> <div style="border: 1px solid black; border-radius: 50%; padding: 5px; margin: 5px;">65</div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; margin: 5px;">4000</div> </div>
How many?	How many?	How many?
7) 3 THOUSANDS + 6 TENS + 3 ONES	8) 8 THOUSANDS + 2 HUNDREDS	9) 2 THOUSANDS + 2 TENS + 5 ONES
How many?	How many?	How many?
10) 3 THOUSANDS + 5 TENS + 4 ONES	11) 4 HUNDREDS + 5 TENS + 8 THOUSANDS + 7 ONES	12) 3 HUNDREDS + 5 TENS + 4 THOUSANDS + 2 ONES
How many?	How many?	How many?



Fish Sorting

Cut out each of the fish cards on this page, then follow your teacher's instructions for sorting the fish into categories. After you have compared your classification system with your classmates, follow the steps in the fish key below to identify the names of the fish.



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Fish key

Step 1

If fish shape is long and skinny...

then go to Step 2

If fish shape is not long and skinny...

then go to step 3

Step 2

If the fish has pointed fins, it is a trumpet fish

If the fish has smooth fins, it is a spotted moray eel

Step 3

If fish has both eyes on top of the head...

then go to step 4

If fish has one eye on each side of the head...

then go to step 5

Step 4

If the fish has long whip-like tail, it is a spotted eagle ray

If the fish has short, blunt tail, it is a peacock flounder

Step 5

If fish has spots...

then go to step 6

If fish does not have spots...

then go to step 7

Step 6

If fish has chin "whiskers," it is a spotted goat fish

If fish does not have chin "whiskers," it is a band-tail puffer

Step 7

If fish has stripes...

then go to step 8

If fish does not have stripes, it is a glassy sweeper

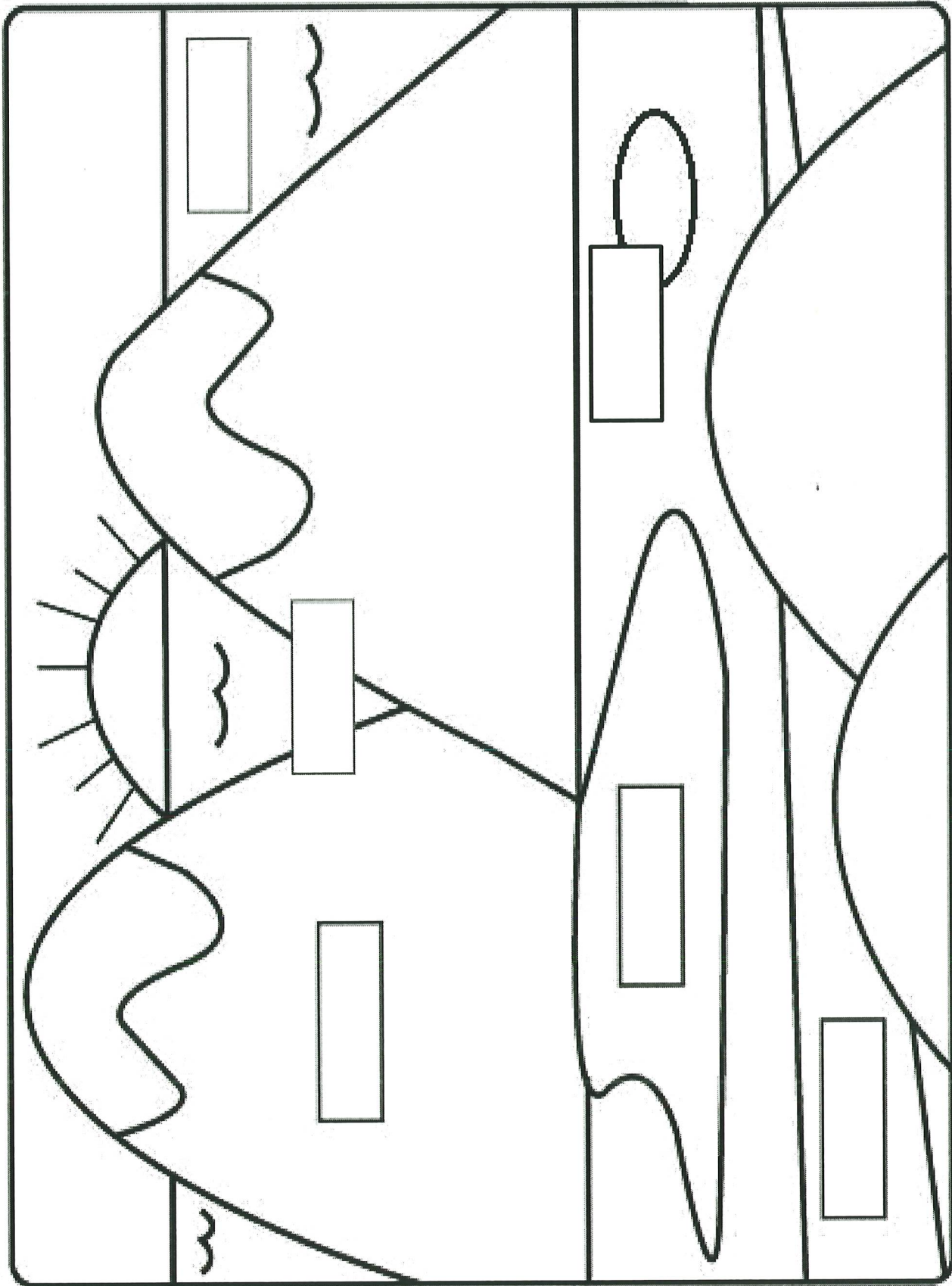
Step 8

If fish has a v-shaped tail, it is a squirrel fish

If fish has a blunt tail, it is a glass-eye snapper

陆地和水

姓名: _____



山

山谷

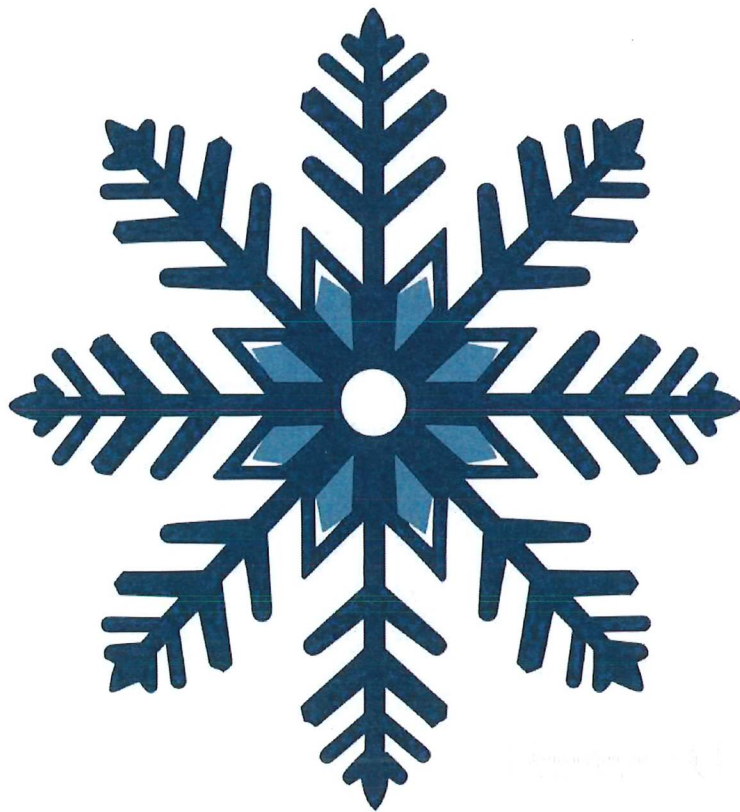
海

湖

河

池塘

Day 2



名字:

读课文回答问题。

小^{yā yā}鸭的家

小^{yā yā}鸭跟爸爸妈妈住在森林里。他觉得他家的鸟^{cháo}巢很平常。他想找到一个不一样的家。有一天，他飞到河边喝水，竟然在草丛里发现了一顶^{dǐng}帽子。小^{yā yā}鸭高兴地把帽子带回树上，高兴地大叫：“我有一个新家了！”话还没有说完，帽子就被大风吹掉了。小^{yā yā}鸭又说：“还是鸟巢好！”

(1) 小^{yā yā}鸭的家在哪里？

A、土里 B、河边 C、森林 D、城市

(2) 小^{yā yā}鸭为什么去河边？

A、找食物 B、想喝水 C、看朋友 D、去玩水

(3) 小^{yā yā}鸭在草丛了找到什么？

A、花朵 B、帽子 C、杯子 D、果子

(4) 小^{yā yā}鸭的新家在哪里？

A、在草丛里 B、在河边 C、在海边 D、在树上

(5) 为什么小^{yā yā}鸭觉得还是鸟巢好？

A、因为鸟巢很平常。

B、因为不会被吹掉。

C、因为鸟巢很大。

D、因为爸爸妈妈在家。

Name:

1. The table shows the prices of two pianos. How much cheaper is Piano B than Piano A?

Piano A	\$ 2005
Piano B	\$1542

2. Mr. Johnson had \$5000. He spent \$ 2572 on a computer and \$ 955 on a television set. (a) How much money did he spend? (b) How much money did he have left?

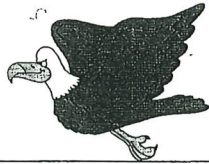
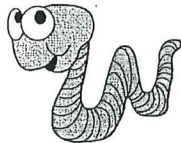


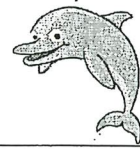
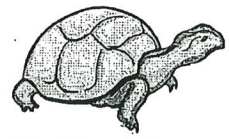
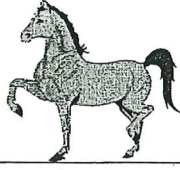

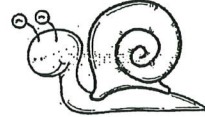
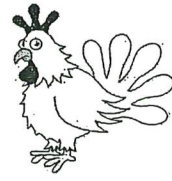
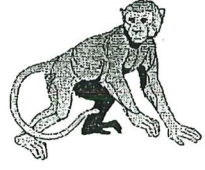
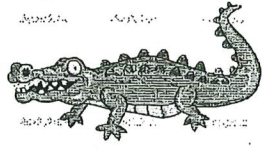


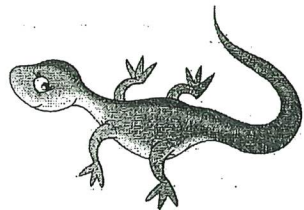
3. In a school, there are 1225 girls and 904 boys. (a) How many fewer boys are there than girls? (b) How many students are there altogether?

Class:

Name:

Vertebrate and Invertebrate Animals

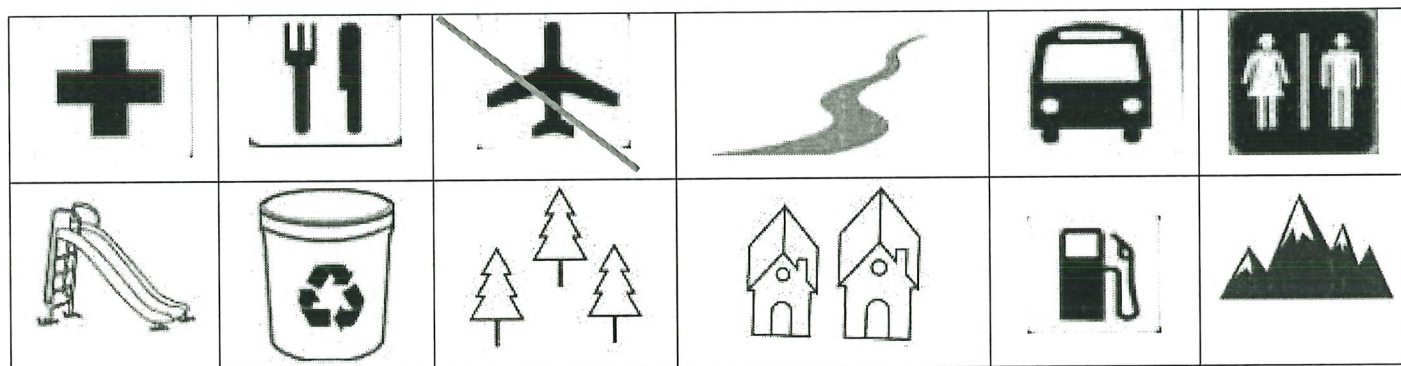
All animals are classified into two major groups: vertebrate and invertebrate. Vertebrate animals include all animals that have a backbone or spine. Invertebrate animals include all animals without a backbone or spine. Please classify the animals below into vertebrate/invertebrate group.

Animals		
<p>Eagle</p> 	<p>Earthworm</p> 	<p>Spider</p> 
<p>Snake</p> 	<p>Dolphin</p> 	<p>Turtle</p> 
<p>Horse</p> 	<p>Frog</p> 	<p>Snail</p> 
<p>Chicken</p> 	<p>Monkey</p> 	<p>Alligator</p> 
<p>Starfish</p> 	<p>Penguin</p> 	<p>Lizard</p> 

社会图例练习

飞机场	医院	加油站	校车
			
餐厅	洗手间	河流	山
森林	住家	回收桶	公园

1.  2. 贴在上面的格子里。



Day 3



班级：_____

姓名：_____

三年级阅读理解

读故事回答问题。

小蝌蚪找妈妈

春天来了，青蛙妈妈生下了一群小宝宝。小宝宝长成了小蝌蚪。一天，鸭妈妈在游水，小蝌蚪看见了鸭妈妈。小蝌蚪问鸭妈妈：“我们的妈妈在哪里？”“你们的妈妈在池塘里，她有两只大眼睛和一个大嘴巴。”小蝌蚪高高兴兴地去找妈妈。小蝌蚪看见红鲤鱼，直叫“妈妈”，红鲤鱼说：“你们的妈妈有四条腿。”小蝌蚪又叫乌龟“妈妈”，乌龟说：“你们的妈妈有白肚皮。”青蛙妈妈游过来，说：“我才是你们的妈妈。”小蝌蚪慢慢地长出了四条腿，变成了青蛙。

1. () 鸭妈妈在做什么？
A、吃东西 B、游水 C、长大 D、做游戏
2. () 小蝌蚪的妈妈在哪里？
A、池塘里 B、树上 C、天上 D、河里
3. () 小蝌蚪的妈妈是谁？
A、鸭子 B、红鲤鱼 C、小鸟 D、青蛙
4. () 为什么乌龟不是小蝌蚪的妈妈？
A、因为乌龟没有两只大眼睛。
B、因为乌龟没有一个大嘴巴。
C、因为乌龟没有四条腿。
D、因为乌龟没有白肚皮。

5. ()下面那句话是正确的?

- A、青蛙生下了小蝌蚪。
- B、鸭子是小蝌蚪的妈妈。
- C、乌龟有白肚皮。
- D、小蝌蚪有三条腿。

Name:

1. $58 \times 2 =$

2. $76 \times 3 =$

3. $49 \times 4 =$

4. $321 \times 5 =$

5. $436 \times 4 =$

6. $637 \times 3 =$

7. $867 \times 5 =$

8. $813 \times 2 =$

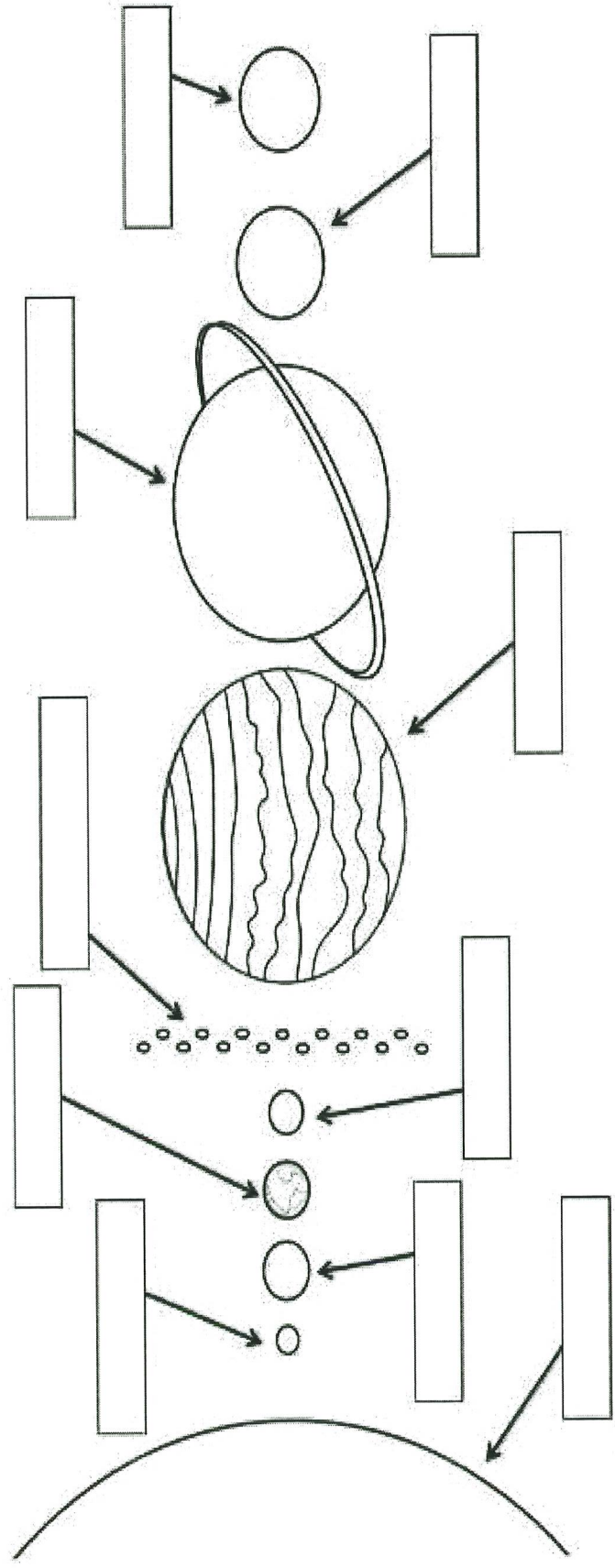
9. $326 \times 4 =$

10. Mingfa had 4 rolls of films. He took 24 pictures with each roll.
How many pictures did he take altogether?

11. Meihua collected 76 stickers. Sulin collected 3 times as many stickers as Meihua.
How many stickers did Sulin collect?

12. Devi bought 4 rolls at 38 each. How much did she pay altogether?

看看下面的图，把对的名称写上，然后涂颜色。



小行星带	金星	天王星	水星	太阳
木星	海王星	地球	土星	火星

姓名：

地图比例 4 公分：50 公里 (1 公分= 100000 公里)

请你用手量一量，大约有多长。

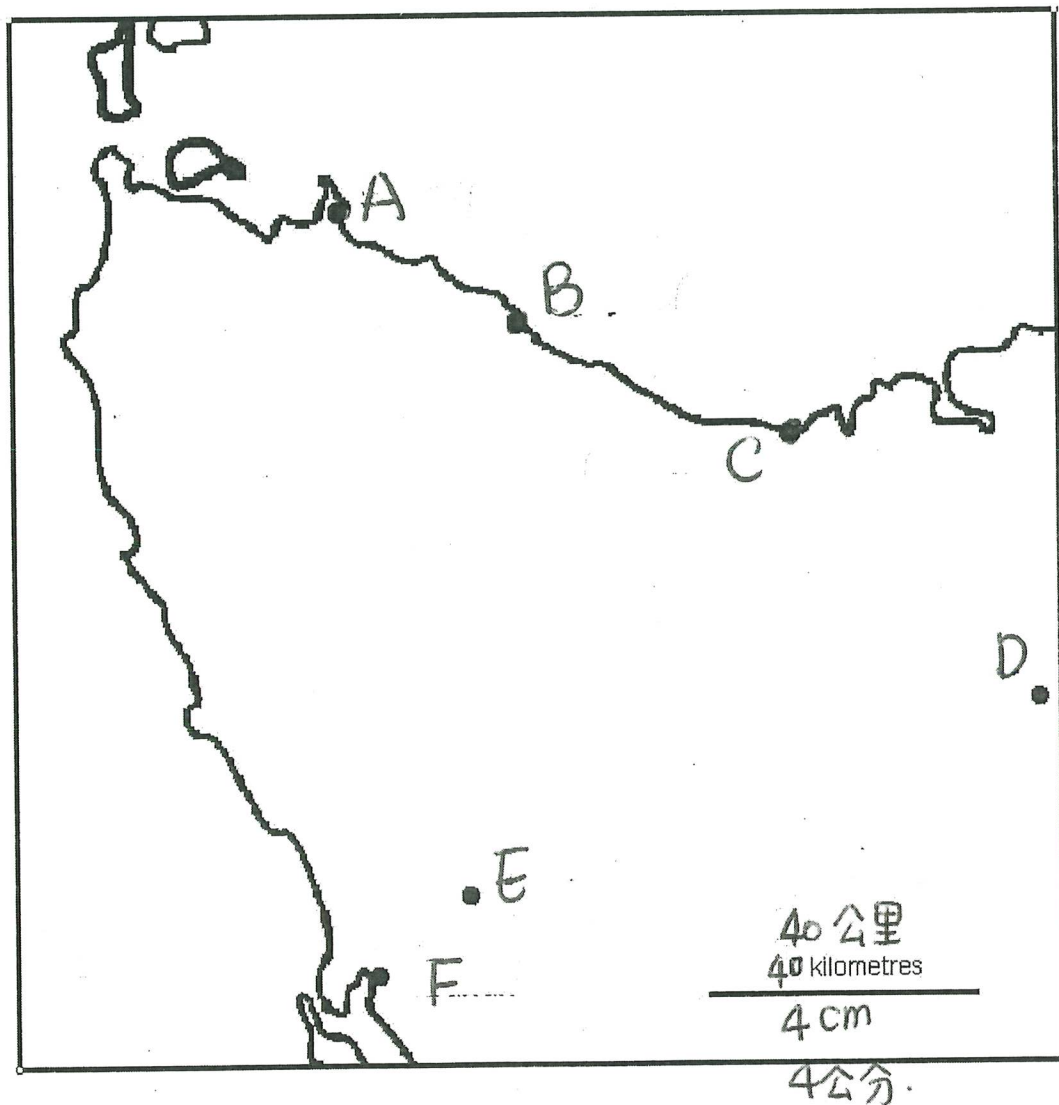
从 A 到 B _____

从 B 到 C _____

从 C 到 D _____

从 D 到 E _____

从 E 到 F _____



Day 4



第五课练习卷

班级：_____ 座号：_____ 姓名：_____

一、看拼音写字

1.	jiǎn	shǎo	2.	guāng	hài	3.	guān	dēng
		少		光			关	

4.	ròu	yǎn	5.	qīng	chǔ	6.	zhǐ	zhe
		眼		清			着	

7.	běi	jí	8.	sháo	bǐng	9.	rèn	wéi
	北			勺			为	

10.	yán	cháng	11.	rèn	shì	12.	jiǎng	huà
		g 长						话

13.	fā	jué	14.	lǐ	bài	15.	jǐn	zhāng
	发							张

Name : _____

Score : _____

Teacher : _____

Date : _____

$$4 \overline{)173}$$

$$4 \overline{)201}$$

$$2 \overline{)136}$$

$$5 \overline{)219}$$

$$5 \overline{)400}$$

$$2 \overline{)55}$$

$$3 \overline{)216}$$

$$5 \overline{)279}$$

$$3 \overline{)272}$$

$$4 \overline{)330}$$

$$2 \overline{)94}$$

$$3 \overline{)117}$$

$$5 \overline{)289}$$

$$2 \overline{)180}$$

$$2 \overline{)188}$$

$$5 \overline{)400}$$

$$4 \overline{)140}$$

$$3 \overline{)46}$$

$$4 \overline{)399}$$

$$3 \overline{)60}$$



姓名:

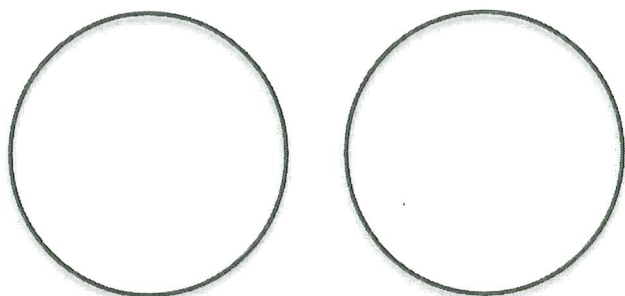
月食

日食

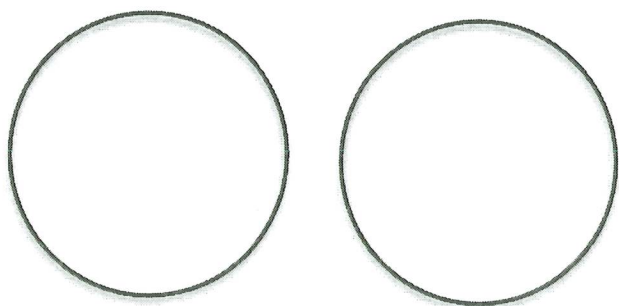
上弦月



娥眉月



张弦月



新月



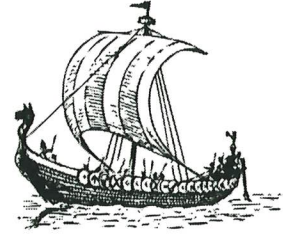
满月



北斗七星

Social Studies: Vikings (维京人)

Name: _____ Date: _____



Fill in the blanks with the following words:

Norway

Vinland

Scandinavia Denmark

Greenland

Sweden

Iceland

Canada

1. The Vikings originally came from the northern part of Europe known as _____.
2. The three countries that make up the northern part of Europe are _____, _____, and _____.
3. Many Vikings moved to Iceland. After Eric the Red got into some trouble for killing people, he went to _____.
4. Eric's son, Leif the Lucky, went to North America. He named the land he found _____ because there were delicious berries that could be used to make wine.
5. The modern-day country where Leif Ericson landed is _____.

Tell whether each of the following statements is true or false.

- _____ 6. Eric the Red never returned to Iceland.
- _____ 7. Leif the Lucky lived the end of his life in North America.
- _____ 8. The Vikings were not always raiders. They sometimes went into cities and traded for goods.
- _____ 9. The Viking ships were not covered, so there was no protection from the wind and rain when they traveled.
- _____ 10. The Vikings were also known as Norsemen.
- _____ 11. Newfoundland is the place where Leif Ericson landed on his voyage west.
- _____ 12. The Vikings were some of the best shipbuilders of their time.
- _____ 13. Columbus reached North America before Leif Ericson.

Day 5



班级：

名字：

中文阅读-圈出对的字词

1. 森林不断地（减少/剪少/咸少），已经影响到了动物们的生存。
2. 我们在（阴台/阳台/附台）看星星后，进屋喝热巧克力。
3. 因为天气很好，所以我们用（内眼/肉眼/门跟）就可以看见星星。
4. 为了减少（光害/恍害/光家），爸爸把灯全关了。
5. 用望远镜可以把星星看的（一青二梦/一请二楚/一清二楚）。
6. 老师（较导/交道/教导）我们上课要专心。
7. 古代中国人用北斗七星来找（邛及星/北极星/背级星）。
8. 我（认为/队为/讲为）地球是圆的。
9. 勺口的天旋、天枢这两颗星星连线的长度，（延长/挺长/廷长）五倍，就可以找到紫微星。
10. 我好期待下个（礼拜/里拜/扎拜）的来临。

中文-句子重组

1. ①爸爸先教我们找北斗七星，②还讲了古代中国人对北极星的看法。③接着教我们找北极星，
-

2. ①还将窗户关上。②为了不要着凉，③妈妈把门带上，
-

3. ①用肉眼，②就可以找到星星。③爸爸说今天天气很好，
-

Name: _____ Date: _____

Measuring Units Worksheet

Convert.

1 a. 23 in = _____ ft _____ in

1 b. 9 yd = _____ ft

2 a. 62 in = _____ ft _____ in

2 b. 8 ft = _____ yd _____ ft

3 a. 3 ft 11 in = _____ in

3 b. 13 ft = _____ yd _____ ft

4 a. 6 ft = _____ yd _____ ft

4 b. 8 yd 2 ft = _____ ft

5 a. 27 in = _____ ft _____ in

5 b. 5 ft 10 in = _____ in

6 a. 14 ft = _____ yd _____ ft

6 b. 4 ft 11 in = _____ in

7 a. 8 ft = _____ in

7 b. 19 ft = _____ yd _____ ft

8 a. 8 ft 9 in = _____ in

8 b. 30 ft = _____ yd _____ ft

9 a. 6 ft 3 in = _____ in

9 b. 11 yd = _____ ft

10 a. 4 ft 8 in = _____ in

10 b. 31 in = _____ ft _____ in

姓名：

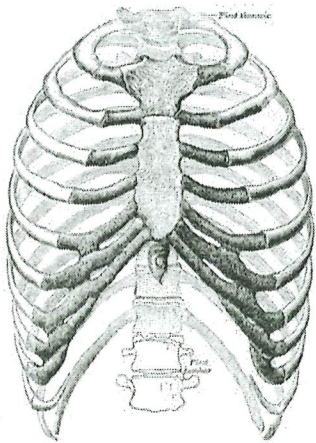
骨头单元

gǔ suǐ ruǎngǔ yìnggǔ rèndài hǎimiángǔ jījiàn
骨髓， 软骨， 硬骨， 韧带， 海绵骨， 肌腱

1. 骨骼中制造血液的部分是什么？ _____
2. 骨骼中最坚硬的部分是什么？ _____
3. 骨骼中最柔软脆弱的部分是什么？ _____
4. 骨骼和肌肉靠什么连接？ _____
5. 骨骼和骨骼靠什么连接？ _____
6. 什么在骨头和骨头中间，防止摩擦？ _____

写一些和画一画你最喜欢人体的哪一个骨头？ 为什么？

例如：劉老师最喜欢肋骨，因为可以保护我的心脏和肺部。



kǒng
Confucius (孔子)

qín huáng
Qin Shihuang (秦始皇)

The Great Wall (万里长城)

hé
the Huang He (Yellow River) (黄河)

jiāng
the Chang Jiang (Long River) (长江)

bīng yǒng
terracotta warriors (兵马俑)

1. The civilization of China began along _____ and _____.
2. _____ was the first and most famous professional teacher in ancient China. He opened the first school for the common people. His teachings went onto to have a lasting influence on Chinese way of life.
3. _____ of China was built and rebuilt over many centuries and once stretched about 4,000 miles (6,500 km). Under Qin Shihuang, the pieces were joined together to protect the empire from invaders from the north. Much of the wall we see today was rebuilt in the Ming dynasty.
4. _____ was China's first emperor. He defeated the other kingdoms, united China, and founded Qin kingdom. He began a program of building that included the Great Wall and a magnificent tomb.
5. In 1974, around 7,000, life-sized _____ were accidentally found buried in the city of Xi'an. The discovery led to excavations, which revealed the tomb of Emperor Shi Huangdi. The underground army was placed in the tomb to protect the emperor and his riches in the afterlife.

Achievements and Defects

Qin Shihuang ordered the unification of Chinese characters, currency, weights and measures. However, he had extremely severe penal codes. He burnt almost all classic books and ordered to bury many scholars alive.



Grade 3 ELA Choice Board

Name: _____ Class: _____ Number: _____

- Please complete **at least 2 out of the 4 choices** per E-Learning Day

Day 1	Day 2	Day 3	Day 4	Day 5
Read a book & take an AR Quiz	Main Idea	Read a book & take an AR Quiz	Story Elements	Complete 20 minutes of Lexia
Regular Plural Nouns	Read a book & take an AR Quiz	Cause and Effect	Complete 20 minutes of Lexia	Fact and Opinion
Complete 20 minutes of Lexia	Possessive vs. Plural	Complete 20 minutes of Lexia	Read a book & take an AR Quiz	Compound Sentences
Compare and Contrast	Complete 20 minutes of Lexia	Predicates	Sentences or Fragments?	Read a book & take an AR Quiz



Class Page:

Some of these details are true of just one of the two stories. Some are true of both stories. Some are not true of either story. Read each detail, and select the best answer.

1. The characters are animals.

A. "Fox and Bear" only	C. Both stories
B. "Camel and Pig" only	D. Neither story

2. Someone learns a lesson.

A. "Fox and Bear" only	C. Both stories
B. "Camel and Pig" only	D. Neither story

3. One character is smarter than another.

A. "Fox and Bear" only	C. Both stories
B. "Camel and Pig" only	D. Neither story

4. The characters disagree about something in the beginning.

A. "Fox and Bear" only	C. Both stories
B. "Camel and Pig" only	D. Neither story

5. The characters agree about something in the beginning.

A. "Fox and Bear" only	C. Both stories
B. "Camel and Pig" only	D. Neither story

6. The setting is indoors.

A. "Fox and Bear" only	C. Both stories
B. "Camel and Pig" only	D. Neither story

7. One character tricks another.

A. "Fox and Bear" only	C. Both stories
B. "Camel and Pig" only	D. Neither story

8. The characters never agree about anything.

A. "Fox and Bear" only	C. Both stories
B. "Camel and Pig" only	D. Neither story

~~~~~

9. What is one other detail that is *alike* or *different* in the two stories?

---





## Compare and contrast

### Reading Comprehension Worksheet

#### Practice

A parent or tutor should read along with the student, helping as needed.

~~~~~  
When we **compare** two things, we tell how they are *alike*.

When we **contrast** two things, we tell how they are *different*.
~~~~~

Here are two stories. As you read, think about how the stories are *alike*, and how they are *different*.

#### Fox and Bear

Fox saw the field being planted with corn. He went to visit Bear, and suggested that they share the field. Fox said he would have the tops of the crop, and Bear would have the roots. When the crop was grown, Bear did not like having only the roots of the corn plants. But it was what they had agreed. The next year, Fox saw the field being planted with turnips. He went to visit Bear. He said that, to be fair, this year Bear would have the tops of the crop, and Fox would have the roots. When the crops were grown, Bear was unhappy again. He had only the bitter tops, while fox had the nice sweet turnips. But it was what they had agreed. However, Bear never agreed to share the field with Fox again.

#### Camel and Pig

Camel said being tall was best, and Pig said being short was best. Camel said if he was wrong, he would give up his hump. Pig said if he was wrong, he would give up his curly tail. They came to a garden inside a low wall. Camel reached his long neck over the wall and ate his fill. Pig could not even see over the wall. Then they came to a garden inside a high wall, with a covered gate. Pig went through the gate and ate his fill. Camel was too tall to go through the gate. They thought about all this, and decided that Camel would keep his hump, and Pig would keep his curly tail, because, as Pig said, "Tall is good when tall is needed; of short, the same is true."

Doc 1







## Main idea and summarizing Day 2

### Reading Comprehension Worksheet

#### Practice

A parent or tutor should read along with the student, helping as needed.

~~~~~  
The **main idea** of a paragraph is what the whole paragraph is *mostly about*.

The **details** are *small pieces of information* that make the paragraph more interesting.

A **summary** includes the **main idea** of *each of the paragraphs* in a story. It does not include the **details** of the paragraphs.

~~~~~  
As you read this story, look for the **main idea** of each paragraph. These can be put together to make a **summary** of the whole story.

Anthony's teacher, Mr. Rivera, gave the class a different kind of homework assignment. The assignment was to watch the weather report on television every night for a week. Mr. Rivera told the students some things to listen for as they watched each night's report. He also gave them a worksheet to fill out while they watched.

Mr. Rivera said to look at the large weather map that they would see behind the weather reporter. He told them that they might see a large blue line or a large red line on the map. There might be both a blue line and a red line. He said that a blue line is a high pressure area that usually brings dry weather. A red line is a low pressure area that usually brings wet weather. When blue and red lines meet, there usually is stormy weather on the way.

On the worksheet there was a box to fill in with the expected high temperature for the next day. There were other boxes to check if it was expected to rain, or to be cloudy, or to be windy.

Anthony watched the weather report and filled in the worksheet each night. He noticed that the next day was usually a lot like the report said it would be. One day's weather map showed a blue line right next to a red line, and the next day there was a rainstorm. Anthony decided that he liked this kind of homework assignment.



1. What is the main idea of the first paragraph?
  - A. Anthony's teacher is Mr. Rivera.
  - B. Anthony's homework was to watch the weather report for a week.
  - C. Anthony likes to watch the weather report on television.
  
2. What is the main idea of the second paragraph?
  - A. Mr. Rivera told the students what to watch for on the weather report.
  - B. Mr. Rivera said the blue lines usually brings dry weather.
  - C. Mr. Rivera said to look at the weather map behind the reporter.
  
3. What is the main idea of the third paragraph?
  - A. The worksheet had a box to fill in with the expected high temperature for the next day.
  - B. The worksheet had a box to check if it was going to rain.
  - C. Mr. Rivera gave the students a worksheet to fill in.
  
4. What is the main idea of the fourth paragraph?
  - A. Anthony liked the homework assignment.
  - B. One day after Anthony watched the report there was a rainstorm.
  - C. Anthony noticed that the weather report was usually right.
  
5. Write the number 1 through 4 in the boxes beside the events to show the sequence of what happened, from *first to last*.

1-4?

|                                                                       |  |
|-----------------------------------------------------------------------|--|
| Mr. Rivera told the students what to watch for on the weather report. |  |
| Anthony's homework was to watch the weather report.                   |  |
| Mr. Rivera gave the students a worksheet to fill in.                  |  |
| Anthony noticed that the weather report was usually right.            |  |

~~~~~

6. What would be a good title for this whole story?

Possessive vs. plural Day 2

Grade 3 Punctuation Worksheet

Choose the correct word to complete the sentence.

boys = plural
boy's, boys' = possessive

Sentences	A	B
<u> B </u> 1. Put your coat on your <u> brother's </u> hook.	brothers	brother's
<u> </u> 2. The <u> </u> liner is ripped.	drawer's	drawers
<u> </u> 3. Your <u> </u> are both so tall!	sisters	sister's
<u> </u> 4. Consider the <u> </u> advice before you answer.	teachers	teacher's
<u> </u> 5. A <u> </u> gills allows it to breathe under water.	fish's	fishes
<u> </u> 6. This <u> </u> claws are sharp.	cat's	cats
<u> </u> 7. The <u> </u> are playing in the park.	dogs	dog's
<u> </u> 8. Don't leave your bike behind <u> </u> car.	dads	dad's
<u> </u> 9. <u> </u> shoes are muddy.	Carter's	Carters
<u> </u> 10. The <u> </u> have red roofs.	house's	houses
<u> </u> 11. The <u> </u> brakes work well.	truck's	trucks
<u> </u> 12. The <u> </u> work well.	truck's	trucks

1. part

Cause and effect

Reading Comprehension Worksheet

Practice

A parent or tutor should read along with the student, helping as needed.

~~~~~

**Cause and effect** are about how one thing can cause something else to happen.

The **cause** is *why* something happened.

The **effect** is *what* happened.

~~~~~

Here is a story about why birds build their nests differently. Think about **cause** and **effect** as you read.

The Magpie's Nest

Of all the birds in the air, the magpie builds the very best nest. Long ago, all the birds came to Magpie and asked her to teach them how to build nests. So Magpie got them all together and began to show them how to do it.

First, she took some mud and patted it into the shape of a pancake. "Ah ha!" said Thrush, and away she flew. So Thrush still builds her nest out of mud.

Then Magpie arranged some twigs around in the mud. "Well of course," said Owl, and away she flew. Owls have never made better nests than that.

Magpie turned the edges of the pancake up into a bowl shape, and put more twigs around the outside. "What a good idea!" said Sparrow, and Sparrow makes messy nests to this day.

And so it went on. Each bird took away some knowledge of how to build nests, but none of them waited to the end. Finally, only silly Turtle-dove was left, and she hadn't been paying any attention all along. She had just been sitting there saying her silly cry. "Take two, take two-o-o-o. Take two, take two-o-o-o."

Magpie was adding the last twig to her lovely nest. "Take two, take two-o-o-o" cried Turtle-dove.

Magpie looked at Turtle-dove. "One's enough," she said.

But the Turtle-dove kept on saying, "Take two, take two-o-o-o."

Then Magpie got angry. "One's enough, I tell you."

Still Turtle-dove repeated, "Take two, take two-o-o-o. Take two, take two-o-o-o."

At last, Magpie got even angrier. No one but silly Turtle-dove was left to see her lovely nest that she had worked so long to build. She flew away to find some worms, and refused to show the birds how to build a nest again. And that is why different birds build their nests differently.

2 pages

In this story, what is the **effect** of each **cause**? Circle your answer.

cause	effect
1. Magpie makes the very best nest. What happened because Magpie makes the very best nest?	Long ago, all the birds asked Magpie to teach them how to build nests.
	Magpie did not want to teach the other birds how to build nests.

cause	effect
2. Thrush watched Magpie pat some mud into a pancake shape, and flew away. What happened because Thrush flew away after watching Magpie shape the mud?	Thrush still makes her nest out of mud.
	Thrush still doesn't know how to build a nest.

cause	effect
3. Sparrow flew away before Magpie's nest was finished. What happened because Sparrow flew away before Magpie's nest was finished?	Sparrow still makes messy nests.
	Sparrow came back and said she was sorry.

~~~~~

4. Here is a **cause**: Each bird took away some knowledge of how to build nests, but none of them except silly Turtle-dove waited until the end. What was the **effect**?

---

5. Here is a **cause**: No one but silly Turtle-dove was left to see the lovely nest that Magpie had worked so hard to build. What was the **effect**?

---

2 part

# Write the predicate *Day 3*

## Grade 3 Sentences Worksheet

Write the predicate for each sentence.  
Use details!

**Subject:** Tells who or what the sentence is about.

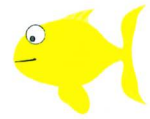
**Predicate:** Tells what the subject is or does.

1. The sneaky squirrel stole acorns from the deer!
2. The brave firefighter \_\_\_\_\_.
3. The hungry hippo \_\_\_\_\_.
4. The famous actor \_\_\_\_\_.
5. The wise woman \_\_\_\_\_.
6. The scary old witch \_\_\_\_\_.
7. The red ant \_\_\_\_\_.
8. The school principal \_\_\_\_\_.
9. The teenage boy \_\_\_\_\_.
10. The baby penguin \_\_\_\_\_.





Don't



## Story elements

## Day 4

## Reading Comprehension Worksheet

**Practice**

A parent or tutor should read along with the student, helping as needed.

~~~~~

Stories have a beginning, a middle, and an ending.

The beginning of a story tells you *who* the story is mostly about, and *where* the story mostly takes place.

The **characters** are *who* the story is mostly about.

The **setting** is *where* the story mostly takes place.

The middle of a story tells you the *things that happen* in the story.

The **events** are the *things that happen* in the story.

The **plot** is *all of the events* in the story. The plot usually includes some kind of *problem*.

The ending of a story tells *how the problem is solved*.

The **problem solution** is *how the problem is solved*.

~~~~~

Think about these **story elements** as you listen to this story.

The Golden Fish Keeps a Promise

By L. M. Gask

Upon a certain island in the middle of the sea lived a fisherman and his wife. They were so poor they often went without bread when the fishing did not go well.

One day when the man had been fishing for many hours without any luck, he hooked a small golden fish with eyes as bright as diamonds.

“Let me go, kind fisherman,” the little creature cried. “I would not even make a single mouthful for your dinner.”

The man was so moved by the beauty of the golden fish that he let him go. Before he swam away, the fish promised that he would come back if the fisherman ever needed help.

The fisherman laughed, for he could not think how a little fish could help him, other than providing a bit of food. He went home and told his wife about his adventure.

“What!” she cried. “You let him go? We have not a scrap of food in the house, and I suppose that now we must starve.”

The fisherman’s wife continued to fuss at him until, finally, he decided to go and put the little fish to the test. He hurried down to the seashore, and stood at the edge of the waves.

“Golden Fish, Golden Fish! Come and help me, please,” he called. The last word was not out of his mouth when the little fish popped its head up out of the water.

“You see I have kept my promise,” said the fish. “How can I help you, my friend?” And when the fisherman made his request, the fish simply said, “Don’t worry about that. There will be plenty of food when you get home.”

And strangely enough, when the fisherman arrived home, there was a basket of bread on the table, and cheese and fruit as well.

Now let’s think about the **story elements**.

1. **Characters:** *Who* is this story mostly about?
  - A. a little golden fish
  - B. a fisherman, his wife, and a little golden fish
  - C. a fisherman’s wife and a little golden fish
2. **Setting:** *Where* does this story mostly take place?
  - A. in a small cabin
  - B. on a beach
  - C. on an island
3. **Problem:** What *problem* does one or more of the story characters have?
  - A. The fisherman and his wife do not have much food to eat.
  - B. The fisherman does not want to let the golden fish go free.
  - C. The golden fish does not keep his promise to help the fisherman.

4. **Event 1:** Which event happens *first* in this story?
- A. The fisherman's wife fusses at him for letting the fish go free.
  - B. The fisherman catches a small golden fish.
  - C. The fisherman calls for the golden fish to come and help him.
5. **Event 2:** Which event happens *second* in this story?
- A. The fisherman's wife fusses at him for letting the fish go free.
  - B. The fisherman catches a small golden fish.
  - C. The fisherman calls for the golden fish to come and help him.
6. **Event 3:** Which event happens *third* in this story?
- A. The fisherman's wife fusses at him for letting the fish go free.
  - B. The fisherman catches a small golden fish.
  - C. The fisherman calls for the golden fish to come and help him.
7. **Problem Solution:** How is one of the characters' problem *solved*?
- A. The fisherman catches the golden fish again.
  - B. The fisherman asks the golden fish for help, and food appears on the table.
  - C. The fisherman's wife asks the golden fish for help.

~~~~~

8. How does thinking about **story elements** help you to understand the story better?

Sentences or fragments?

Grade 3 Sentences Worksheet

Write "S" if the group of words is a sentence and "F" if it is a fragment.

- F 1. The entrance to the movie theatre
2. They parked the car behind the mall.
3. Carefully on the shelf.
4. John sets the table every night for dinner.
5. The snow on the ground.
6. Grandpa likes to sit in the recliner.
7. During July, before school started.
8. Bill put his guitar back in the case.

A full sentence has a subject, a verb and expresses a complete thought.

Julie ate an apple.



Rewrite the fragments into complete sentences.

1. _____
2. _____
3. _____
4. _____



Fact and opinion

Reading Comprehension Worksheet

Practice

A parent or tutor should read along with the student, helping as needed.

~~~~~  
 If something is *true*, or it *really happened*, it is a **fact**.

If something is *what someone thinks or believes*, it is an **opinion**.  
 ~~~~~

As you read this story, think about what parts are **fact** and what parts are **opinion**.

It was almost Halloween, and Maria still hadn't thought of a costume. Her sister Louisa was going as a hot dog, and Maria thought that was the best idea ever. Louisa always took Maria trick-or-treating, and they always had costumes that went together. But this year, Louisa had been too busy with her friends to help Maria with a costume. Maria didn't know what to do.

Maria was looking in some magazines for costume ideas when her mom asked her to go with her to the grocery store. At the store, in the Halloween candy aisle, Maria saw a tall, pointed red hat that gave her a great idea. The hat only cost two dollars, so Maria's mom bought it for her. Maria skipped all the way to the car. She had a costume! She was going to be...KETCHUP!

Circle the word "fact" if it is *true* or it *really happened* in the story.

Circle the word "opinion" if it is *what someone thinks or believes*.

- | | | |
|--|------|---------|
| 1. Maria thought Louisa's costume was great. | fact | opinion |
| 2. Louisa's costume was a hot dog. | fact | opinion |
| 3. Louisa had been too busy to help Maria. | fact | opinion |
| 4. Maria was happy about her costume idea. | fact | opinion |
| 5. The red hat cost two dollars. | fact | opinion |

As you read this story, think about what parts are **fact** and what parts are **opinion**.

Jack lives in a small town in Australia. The closest big city is an hour's drive away. Jack looks forward to going to the city because when they drive through the countryside they almost always see kangaroos. Sometimes they even see a baby kangaroo riding in its mother's pouch.

Jack knows all about kangaroos. A baby is called a joey, a mother is called a doe, and a father is called a boomer. A group of kangaroos is called a mob.

Once, Jack saw a kangaroo jump about three times its height. It was an amazing sight! He knows that when kangaroos are hopping along at high speed, they can go as fast as 40 miles per hour.

Jack also knows that even though kangaroos are fun to look at, you wouldn't want to try to pet one. If a kangaroo thinks it is in danger, it just might lean back on its big tail and kick you with its back feet.

Circle the word "fact" if it is *true* or it *really happened* in the story.

Circle the word "opinion" if it is *what someone thinks or believes*.

- | | | |
|--|------|---------|
| 6. Jack lives an hour's drive away from the city. | fact | opinion |
| 7. Jack likes when his family drives to the city. | fact | opinion |
| 8. Baby kangaroos are called joeys. | fact | opinion |
| 9. Jack was amazed at the sight of a kangaroo jumping almost three times its height. | fact | opinion |
| 10. Jack knows that kangaroos can be dangerous. | fact | opinion |

- ~~~~~
11. What is one other **fact** from the story about Jack?
-

Compound sentences Day 5

Grade 3 Sentences Worksheet

Combine each pair of sentences using a comma and the word in brackets.

*I want some cereal.
The box is empty. (but)*



*I want some cereal, **but**
the box is empty.*

1. Gina did not study for her test. She got an A. (*yet*)

2. The satellite was down. They could not watch TV. (*so*)

3. They went grocery shopping. There was nothing left to eat. (*for*)

4. Dad started the barbecue. He cooked the steaks. (*and*)

5. They do not have cable TV. They do have satellite TV. (*but*)

6. Frank wanted another piece of pie. There was non left. (*but*)

7. For breakfast, we can make pancakes. We can make waffles. (*or*)

8. Noah's ankle hurt a lot. He finished the race. (*yet*)

9. Mary was alone this afternoon. She invited her friend Abby over. (*so*)

10. Dad turned up the sound of the TV. We could not hear a thing. (*for*)

11. Nathan raked up all the leaves. He put them in a big pile. (*and*)

12. They do not like meat. They do not eat hot dogs. (*so*)

Page 2