Stonegate
3rd Grade
Independent Study
Independent Study Daily Checklist

☐ Read 20 minutes and fill out the reading log

☐ Respond to reading by completing one activity from the reading response menu

☐ Work for 20 minutes on a writing task (See enclosed writing task menu)

☐ Complete ___ minutes/pages of math practice

☐ Work on a project of your choice from the Maker Mat Menu

☐ Complete any additional practice your teacher has included
# Reading Log

<table>
<thead>
<tr>
<th>Book Title(s)</th>
<th>Date</th>
<th>Parent Initials</th>
</tr>
</thead>
<tbody>
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**Reading Menu 7**

After reading, choose 1 question and circle it.
Questions 1-6 are best for fiction stories and
questions 7-9 are best for nonfiction books. Record
your answer to the question in complete sentences.

<p>| | | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1.</td>
<td>Compare and contrast this story to another story that you have read.</td>
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<tr>
<td>2.</td>
<td>Would you recommend this story to others? Why or why not? Give specific reasons and examples.</td>
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<tr>
<td>3.</td>
<td>How does the main character feel about the problem in the story? How do you know?</td>
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<tr>
<td>4.</td>
<td>If you were the author, what would you change about the story? Why?</td>
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<td>5.</td>
<td>If you were giving a gift to the main character, what would you give? Why?</td>
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<tr>
<td>6.</td>
<td>Was the author's purpose to persuade, inform or entertain? How do you know?</td>
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<tr>
<td>7.</td>
<td>Find three new words in the text. Use context clues and/or a dictionary to define the words.</td>
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<tr>
<td>8.</td>
<td>What new facts have you learned from your book?</td>
<td></td>
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<tr>
<td>9.</td>
<td>What questions do you still have on the topic you are reading about?</td>
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</table>

**Self Check**

- I answered the entire question that I chose.
- I wrote in complete sentences.
- I used evidence and examples from the text to support my answer.
- I edited my work to make sure that it makes sense.
### Reading Menu 8

After reading, choose 1 question and circle it. Questions 1-6 are best for fiction stories and questions 7-9 are best for non-fiction books. Record your answer to the question in complete sentences.

<p>| | | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>1. What questions do you still have about your story? Explain your answer.</td>
<td>2. Which character from the story reminds you of a character from another story that you have read? Why?</td>
<td>3. What genre is the story that you are reading? How do you know?</td>
</tr>
<tr>
<td>4. What is your least favorite part of the story? Why?</td>
<td>5. How has the main character changed throughout the story? Give evidence from the text.</td>
<td>6. Write a letter to persuade your teacher to read your book to the whole class. Use examples from the text.</td>
</tr>
<tr>
<td>7. Write three questions that you can answer about your topic after reading. Include answers.</td>
<td>8. What types of people need to know the facts that are included in your text? Why?</td>
<td>9. What part of the text was hard to understand? What strategies did you use to help you to comprehend?</td>
</tr>
</tbody>
</table>

### Self Check

- I answered the entire question that I chose.
- I wrote in complete sentences.
- I used evidence and examples from the text to support my answer.
- I edited my work to make sure that it makes sense.
# Writing Task Menu

Please choose one or more of these tasks to complete. You do not need to complete all of them. You will write and create for 20 minutes each day. If you complete a task choose a new one to work on.

<table>
<thead>
<tr>
<th>Expert Book</th>
<th>Sequel or Series</th>
<th>Your Fantasy</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are you an expert on? Soccer, ice cream, Pokemon, baking? Create a book that shares your knowledge with your reader. Your book should include chapters with written facts and visuals. Feel free to type, write, or create a Google Slides Presentation.</td>
<td>Read a good book lately? Write the sequel! Be sure to use basic plot structure. Your story should have characters who face challenges, and a clear beginning, middle, and end. Option: Create a series of short children’s books featuring the same main character.</td>
<td>Create your fantasy world! Write a story where you are the main character in your own fantasy world. What challenges will you face? What problems can you solve? Be creative and have fun.</td>
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<tr>
<td><strong>Book Commercial</strong></td>
<td><strong>Animal Research Report</strong></td>
<td><strong>Plastic Persuasion</strong></td>
</tr>
<tr>
<td><strong>Watch the Reading Rainbow Video:</strong> <a href="https://www.youtube.com/watch?v=Mg6AR5dl9Pw">https://www.youtube.com/watch?v=Mg6AR5dl9Pw</a> Create your own book commercial. Write a script and record yourself reading it. Share your love of literature!</td>
<td>Write a report about any animal you choose. Include facts about their habitat, diet, body parts, and life cycle. You may write a report or create a book, or slide show. Be sure to include lots of pictures and visuals.</td>
<td><strong>Watch the TedEd Video:</strong> <a href="https://www.ted.com/talks/emma_bryce_what_really_happens_to_the_plastic_you_throw_away#t=231958">https://www.ted.com/talks/emma_bryce_what_really_happens_to_the_plastic_you_throw_away#t=231958</a> Write a speech or create a poster, presentation or commercial that helps others understand how important it is to recycle plastic!</td>
</tr>
<tr>
<td><strong>Comic Creator</strong></td>
<td><strong>Hero’s Journey</strong></td>
<td><strong>Bedtime Debate</strong></td>
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<tr>
<td>Create your own graphic novel or comic. Use mainly dialogue to tell a story that has a clear beginning, middle, and end. Check out this link for lots of fun tips, including how to create your own comic book paper! <a href="https://www.youtube.com/watch?v=R-PZIRngfcQ">https://www.youtube.com/watch?v=R-PZIRngfcQ</a></td>
<td>Watch the TedEd Video: <a href="https://www.ted.com/talks/matthew_winkler_what_makes_a_hero#t=80589">https://www.ted.com/talks/matthew_winkler_what_makes_a_hero#t=80589</a> Create your own hero and write a story that tells their journey. Try to include all of the elements of a hero’s journey that the video introduces.</td>
<td><strong>Watch the Video:</strong> <a href="https://www.youtube.com/watch?v=_AamaCeqv4">https://www.youtube.com/watch?v=_AamaCeqv4</a> What do you think your ideal bedtime is? Use facts from the video to support your thinking. Share your thoughts with your parents! Remember kids need 10-12 hours of sleep each night.</td>
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<tr>
<td>Make a gardening tool.</td>
<td>Make a fairy garden.</td>
<td>Make a new cover for a book.</td>
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<tr>
<td>Make an animal habitat.</td>
<td>FREE CHOICE CREATION</td>
<td>Make something to wear that is green.</td>
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<tr>
<td>Make a windmill.</td>
<td>Make a leprechaun trap.</td>
<td>Make a greenhouse.</td>
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<td>Make something useful out of trash.</td>
<td>Make a planter.</td>
<td>Make a waterproof structure.</td>
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<td>Make a chart to track the weather.</td>
<td><strong>FREE CHOICE CREATION</strong></td>
<td>Make a container to keep an egg from breaking.</td>
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<tr>
<td>Make a kite.</td>
<td>Make an Earth Day poster.</td>
<td>Make a birdhouse.</td>
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</table>
The Invention of the Telephone

Alexander Graham Bell Invented the telephone. He was a teacher of the deaf in Boston. At night, he worked on experiments using a telegraph. Once when the metal in the telegraph stuck, Bell’s assistant plucked the metal to loosen it. Bell, who was in another room, heard the sound in his receiver. He understood that the vibrations of the metal had traveled down the electric current to the receiver. He continued to work on this idea.

March 10, 1876, was the first time Alexander Graham Bell successfully spoke words over a telephone line. He was about to test a new transmitter when he spilled some battery acid on his clothes. He cried out to his assistant who was in another room, “Mr. Watson, come here! I want to see you!” Watson heard every word clearly on the telephone and rushed into the room.

Bell demonstrated his invention to many people. Over time, more and more telephone lines were installed, and people began to use the invention in their homes and businesses.

Did SQ3R help you? Let’s find out.

1. Who Invented the telephone?

2. What was his regular job?

3. What did Mr. Bell say to Mr. Watson during the first telephone conversation?

4. Who was Mr. Watson?

5. How did people first learn about the telephone?

On another piece of paper, write a paragraph telling why you are glad the telephone was invented. Read your paragraph to a friend.
Best Friends

Amy dreaded recess every day. She did not have any friends to play with. All the girls in her class were paired up with a best friend or in groups, and she always felt left out. So, instead of playing with anyone, Amy just walked around by herself. She wanted to seesaw, but that is something you need to do with a friend. She liked to swing, but she could not go very high. She wished someone would push her to get her started.

One day, the teacher, Mrs. Gibbs, walked up and put her arm around Amy. "What's the matter, Amy? Why don't you play with the other children?" she asked kindly.

Amy replied, "Everyone has a friend except me. I don't have anyone." Mrs. Gibbs smiled and said, "Amy, the way to get a friend is to be a friend." Amy asked, "How do I do that?"

Mrs. Gibbs answered, "Look around the playground. There are three classes of third-graders out here during this recess time. Find someone who is alone and needs a friend. Then go to that person and ask them to play." Amy said she would think about it, but she was afraid she would be too embarrassed. She wasn't sure she could do it.

The next day, Amy noticed a dark-haired girl all alone on the playground. She worked up her courage and walked over to the girl. "Hi! My name is Amy. Do you want to play with me?" she asked.

"Okay," the girl said shyly. As they took turns pushing each other on the swings, Amy found out that the girl's name was Ming. She and her family had just moved from Japan. She did not know anyone and could not speak much English yet. She needed a friend.

"Want to seesaw?" Amy asked. Ming looked puzzled. Amy pointed to the seesaw. Ming smiled and nodded. Amy was so happy. She finally had a friend!
On each blank, write the letter of the picture that correctly answers the question. One answer is used twice.

1. Where does this story take place? __________
2. Who is the main character in the story? __________
   Who are the other two characters in the story? __________ and __________
3. What is the problem in the story? __________
4. How does Amy solve her problem? __________
5. What is Ming's problem? __________
   How does Ming's problem get solved? __________

Think about what you did during recess or another part of your day. On another piece of paper, list the characters, setting, problem, and solution. Use this list to write a story. Read the story to a friend.
Berry Colorful Ink

When sequencing a story, look for key words such as first, then, next, and finally to help you determine the correct sequence.

In early American schools, students used a quill pen and ink to practice writing letters and numerals. Since these schools did not have many supplies, the students often had to make their own ink at home. There were many different ways to make ink. One of the most common ways was to use berries such as blackberries, blueberries, cherries, elderberries, or strawberries. The type of berry used depended on the color of ink a student wanted. First, the type of berry to be used had to be gathered. Then a strainer was filled with the berries and held over a bowl. Next, using the back of a wooden spoon, the berries were crushed. This caused the juice to strain into the bowl. After all the berry juice was strained into the bowl, salt and vinegar were added to the juice and then stirred. Finally, the juice was stored in a small jar with a tight-fitting lid. Not only did the students make colorful inks to use, they also made invisible and glow-in-the-dark inks.

Number the phrases below in the order given in the story.

1. The mixture was stirred.
2. Using the back of a wooden spoon, the berries were crushed.
3. The ink was stored in a small jar with a tight-fitting lid.
4. Berries were gathered.
5. All the berry juice was strained into the bowl.
6. The strainer was held over a bowl.
7. Salt and vinegar were added to the berry juice.
8. A strainer was filled with berries.

Look in a cookbook for a recipe you would like to try. Read all the steps. Have someone help you make the recipe. Be sure to follow each step in order.
Simon Says

When following directions, it is important to read the directions carefully and to follow them in the order they are listed.

When you play Simon Says, you only follow the directions that Simon says. You do not follow any other directions. Play the game following the directions below.

1. Simon says draw a hand in the box below.
2. Simon says draw a ring on the ring finger.
3. Simon says draw fingernails on each finger.
4. Color each fingernail red.
5. Simon says write the names of five school days, one on each finger.
6. Circle your favorite day.
7. Write your teacher's name in the lower left-hand corner of the box.
8. Simon says write an addition problem on the hand, using the numbers 4, 5, and 9.
9. Now write a subtraction problem next to it.
10. Simon says draw a red scratch on the pinky finger.
11. Simon says draw a watch on the wrist.
12. Make the watch show 2:30.
13. Simon says outline the box with a yellow crayon.
14. Simon says write your name in the top right-hand corner of the box.
Sneaky Snakes

Snakes are very good at hiding. Most snakes can camouflage themselves into their environment. That means they have different colors and patterns on their bodies that allow them to blend in with the colors and patterns of things around them. Camouflage helps them hide from their enemies and helps them be sneaky when they are trying to capture something to eat. For example, the emerald tree boa lives in the jungle. Its green skin makes it nearly invisible among the green leaves of the trees. Rattlesnakes live in rocky, dry places. The patterns of black, tan, and brown on their backs help them blend in with their rocky environment. The horned viper lives in the desert. Its skin is the same color as sand where it burrows underground. It is hard to see unless it is moving. Also, some snakes that are harmless look very similar to venomous snakes. The harmless milk snake is colored orange, with yellow and black stripes, much like the poisonous coral snake. The enemies of the milk snake mistake it for a coral snake because they look so much alike.

Find the answers in the story. Write them in the puzzle.

1. Write the word that starts with a v and means “poisonous.”
2. Write another word for “tricky.”
3. Write what helps a snake blend in with its surroundings.
4. Write where emerald tree boas live.
5. Write what snakes live in rocky places and have black, tan, and brown patterned skin.
6. Write what is the same color as the horned viper.
7. Write the name of the snake that looks like a milk snake.

Write the letter from the numbered squares in the puzzle above to fill in each box.
Fun With Words

Follow the directions to play each word game.

1. A palindrome is a word that is spelled the same forward or backward. Write each word backward. Circle each word that is a palindrome. Put an X on each word that is not.
   
<table>
<thead>
<tr>
<th>Word</th>
<th>Answer</th>
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<tbody>
<tr>
<td>wow</td>
<td></td>
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<tr>
<td>dad</td>
<td></td>
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<tr>
<td>mom</td>
<td></td>
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<tr>
<td>funny</td>
<td></td>
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<tr>
<td>noon</td>
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<td>tall</td>
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<td>deed</td>
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2. Some words imitate the noise that they stand for. For example, when you say “pop,” it sounds like a popping sound! That is called onomatopoeia. Unscramble each noise word. Write it correctly.
   
<table>
<thead>
<tr>
<th>Word</th>
<th>Answer</th>
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<tbody>
<tr>
<td>seehrc</td>
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<tr>
<td>owp</td>
<td></td>
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<td>plurs</td>
<td></td>
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<tr>
<td>mobo</td>
<td></td>
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<td>ickcl</td>
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<td>zzsil</td>
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<td>chnucl</td>
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3. Homophones are words that sound alike when you say them but are spelled differently and have different meanings. For example, see and sea are homophones. Draw a line to match each pair of homophones.

<table>
<thead>
<tr>
<th>Word</th>
<th>Homophone</th>
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<tbody>
<tr>
<td>knot</td>
<td>flew</td>
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<tr>
<td>break</td>
<td>soar</td>
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<tr>
<td>flu</td>
<td>not</td>
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<tr>
<td>sore</td>
<td>write</td>
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<tr>
<td>right</td>
<td>road</td>
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<tr>
<td>rode</td>
<td>brake</td>
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</table>

4. Add or subtract letters from each word to change it into another word. Write the new word.

<table>
<thead>
<tr>
<th>Word</th>
<th>Action</th>
<th>New Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>peach</td>
<td>- ch + r =</td>
<td></td>
</tr>
<tr>
<td>shirt</td>
<td>- tr + oe =</td>
<td></td>
</tr>
<tr>
<td>sports</td>
<td>- p - rts + ccer =</td>
<td></td>
</tr>
<tr>
<td>love</td>
<td>- ove + ike =</td>
<td></td>
</tr>
<tr>
<td>stove</td>
<td>- st + n =</td>
<td></td>
</tr>
<tr>
<td>chicken</td>
<td>- c - ick =</td>
<td></td>
</tr>
<tr>
<td>brother</td>
<td>- bro + nel =</td>
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</tbody>
</table>

Some names sound funny when you pronounce them backward. For example, Carol would be pronounced Lorac, and Jason would be pronounced Nosaj! Write your name and each of your friends’ names backward. Then pronounce each name. Are any of the names palindromes?
News or Views?

Facts are true statements and can be proven. Opinions are a person's own personal views or beliefs.

When people talk about things, they often mix news with opinions. Read each cartoon. Write News in the box if it is a fact. Write Views in the box if it is a person's own personal opinion.

1. Punky Starr is the best rock singer that ever lived! **News**

2. I like our new president. I think he is intelligent and kind. **News**

3. Oranges were 3 for $1.00 at the Farmer's Market today. **News**

4. Nobody likes me. Everyone thinks I am ugly. **Views**

5. When it gets dark, we will be able to see the Big Dipper and the North Star. **News**

6. The city council will meet on Monday to vote on the new highway. **News**

7. Ha ha ha ha! This show is funny. **Views**

8. The math homework for today is on page 34. **News**

9. Your messy room looks like a pigpen! **Views**

Scholastic Success With 3rd Grade
TV Commercials

When you watch TV, you see a lot of commercials advertising different products. The people making the commercial want you to buy their product, so they make it sound as good as possible. Some of the things they say are facts, which can be proven. Other things are just the advertiser's opinion about how good the product is or how it will make you feel. Read each advertisement below. Write an F in the box beside each fact and an O in the box beside each opinion. The first one is done for you.

*Eat at Billy Bob's Burgers.*

- **O** best burgers in town
- **F** made with 100% beef

*Drive an XJ-80 Sports Car today.*

- **O** You'll never want to drive your old car again.
- **O** available in black, red, and silver
- **O** on sale for $79.99

*You'll be the Coolest Kid on Your Block with a Pair of Xtreme In-Line Skates!*

*Sky-Diving Adventure Video Game*

- **O** joystick sold separately
- **O** You'll have hours and hours of fun!

*Elastic Man, the Movie*

- **O** full of heart-stopping action and mind-blowing special effects
- **O** "this year's best motion picture"
- **O** starring Academy-Award Winning Actor, Stretch Hamstring
- **O** now showing at the new Movie Town Theater
- **O** rated PG

💡 On another piece of paper, design an ad for the Super Squirt Water Gun. Include two facts and two opinions.
News Report

Read the following news report about a tornado that touched down in a small town in Oklahoma. If the sentence is a fact that can be proven, underline it in red. If the sentence is someone's opinion, highlight it in yellow.

1. At 10:35 A.M. today, a tornado touched down briefly in the small town of Parksville, Oklahoma.

2. The roofs of several buildings were torn off by the strong winds.

3. Many large trees were uprooted.

4. There were no injuries.

5. "It was so loud, I thought a freight train was coming right through my living room!" Mrs. Cox exclaimed.

6. The National Weather Service issued a warning ten minutes before the tornado hit.

7. "I was afraid my house was going to blow away!" Mr. Carey reported.

8. Officer Reeves commented, "This may have been the worst day in the history of Parksville."

9. Electrical power was out for over two hours.

10. The large scoreboard at the football field was blown down.

11. "It will take forever to clean up this mess!" remarked Mrs. McDonald.

12. "I'm sure I can count on the people of Parksville to work together to rebuild our town," Mayor Clark said.

13. Donations to the rebuilding fund can be left at the bank.

Write a news report about a tiger that escaped from the zoo. Include three facts and three opinions.
Homer’s Big Adventure

Use details from a story to help determine what will happen next. This is called making predictions.

Brian was in such a hurry to get to the school bus on time that he forgot to close the door on Homer’s cage after he fed him. Homer T. Hamster knew this was his big chance. He crawled out of his cage and ran downstairs, careful to sneak past Brian’s mother without being seen. He ducked through a hole in the screen door and stepped out into the great backyard.

“Yippeee!” cried Homer, throwing his little arms into the air. “I’m free at last!” He zipped through the gate and down the alley. The first thing Homer saw was a huge, snarling German shepherd who thought it was fun to chase anything that could run. “R-r-ruff! R-r-ruff!”

Homer scurried here and there only inches ahead of the dog. He barely escaped by hiding under a flowerpot.

“Whew, that was close!” he thought. He waited there awhile, shaking like a leaf.

Then he crept out into the alley again. He looked this way and that. The coast was clear, so he skipped happily along. He looked up just in time to see the big black tires of a pickup truck that was backing out of a driveway. He almost got squooshed! So, he darted quickly into someone’s backyard where a boy was mowing the lawn. R-r-r-r-r-r-r! Homer had to jump out of the way again.

Back in the alley, he decided to rest somewhere that was safe. He crawled into a garbage dumpster and fell asleep. Later, he heard the sound of a big truck. He felt himself going high up into the air. The dumpster turned upside down, and the lid opened. Homer was falling. “Yikes!” screamed Homer. He had to think fast. He reached out and grabbed the side of the truck, holding on for dear life.
The truck rolled down the alley and into the street. As it turned the corner, Homer was flung off the truck and onto the hood of a school bus. He grabbed onto the windshield wipers as the bus drove to the corner and stopped.

The bus driver exclaimed, "Look, kids! There is a hamster riding on our bus!" All the kids rushed forward to see the funny sight. Homer looked through the windshield at all the surprised faces. All of a sudden, Homer saw Brian! Brian ran out of the bus and carefully picked up Homer. "Hey, buddy, how did you get out here? Are you okay?" Brian asked as he petted Homer's fur.

1. What do you think happened next? Color the picture that seems to be the most likely ending to the story.

2. Underline the sentence that tells the main idea of the story.
   Homer hid under a flowerpot to escape from a German shepherd. Homer had many exciting adventures after crawling out of his cage. Brian was surprised to see Homer riding the school bus.

3. Do you think Homer will leave his cage again? Write a sentence to tell why or why not.

On another piece of paper, write a paragraph telling about one more adventure Homer might have had while he was out of his cage. Read your paragraph to a friend.
Mary's Mystery

Monday afternoon, Mom called my sister, Mary, to the door. The florist had just delivered a dozen red roses to her. "For me?" asked Mary. "Who would be sending me flowers?" Mom told her to read the card. It said, "Mary, I'm sorry I hurt your feelings. Can you forgive me?" Mary looked puzzled. She could not think of anyone that had hurt her feelings.

On Wednesday, a delivery boy brought a package to the door. He said, "This is for Mary." It was a box of chocolate candy. Mary liked chocolate very much, but she could not figure out who was sending her gifts, or why.

On Friday, a teenage girl dressed in a sparkly costume rang the doorbell. Mary answered the door. The teenager asked, "Are you Mary?" She nodded her head and said yes, and the teenager told her that she was sent by someone to perform a singing telegram. She sang, "Mary, I want you to be ... the girl who will marry me ..." Then she left. Mary looked at Mom. "I am only nine years old! I don't want to get married!" Mom laughed. "There must be some mistake."

That night, a handsome young man came to the door with a ring box in his hand. He rang the doorbell at Mary's apartment. Mary opened the door. When the man saw Mary, he looked surprised. He said, "Oh, I'm sorry. I was looking for Mary's apartment." Mary said, "Well, I am Mary." The man stood there frowning for a moment. Then he started to laugh.
"No wonder my girlfriend has not mentioned the gifts I sent her. I bet they have all been coming here." Then he told Mary to step outside and look at the metal numbers over her apartment door. Mary's apartment was #620, but the 6 had come loose and had turned upside down. That made it look like #920. The man said, "I am sorry about the mix-up. My girlfriend, Mary, just moved into apartment #920. I think all the delivery people saw your #920 and stopped here, just like I did. I guess when they found out your name was Mary, they thought they had the right place." Mary laughed. "Now I understand," she said. "Oh, I am sorry, but I already ate the chocolates." The man replied, "That's okay." Then as he turned to walk away he added, "You can also keep the flowers." "Thank you," Mary said grinning, "but I am not going to marry you!"

1. Underline two sentences below that tell what might happen next. Mark an X on two sentences that tell about something that probably will not happen.
   - The man found the other Mary, his girlfriend, and gave her the ring.
   - The man sent Mary a bill because she ate the chocolates.
   - Nine-year-old Mary sent the man a dozen roses.
   - Mary's mom turned the 9 over to make a 6 again and nailed it tight so their apartment number would be correct.

2. Circle what the title of the song the singing telegram might have been.
   - "Love Me Always"
   - "Crossing the Mississippi"
   - "The Champion Cheer"

3. What did the florist deliver to Mary?

4. Which gift do you think Mary liked the best? Why?

5. On what day did Mary receive the singing telegram?

6. Where is the setting of this story?
Sharks

There are over 400 different kinds of sharks. The whale shark is the largest. It is as big as a whale. The dwarf lantern is the smallest. It is less than seven inches long.

All sharks live in the ocean, which is salt water, but a few kinds can swim from salt water to fresh water. Bull sharks have been found in the Mississippi River!

Sharks do not have bones. They have skeletons made of cartilage, which is the same thing your ears and nose are made of. A shark’s skin is made of spiky, hard scales. The jaws of a shark are very powerful. When a great white shark bites, it clamps down on its prey and thrashes its head from side to side. It is the deadliest shark.

Sharks eat fish, dolphins, and seals. The tiger shark will eat just about anything. Some fishermen have discovered unopened cans of food, clocks, boat cushions, and even a keg of nails inside tiger sharks. Sometimes sharks even eat other sharks. For example, a tiger shark might eat a bull shark. The bull shark might have eaten a blacktip shark. The blacktip shark might have eaten a dogfish shark. So a tiger shark could be found with three sharks in its stomach!

Some sharks look very unusual. The hammerhead shark has a head shaped somewhat like a hammer, with eyes set very far apart. A cookie cutter shark has a circular set of teeth. When it bites a dolphin or whale, it leaves a perfectly round hole in its victim. The sawshark has a snout with sharp teeth on the outside, which makes it look like a saw. The goblin shark has a sharp-pointed spear coming out of its head, and its ragged teeth make it look scary!

The mako shark is the fastest swimmer. Sometimes makos have been known to leap out of the water, right into a boat! These are just a few of the many kinds of fascinating sharks.
Complete the chart with the name of the correct shark. If the statement is about all sharks, write all.

<table>
<thead>
<tr>
<th>1. the largest shark</th>
<th>whale shark</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. the smallest fish</td>
<td></td>
</tr>
<tr>
<td>3. the deepest fish</td>
<td></td>
</tr>
<tr>
<td>4. the fastest swimmer</td>
<td></td>
</tr>
<tr>
<td>5. live in the ocean</td>
<td></td>
</tr>
<tr>
<td>6. moves by making a loop</td>
<td></td>
</tr>
<tr>
<td>7. has a large, pointed spout coming out of its head</td>
<td></td>
</tr>
<tr>
<td>8. has a head shaped like a hammer</td>
<td></td>
</tr>
<tr>
<td>9. skin flaps, hard scales</td>
<td></td>
</tr>
<tr>
<td>10. leaves a round bite mark</td>
<td></td>
</tr>
<tr>
<td>11. looks like a saw</td>
<td></td>
</tr>
<tr>
<td>12. has eaten unopened cans, clocks, and boar cushions</td>
<td></td>
</tr>
</tbody>
</table>

Read more about two different kinds of sharks. On another piece of paper, list two similarities and two differences.
Earthquake!

The cause in a story is what made something happen. The effect is what happened.

Earthquakes are one of the most powerful events on the earth. When large sections of underground rock break and move suddenly, an earthquake occurs. This causes the ground to shake back and forth. Small earthquakes do not cause much damage, but large ones do. Some earthquakes have caused buildings and bridges to fall. Others have caused rivers to change their paths. Earthquakes near mountains and cliffs can cause landslides that cover up the houses and roads below. If a large earthquake occurs under the ocean, it can cause giant waves which flood the seashore. When large earthquakes occur in a city, there is danger of fire from broken gas lines and electric lines. Broken telephone lines and damaged roads make it difficult for rescue workers to help people who are in need. Scientists are trying to find ways to predict when an earthquake will happen so that people can be warned ahead of time.

Draw a shaky line under each effect.

1. buildings
2. tornadoes
3. fires from broken gas and electric lines
4. huge waves that flood the seashore
5. swarms of flies
6. buildings and bridges to fall
7. sunburn
8. even volcanoes

Read about tornadoes. On another piece of paper, make a list of eight things a tornado might cause.
Wacky Water Slides

Have you ever gone to a water park in the summertime? Some of the most popular attractions are the water slides. How do they work? Construction crews put together sections of large plastic and fiberglass tubes to form the slides. They can make the tubes go straight down or around and around. Either way, the tubes must have a starting point that is high off the ground. This is because water slides work by gravity. Gravity is the natural pull of the earth. It is the force that makes things fall to the ground. So, when a swimmer begins to slide from up high, gravity pulls the swimmer down the slide into the pool below. There is another thing that water slides need in order to work. Water, of course! Water parks have huge pumps that pump the water to the top of the slides. The rushing water runs down the slides, making them slippery. Then the fun begins. Slip! Slide! Splash!

Fill in the blanks on each water slide to explain how they work. Find the answers in the pool below.

slippery  top  water  bottom  Gravity  slide
Nonfiction: A Biography

A biography is the history of a person's life. You have probably read biographies of presidents or famous people in history. The following biography is about one of the most popular zookeepers of our time.

Steve Irwin

Steve Irwin was a famous TV personality and reptile specialist from Australia. People knew him as the Crocodile Hunter.

Steve's parents, Bob and Lyn Irwin, owned a reptile park. Steve grew up learning about and handling reptiles, as well as many other kinds of animals. When Steve was six years old, his father gave him a snake called a scrub python. Steve named it Fred. Steve's dad taught him all about the wildlife of Australia and took him on field trips to study about it. Steve often begged to go on these field trips rather than going to school. He caught his first crocodile when he was only nine years old.

Steve ran the Australia Zoo. He was a herpetologist. That means he was a reptile expert. His mission in life was to educate people about animals, teaching them to treat even dangerous animals with respect. Steve never hurt animals. In fact, he rescued many animals that were in danger, especially crocodiles. Steve was an expert snake handler. He held them by the tail and let them go safely. He always warned others, though, that picking up a snake is very dangerous.

Steve married an American named Terri. She helped Steve handle the animals. They had a daughter named Bindi and a son named Robert. Steve Irwin died in 2006 while filming a TV show about dangerous animals.
Look at the bolded words in the story. Find each word in the puzzle and circle it. The words may go up, down, forward, backward, or diagonally.

List two facts about Steve Irwin.

1. 
2. 

Find the biography section in the library. Check out a biography about someone who had a career that interests you.
Statements and Questions

A statement is a sentence that tells something. It ends with a period. A question is a sentence that asks something. It ends with a question mark.

A. Read each sentence. Write Q on the line if the sentence is a question. Write S if the sentence is a statement.

1. Where did the ant live? ______
2. The ant had many cousins ______
3. She found the crumb under a leaf. ______
4. How will she carry it? ______
5. Who came along first? ______
6. The lizard wouldn’t help. ______
7. He said he was too cold. ______
8. Why did the rooster fly away? ______

B. The sentences below do not make sense. Rewrite the words in the correct order.

1. How crumb did carry the ant the?  
   __________________________________________

2. She herself it carried.  
   __________________________________________

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Statements and Questions

A statement is a sentence that tells something. It ends with a period. A question is a sentence that asks something. It ends with a question mark.

A. Rewrite each sentence correctly. Begin each sentence with a capital letter. Use periods and question marks correctly.

1. can we take a taxi downtown

2. where does the bus go

3. the people on the bus waved to us

4. we got on the elevator

5. should I push the elevator button

B. Write a question. Then write an answer that is a statement.

1. Question: ____________________________________________

   ____________________________________________

2. Statement: __________________________________________

   ____________________________________________
Exclamations and Commands

An **exclamation** is a sentence that shows strong feeling. It ends with an **exclamation point**. A **command** is a sentence that gives an order. It ends with a **period**.

**A. Read each sentence. Write E on the line if the sentence is an exclamation. Write C if the sentence is a command.**

1. They chase buffaloes!  
2. You have to go, too.  
3. Wait at the airport.  
4. It snows all the time!  
5. Alligators live in the sewers!  
6. Look at the horse.  
7. That’s a great-looking horse!  
8. Write a letter to Seymour.

**B. Complete each exclamation and command. The punctuation mark at the end of each line is a clue.**

1. I feel __________________________________________________________________________!
2. Help your __________________________________________________________________________.
3. That’s a __________________________________________________________________________!
4. I lost ______________________________________________________________________________
5. Turn the _____________________________________________________________________________.
6. Come watch the _______________________________________________________________________
7. Please let me _________________________________________________________________________.
Singular and Plural Nouns

A singular noun names one person, place, or thing. A plural noun names more than one person, place, or thing. Add -s to form the plural of most nouns.

A. Each sentence has an underlined noun. On the line, write S if it is a singular noun. Write P if it is a plural noun.

1. She has a new baby.
2. It is very cute.
3. She has small fingers.
4. She drinks from a bottle.
5. I can tell my friends all about it.

B. Read each sentence. Underline the singular noun. Circle the plural noun.

1. The baby has two sisters.
2. The nightgown has pockets.
3. Her hand has tiny fingers.
4. My parents have a baby.
5. The family has three girls.

C. Complete the chart. Write the singular or plural of each noun.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>fence</td>
<td></td>
</tr>
<tr>
<td></td>
<td>trains</td>
</tr>
<tr>
<td>gate</td>
<td></td>
</tr>
<tr>
<td></td>
<td>cows</td>
</tr>
</tbody>
</table>
Singular and Plural Nouns

A singular noun names one person, place, or thing. A plural noun names more than one person, place, or thing. Add -s to form the plural of most nouns. Add -es to form the plural of nouns that end in ss, x, ch, or sh. Some nouns change their spelling to form the plural.

A. Finish the chart. Write singular nouns in each column.

<table>
<thead>
<tr>
<th>Nouns that end in ch, sh, ss, x</th>
<th>Nouns that end in y</th>
<th>Nouns that end in f</th>
</tr>
</thead>
<tbody>
<tr>
<td>bench</td>
<td>party</td>
<td>loaf</td>
</tr>
</tbody>
</table>

B. Complete each sentence with the plural form of the noun in ( ).

1. Mia picks ____________ from the trees in her backyard. (cherry)
2. There are also many ____________ with tiny berries. (bush)
3. Fresh ____________ are her favorite snack. (peach)
4. She loads ____________ with these different fruits. (box)
5. The kitchen ____________ are filled with delicious jams. (shelf)
6. Mia shares the fruit with the third-grade ____________. (class)

C. Use the words story and stories in one sentence. Use fox and foxes in another sentence.

1. ____________________________________________________________________
2. ____________________________________________________________________
Common and Proper Nouns

A **common noun** names any person, place, or thing. A **proper noun** names a particular person, place, or thing. A proper noun begins with a capital letter.

A. Is the underlined word a common noun or a proper noun? Write common or proper.

1. The **girl** likes to learn. ___________
2. She goes to two **schools**. ___________
3. She lives in **America**. ___________

B. Underline the common nouns. Circle the proper nouns.

1. April has a brother and a sister.
2. Their names are Julius and May.
3. Their parents were born in Taiwan.
4. April goes to school on Saturday.
5. She is learning a language called Mandarin.
6. May read a book about the Middle Ages.

C. Underline the common nouns. Circle the proper nouns. Then write them on the chart in the correct category.

1. Last August David went to camp.
2. Many children go to a picnic on the Fourth of July.

<table>
<thead>
<tr>
<th>Common Nouns</th>
<th>Proper Nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>-------------</td>
<td>-------------</td>
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<tr>
<td>-------------</td>
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<td>-------------</td>
<td>-------------</td>
</tr>
</tbody>
</table>
Action Verbs

Action verbs are words that tell what the subject of the sentence does.

A. Underline the action verb in each sentence.
1. The villagers cheered loudly.
2. They added flavor to the cheese.
3. Please give them the milk.
4. He serves the cheese.
5. He emptied the buckets.

B. Circle the action verb in ( ) that paints a more vivid picture of what the subject is doing.
1. The villagers (walked, paraded) across the floor.
2. Father (whispered, talked) to the baby.
3. The puppy (ate, gobbled) down his food.
4. The girl (skipped, went) to her chair.
5. The ball (fell, bounced) down the stairs.

C. Write an action verb from the box to complete each sentence.

whispered  laughed  sighed

1. We _____________ at the playful kittens.
2. She _____________ deeply and fell asleep.
3. Megan ______________ to her friend in the library.
Action Verbs

Action verbs are words that tell what the subject of the sentence does. Some action verbs help to paint a clearer picture in the reader's mind.

A. On the line, write the action verb in ( ) that paints a clearer picture.

1. A squirrel __________ an acorn. (took, snatched)
2. It __________ the acorn open. (cracked, broke)
3. The squirrel __________ the nut. (nibbled, ate)
4. Then it __________ up the tree. (went, scrambled)

B. Circle each verb. Then write the verb from the box that gives a livelier picture of the action.

shouted honked ran bounced grabbed

1. The bus driver blew the horn. __________
2. The girl got her books. __________
3. She said, "Good-bye," to her family. __________
4. She went to the bus. __________
5. The bus moved down the bumpy road. __________

C. Write two sentences that show action. Use the verb dashed in the first sentence. Use the word tiptoed in the second sentence. Underline the verbs.

1. __________
2. __________
Present- and Past-Tense Verbs

Present-tense verbs show action that is happening now. They agree in number with who or what is doing the action. Past-tense verbs show action that took place in the past. Most past-tense verbs end in -ed.

A. Read each sentence. If the underlined verb is in the present tense, write present on the line. If it is in the past tense, write past.

1. We worked together on a jigsaw puzzle.  
2. Mom helped us.  
3. She enjoys puzzles, too.  
4. Tom picked out the border pieces.  
5. He dropped a puzzle piece on the floor.  
6. I looked for the flower pieces.  
7. Dad likes crossword puzzles better.  
8. My little sister watches us.  
9. Mom hurries us before dinner.  
10. We rushed to finish quickly.

B. Underline the verb in each sentence. Then rewrite the sentence. Change the present-tense verb to the past. Change the past-tense verb to the present.

1. The man crosses the river.  
2. He rowed his boat.
Present- and Past-Tense Verbs

Present-tense verbs must agree in number with the subject. The letters -s or -es are usually added to a present-tense verb when the subject of the sentence is a singular noun or he, she, or it.

A. Read each sentence. On the line, write the correct form of the present-tense verb in ( ).

1. The crow ___________ the pitcher with pebbles. (fill, fills)
2. The mari ___________ the crow. (watch, watches)
3. Then he ___________ the cabbage across the river. (take, takes)
4. The man and the goat ___________ the wolf behind. (leave, leaves)
5. They ___________ back on the last trip. (go, goes)

B. Write the correct past-tense form of the verb in ( ).

1. J.J. ___________ for the hidden picture. (look)
2. He ___________ at it for a long time. (stare)
3. Ana ___________ by. (walk)
4. Then she ___________ solve the puzzle. (help)

C. Write three sentences. Use the verb in ( ) in your sentence.

1. (play)_________________________________________________________
2. (plays)_________________________________________________________
3. (played)_________________________________________________________
Subjects and Predicates

The **complete subject** tells whom or what the sentence is about. The **complete predicate** tells who or what the subject is or does. The **simple subject** is the main word in the complete subject. The **simple predicate** is the verb in the complete predicate.

A. Draw a line between the complete subject and the complete predicate.

1. All of the families traveled to California.
3. My father told us stories.
4. I baked a pie.

B. Draw a circle around the simple subject in each sentence. Then write it on the line.

1. Betsy learned how to walk. 
2. The miners ate it up.
3. The new baby looks like me.
4. My feet are tired.
5. The man started a laundry.

C. Draw a circle around the simple predicate in each sentence. Then write it on the line.

1. We made a pie together.
2. First we rolled the crust.
3. Then we added the berries.
4. It bakes for one hour.
5. Everybody loves our pie!
Adjectives

Adjectives describe nouns. They can tell what color, size, and shape something is. They can also tell how something sounds, feels, or tastes.

A. Look at each underlined noun. Circle the adjective or adjectives that describe it. Then write the adjectives on the lines.

1. My big brother likes to eat sweet fruits.
   - big
   - sweet

2. He eats them on many hot days.

3. He cuts the red apple into four pieces.

4. The ripe bananas and juicy peaches are his favorites.

5. Mom bought him a large, round watermelon.

6. He made a delicious, colorful salad for all of us!

B. Write two adjectives to describe each noun. Use words that describe color, size, shape, sound, or how something tastes or feels.

1. the ____________, ________________ balloon

2. a ________________, ________________ apple

3. a ________________, ________________ day

C. Write a sentence about a pet. Use two adjectives to describe the pet.
Adjectives

An adjective is a word that describes a person, place, or thing.

A. Read each sentence. Write the adjective that describes the underlined noun on the line.

1. We live near a sparkling brook.  **Sparkling**

2. It has clear water.  

3. Large fish swim in the brook.

4. Busy squirrels play near the brook.

5. You can enjoy breathing in the fresh air near the brook.

B. Complete each sentence by adding an adjective.

1. I love ___________ apples.

2. I see a ___________ ball.

3. I smell ___________ flowers.

4. I hear ___________ music.

5. I like the ___________ taste of pickles.

Write three sentences that tell about the foods you like the best. Use adjectives in your description.
Possessive Nouns

A **possessive noun** shows ownership. Add 's to make a singular noun show ownership. Add an apostrophe (') after the s of a plural noun to show ownership.

**A. Underline the possessive noun in each sentence.**
1. The king’s palace is beautiful.
2. The palace’s garden has many flowers.
3. The flowers’ sweet smell fills the air.
4. The trees’ branches shade the garden paths.
5. The gardener’s tools are well-oiled and sharp.
6. People listen to the birds’ songs.
7. The singers’ voices are very beautiful.
8. The diamond reflects the sun’s rays.
9. The diamond’s light fills the palace.
10. Visitors’ eyes open wide when they see all the colors.

**B. Write each singular possessive noun from Part A.**
1. 
2. 
3. 
4. 
5. 

**C. Write each plural possessive noun from Part A.**
1. 
2. 
3. 
4. 
5. 
Possessive Nouns

A possessive noun shows ownership. Add 's to make a singular noun show ownership. Add an apostrophe (') after the s of a plural noun to show ownership.

A. Underline the possessive noun in each sentence. Write S on the line if the possessive noun is singular. Write P if the possessive noun is plural.

1. Anna's family took a walk in the woods.
2. They saw two birds' nests high up in a tree.
3. A yellow butterfly landed on Brad's backpack.
4. Anna liked the pattern of the butterfly's wings.
5. A turtle's shell had many spots.
6. Anna took pictures of two chipmunks' homes.
7. The animals' tails had dark stripes.

B. Complete each sentence with the singular possessive form of the noun in ( ).

1. Jim was going to play basketball at _______________ house. (Carol)
2. One of _______________ new sneakers was missing. (Jim)
3. He looked under his _______________ desk. (Sister)
4. He crawled under his _______________ bed to look. (Brother)
5. It was outside in his _______________ flower garden. (Dad)
6. The _______________ lace had been chewed. (Sneaker)
7. Jim saw his _______________ footprints in the dirt. (Dog)
Subject and Object Pronouns

A pronoun takes the place of a noun or nouns in a sentence. The words I, you, she, he, we, and they are subject pronouns. Use one of these pronouns to take the place of a subject in a sentence.

A. Underline the subject pronoun in each sentence.

1. We are going to the dentist.
2. It won't take long.
3. I went in first.
4. She asked the assistant for help.
5. He gave the dentist some pink toothpaste.
6. They said the toothpaste would taste like strawberries.
7. You will like the taste, too.

B. Decide which pronoun in the box can replace the underlined subject. Write the pronoun on the line. Remember to capitalize.

she he it we they

1. Dr. De Soto is a popular dentist. __________________
2. Mrs. De Soto is his assistant. __________________
3. The fox and the rabbit are waiting to be seen. __________________
4. The fox has a bad toothache. __________________
5. The chair is ready for the next patient. __________________
6. Dr. and Mrs. De Soto do not trust the fox. __________________
7. Roger and I enjoy reading this story. __________________

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Subject and Object Pronouns

A pronoun takes the place of a noun or nouns in a sentence. The words me, you, him, her, it, us, and them are object pronouns. Use these object pronouns in the predicates of sentences.

A. Underline the object pronoun in each sentence.

1. Aunt Cindy gave us a football.
2. Our dog Rex found it.
3. He thinks the ball is for him.
4. I said, "Rex, that's not for you!"
5. Aunt Cindy gave me another ball for Rex.
6. Now Rex always wants to play with her.
7. I like to watch them.

B. Decide which object pronoun below can replace the underlined word or words. Write the object pronoun on the line.

1. I went to the movies with Rachel and Kevin.  
2. Kevin asked Rachel for some popcorn.  
3. Rachel was happy to share the popcorn.  
4. I accidentally bumped Kevin.  
5. The popcorn spilled all over Rachel, Kevin, and me.

C. Write two sentences. In one sentence use a subject pronoun. In the other sentence use an object pronoun.

1. ____________________________________________
2. ____________________________________________
Contractions

A contraction is a shortened form of two words. An apostrophe (’) is used to show where one or more letters have been left out.

Underline the contraction in each sentence. Circle the apostrophe. Then write the contraction on the line.

It's time for another adventure. __________________________
We're studying animal habitats. __________________________
They've made a habitat for Bella. __________________________
I'm sure that Bella is gone. __________________________
Wanda thinks that she'll be back. __________________________
They're in favor of going to find Bella. __________________________

B. Circle the contraction. Then write the two words that make up the contraction.

1. I've gone on this bus before. __________________________
2. What's the bus doing? __________________________
3. It's shrinking to the size of a bullfrog. __________________________
4. The students say they're having fun. __________________________
5. "I'm hanging on for dear life," Liz said. __________________________

C. Put the two words together to form a contraction.

1. he + will = __________________________ 4. I + am = __________________________
2. they + are = __________________________ 5. we + will = __________________________
3. who + is = __________________________ 6. there + is = __________________________
Stretching Sentences

A sentence is more interesting when it includes more than just a subject and a verb. It may tell where or when the sentence is happening. It may also tell why something is happening.

Write a sentence describing each set of pictures. Include a part that tells where, why, or how something is happening.

1. 

2. 

3. 

4. 

Find a cartoon in the newspaper. Use the pictures to write a sentence on another piece of paper that includes a subject, a verb, and a part that tells where, when, or why.
Stretch It!

A sentence includes a subject and a verb. A sentence is more interesting when it also includes a part that tells where, when, or why.

Add more information to each sentence by telling where, when, or why. Write the complete new sentence.

1. Mom is taking us shopping.  Where?

2. The stores are closing.  When?

3. We need to find a gift for Dad.  Why?

4. I will buy new jeans.  Where?

5. We may eat lunch.  When?

Find two sentences in your favorite book that include a subject, verb, and a part that tells where, when, or why. Write the sentences on another piece of paper.
Buckets of Fun

A describing word helps you imagine how something looks, feels, smells, sounds, or tastes.

Write a list of describing words on each bucket to fit the bucket's category.

Make a "mystery bag" by putting a secret object inside. Tell someone at home about the object inside using describing words!
At the Beach

A describing word makes a sentence more interesting.

Read the describing words found in the beach balls. Add the describing words to make each sentence more interesting. Write each new sentence.

1. The snow cone sat in the sun.

2. Many children ran toward the ocean waves.

3. My friends built a sandcastle.

4. My brother grabbed his beach toys.

5. Our dog tried to catch beach balls.

On another piece of paper, draw a beach ball. Fill it with words that describe a day at the beach.
Crazy Cartoons

A story is more interesting when the characters talk with one another.

Use the speech bubbles to show what each character is saying.

Brrr! It's cold in the arctic. I don't need these sunglasses.

Cut a comic strip from the newspaper. Glue it to another piece of paper and make large speech bubbles. Rewrite the cartoon with your own words.
What Did She Say?

Quotation marks (" ") are used to show a character is talking in a story. They surround only the character’s words.

Fill in the speech bubbles to match the paragraph below each picture.

1. Daisy put on her rain boots, coat, and hat. “I think it's fun to splash in the puddles,” she said.

   As the rain continued, the puddles turned to streams. “Rain, rain, don’t go away!” Daisy sang.

2. “Wow! I should have worn my bathing suit!” Daisy shouted as the water rose higher.

   Then Daisy had an idea. She turned her umbrella upside down and climbed in. “It's a perfect day to go sailing,” she said.

Ask someone at home for an old photograph of yourself and someone else. Glue it to another piece of paper and make speech bubbles to show what you may have been saying when the picture was taken.
That Drives Me Crazy!

The sentences that follow the topic sentence tell more about the topic. They are called supporting sentences.

Read the paragraph below. Cross out the three sentences that do not support the topic.

My Pet Peeves

I am a pretty agreeable person, but there are a few things around my house that drive me crazy. One such thing is when my younger brothers go into my bedroom and destroy my building creations. My three-year-old brothers both have blonde hair. I also get upset when my sister sings at the dinner table. Her favorite sport is gymnastics. My greatest pet peeve is when my older brother taps his pencil on the kitchen table while I am studying spelling words. I wish I had a fish tank in my room. My brothers and sister are really great, but there are moments when they make me crazy!

Rewrite the paragraph above skipping the sentences that you crossed out. The new paragraph should have one topic sentence followed by the supporting sentences.
Do You Agree?

The supporting sentences in a paragraph tell more about the topic.

Write three supporting sentences to complete each paragraph.

**Shorter Weeks**

I think the school week should be shortened to four days for three reasons. The first reason is ____________________________

________________________ Another reason is ____________________________

________________________ The last reason is ____________________________

________________________ I think four-day weeks just make more sense!

**Looking Back:**
Now proofread your paragraph for:
- capital letters and periods
- complete sentences
- describing words
- sentences that support the topic

On another piece of paper, write a paragraph that begins with this topic sentence:
I think I should be able to stay up later for three reasons.
**Closing Time!**

The last sentence in a paragraph is called the **closing sentence**. It retells the topic sentence in a new way.

Find a closing sentence to match each topic sentence. Write the closing sentence.

### Closing Sentences

- Some gardeners in Florida and Texas can enjoy their flowers all year long.
- Of all the seasons, autumn is the best.
- Life would never be the same without computers.
- There are many subjects in school, but math is the most difficult.
- Though dangerous, the job of an astronaut is

1. Fall is my favorite season in the year.

2. Astronauts have one of the most exciting and dangerous jobs.

3. Math is the toughest part of our school curriculum.

4. Many types of flowers grow year-round in the southern states.

5. Computer technology has changed many aspects of our lives.
My Very Own Paragraph

Use a paragraph plan before you begin writing.

It's time to plan and write your own paragraph. You may want to use your own topic or one of the following topics: My Favorite Vacation, Collecting Coins, Our Pet Snake.

1. Choose a topic.

2. Brainstorm three supporting ideas.
   a) 
   b) 
   c) 

3. Write a topic sentence.

4. Write a closing sentence.

Use the plan to write your own paragraph.
Paragraph Pen Pals

The five parts of a personal letter include the date, greeting, body, closing, and signature. Notice the punctuation marks that are used in each part.

- **greeting**
  Dear Gramps,

- **date**
  August 13, 2003

- **body**
  We had a great fishing trip! Dad caught two bass. I hooked an enormous catfish, but he got away. I guess Swan Lake is lucky for us. I'll always remember this trip.

- **closing**
  Love,
  John

- **signature**

Write a letter to an out-of-town family member. For the body of your letter, write an expository paragraph.
A History Map

You can learn about the past from a map. The map below shows the Oregon Trail. This was a route that pioneers followed when they traveled west in the 1840s. A route is a way to go from one place to another.

In the 1840s people did not have airplanes or cars. They traveled in covered wagons pulled by oxen. Some pioneers rode on horses or walked alongside the wagons. Most pioneers met in Independence, Missouri, and formed groups. The groups traveled together in wagon trains.

Map Key
- City or town
- Oregon Trail
- River
- Mountain
Use the map to answer these questions.

1. In what direction did the trail go from Independence to Portland?

2. What river flows by Independence?

3. After Independence, what was the first town along the trail?

4. What mountains did the Oregon Trail cross?

5. Find Three Island Crossing. On what river is it?

6. Why do you think the Oregon Trail does not follow a straight line?

7. The wagon trains left Independence in May for the five-month trip. Why do you think it was important to start then?

---

Word Scramble:

Below are the names of four present-day states that the Oregon trail passed through. Can you figure out what they are?

NOROG, AHHDO, ARBNK, ALLSKA

---

Helpful Hint:

In 1849 most of the land west of the Mississippi River was not yet divided into states.
Fascinating Frogs

Read the article about frogs.
Then follow the directions in the Text Marking box.

In the fairy tale *The Frog Prince*, an ugly frog kisses a princess and then turns into a handsome prince. They marry and live happily ever after. In real life, frogs don't kiss princesses, but they are otherwise remarkable animals.

Frogs are amphibians. All amphibians are cold-blooded—their bodies have the same temperature as the air or water they live in. Amphibians have backbones, no scales, and moist skin. Frogs begin their lives in calm water as eggs and then as tadpoles.

But that just defines frogs. What is interesting is that there are more than 6,300 species of frog! Some are as small as flies, while others are big enough to eat small snakes, mice, and other frogs. Some frogs can jump 10 feet. Some live more than 20 years.

Also interesting is how long frogs have been around. Herpetologists (HUR-puh-tol-oh-jists)—the scientists who study amphibians and reptiles—know that frogs have existed for at least 200 million years! They were here along with the dinosaurs.
Answer each question. Give evidence from the article.

1. Which of the following has the same meaning as moist (paragraph 2)?
   - A. dry
   - B. damp
   - C. scaly
   - D. lumpy

   What in the text helped you answer?

2. Which of the following is NOT true about frogs?
   - A. They have scales.
   - B. They have backbones.
   - C. Young frogs are called tadpoles.
   - D. Frogs have been around for millions of years.

   What in the text helped you answer?

3. How do you know that frogs are cold-blooded?

4. Why do you think the author began this article by describing a fairy tale?
Animals of Africa

Find these words in the puzzle.

AARDVARK ANTELOPE CROCODILE CHEETAH
FLAMINGO GIRAFFE GORILLA HYENA LEOPARD
LION MEERKAT OSTRICH RHINOCEROS ZEBRA

On a separate sheet of paper write about an African animal that you have seen in real life. For example, you might have seen the animal at an animal sanctuary.
Anatomy of a Whale

How do the picture and text together help you understand the whale?

Like most other living creatures, whales have changed over time to adapt to their environment. These magnificent marine mammals spend their entire lives in oceans. Their sleek bodies are perfect for long and deep dives. The way they breathe allows them to stay underwater for more than an hour! Whales' tails help them power through the water.

A sperm whale is a common kind of whale. Read about some features of its large body.

BLOWHOLE
This is a nostril that whales use for breathing.

HEAD
It is really an oversized nose. Whales use it to make sounds.

EARS
Whales hear very well. They communicate through clicks, whistles, and songs. They navigate through water by listening to their sounds bounce off schools of fish, objects, and structures on the ocean floor.

TEETH
Some whales have none, and feed by straining huge gulps of water. Others, like the sperm whale, have teeth and use them to grab prey.

EYES
These are small because whales rely more on sounds to move and hunt.

FLIPPERS
These help whales steer themselves through the water.

FLUKES
Whales move these strong tail parts up and down when they swim. They may also lobtail—raise their flukes out of the water into the air, and then slap them down on the water's surface with a loud smack. This might be another way whales communicate.
Answer each question. Give evidence from the diagram and captions.

1. Marine mammals live in _____________.
   ○ A. Alaska    ○ B. ponds    ○ C. rivers    ○ D. oceans
   What in the text helped you answer?

2. Which of the following means about the same as navigate?
   ○ A. breathe    ○ B. swim quickly    ○ C. steer    ○ D. communicate
   What in the text helped you answer?

3. Why is it important for whales to have sleek bodies?

4. How can such a huge animal manage with such small eyes?

5. Compare and contrast the flukes and flippers of the sperm whale. Include their use and location on the body in your answer.
Mr. President

Add. Write the letters in the circles to identify each president.

I was a leader in the Civil War.

<table>
<thead>
<tr>
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<th>38</th>
<th>56</th>
<th>26</th>
<th>29</th>
<th>27</th>
<th>43</th>
</tr>
</thead>
<tbody>
<tr>
<td>+ 13</td>
<td>+ 15</td>
<td>+ 26</td>
<td>+ 35</td>
<td>+ 67</td>
<td>+ 25</td>
<td>+ 39</td>
</tr>
</tbody>
</table>

I helped write the Declaration of Independence.

<table>
<thead>
<tr>
<th>19</th>
<th>28</th>
<th>24</th>
<th>19</th>
<th>17</th>
<th>59</th>
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<td>+ 55</td>
<td>+ 18</td>
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<td>+ 66</td>
<td>+ 19</td>
<td>+ 15</td>
<td>+ 18</td>
<td>+ 34</td>
</tr>
</tbody>
</table>

I was a leader in the American Revolutionary War.

<table>
<thead>
<tr>
<th>59</th>
<th>48</th>
<th>27</th>
<th>19</th>
<th>27</th>
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<th>38</th>
<th>27</th>
</tr>
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<tbody>
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<td>+ 37</td>
<td>+ 46</td>
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<td>+ 44</td>
<td>+ 18</td>
<td>+ 29</td>
<td>+ 58</td>
<td>+ 55</td>
</tr>
</tbody>
</table>

Code

<table>
<thead>
<tr>
<th>61 C</th>
<th>98 W</th>
<th>55 Y</th>
<th>83 E</th>
<th>45 G</th>
<th>82 N</th>
<th>78 R</th>
<th>65 H</th>
<th>52 L</th>
</tr>
</thead>
<tbody>
<tr>
<td>96 O</td>
<td>42 F</td>
<td>86 K</td>
<td>47 T</td>
<td>72 A</td>
<td>37 J</td>
<td>64 S</td>
<td>53 l</td>
<td>36 D</td>
</tr>
</tbody>
</table>

On another piece of paper, make a code and write problems for the name of our current president.
More Fun Sports

Add or subtract.

<p>| | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>91</td>
<td>48</td>
<td>92</td>
<td>70</td>
<td>63</td>
<td>38</td>
<td>29</td>
<td>80</td>
</tr>
<tr>
<td>- 67</td>
<td>+ 43</td>
<td>- 45</td>
<td>- 17</td>
<td>- 47</td>
<td>+ 54</td>
<td>+ 36</td>
<td>- 42</td>
</tr>
</tbody>
</table>

skating  football  hockey  volleyball  basketball  soccer  tennis  track

Complete the puzzle with the sport that goes with each answer.

Down  Across
1. 47   3. 92
2. 53   4. 16
3. 24   5. 65
5. 38   6. 91

Choose your favorite sport from above.
On another piece of paper, write a problem with its same answer. Try to write a problem that includes regrouping.
Great Math Inventions

Add or subtract. Then write the problem’s letter above its matching answer below.

S. 29  I. 48
+ 46  − 24

A. 27  R. 56
+ 38  − 18

R. 37  W. 81
+ 47  − 24

H. 23  I. 90
+ 35  − 26

U. 52  O. 37  L. 70
− 19  + 35  − 19

M. 82  B. 23  L. 52  G. 91  U. 73
− 48  + 48  + 28  − 22  − 25

57  24  80  51  64  65  34  71  48  84  38  72  33  69  58  75

invented and patented the adding machine in St. Louis, Missouri, in 1888.
# One in a Thousand

Add. Write the letters on the lines below in order from the smallest to the largest sums to find out whose face is on the hundred-dollar bill.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>F.</td>
<td>$27.41</td>
<td>+</td>
<td>$12.55</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N.</td>
<td>$59.63</td>
<td>+</td>
<td>$20.33</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N.</td>
<td>$85.42</td>
<td>+</td>
<td>$14.06</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>R.</td>
<td>$31.75</td>
<td>+</td>
<td>$35.24</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K.</td>
<td>$64.84</td>
<td>+</td>
<td>$22.15</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A.</td>
<td>$29.35</td>
<td>+</td>
<td>$50.42</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L.</td>
<td>$46.96</td>
<td>+</td>
<td>$42.03</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I.</td>
<td>$73.57</td>
<td>+</td>
<td>$23.43</td>
</tr>
</tbody>
</table>

If you have 50 hundred-dollar bills, you have ____ thousand dollars!
If you have 20 hundred-dollar bills, you have ____ thousand dollars!
If you have 80 hundred-dollar bills, you have ____ thousand dollars!
If you have 10 hundred-dollar bills, you have ____ thousand dollars!
If you have 30 hundred-dollar bills, you have ____ thousand dollars!
If you have 70 hundred-dollar bills, you have ____ thousand dollars!
If you have 90 hundred-dollar bills, you have ____ thousand dollars!
If you have 40 hundred-dollar bills, you have ____ thousand dollars!
If you have 60 hundred-dollar bills, you have ____ thousand dollars!
Dynamite Dominoes

Color the connecting squares that equal the same amount the same color. Remember, 1 thousand equals 10 hundreds.

<table>
<thead>
<tr>
<th>Thousands</th>
<th>20 Hundreds</th>
<th>10 Hundreds</th>
<th>1 Thousand</th>
<th>1 Thousands</th>
</tr>
</thead>
<tbody>
<tr>
<td>50</td>
<td>900</td>
<td>400</td>
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<td>Thousands</td>
</tr>
<tr>
<td>70</td>
<td>1000</td>
<td>1000</td>
<td>600</td>
<td>600</td>
</tr>
<tr>
<td>Tens</td>
<td>Ones</td>
<td>Tens</td>
<td>Ones</td>
<td>Ones</td>
</tr>
</tbody>
</table>

Add. Write the number.

<table>
<thead>
<tr>
<th>Thousands</th>
<th>Hundreds</th>
<th>Tens</th>
<th>Ones</th>
<th>=</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>1</td>
<td>6</td>
<td>7</td>
<td>=</td>
</tr>
<tr>
<td>5</td>
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<td>=</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td>8</td>
<td>4</td>
<td>=</td>
</tr>
<tr>
<td>9</td>
<td>9</td>
<td>4</td>
<td>0</td>
<td>=</td>
</tr>
</tbody>
</table>
Bee Riddle

Riddle: What did the farmer get when he tried to reach the beehive?

Round each number. Then use the Decoder to solve the riddle by filling in the spaces at the bottom of the page.

1. Round 7 to the nearest ten _____
2. Round 23 to the nearest ten _____
3. Round 46 to the nearest ten _____
4. Round 92 to the nearest ten _____
5. Round 203 to the nearest hundred _____
6. Round 420 to the nearest hundred _____
7. Round 588 to the nearest hundred _____
8. Round 312 to the nearest hundred _____
9. Round 549 to the nearest hundred _____
10. Round 710 to the nearest hundred _____

A  B  C  D  E  F  G  H  I  J  K  L  M  N  O  P  Q  R  S  T  U  V  W  X  Y  Z
10 5 8 1 4 9 7 3 6 2

Decoder

800   700   600   500   400   300   200   100   90    80    70    60    50    40    30    20    10    0

A       W       O       Y       E       I       L       C       U       S       T       G       F       N       V       Z

350 Scholastic Success With 3rd Grade
Code Zero! Code One!

When a number is multiplied by 0, the product is always 0.
When a number is multiplied by 1, the product is always the number being multiplied.

Multiply. Shade all products of 0 yellow. Shade all other products green.

1 x 6 = ___  
1 x 3 = ___  
0 x 6 = ___  
0 x 2 = ___  
1 x 9 = ___  
1 x 10 = ___  
2 x 1 = ___  
5 x 1 = ___  
1 x 11 = ___

10 x 1 = ___  
0 x 12 = ___  
0 x 5 = ___  
0 x 4 = ___  
3 x 0 = ___  
0 x 11 = ___  
5 x 0 = ___  
0 x 8 = ___  
1 x 1 = ___

6 x 1 = ___  
11 x 1 = ___  
0 x 9 = ___  
9 x 0 = ___  
3 x 1 = ___  
1 x 3 = ___  
7 x 0 = ___  
5 x 1 = ___  
2 x 1 = ___

356  Scholastic Success With 3rd Grade
Two, Four, Six, Eight, Who Do We Appreciate?

When multiplying by 2, skip count by 2, or think of number line jumping!

Multiply.

A. $2 \times 3 = ____$  $2 \times 8 = ____$  $11 \times 2 = ____$  $2 \times 7 = ____$

B. $8 \times 2 = ____$  $4 \times 2 = ____$  $2 \times 2 = ____$  $2 \times 4 = ____$

C. $12 \times 2 = ____$  $5 \times 2 = ____$  $10 \times 2 = ____$  $2 \times 12 = ____$

D. $9 \times 2 = ____$  $2 \times 1 = ____$  $2 \times 10 = ____$  $7 \times 2 = ____$

E. $2 \times 0 = ____$  $2 \times 6 = ____$  $3 \times 2 = ____$  $0 \times 2 = ____$

F. $2 \times 5 = ____$  $2 \times 9 = ____$

G. $6 \times 2 = ____$  $1 \times 2 = ____$

H. $2 \times 11 = ____$  $2 \times 2 = ____$

On another piece of paper, write a rhyme to go with each multiplication fact for 2.
Examples: “$2 \times 4 = 8$, I love math, can you relate?” Or, “$2 \times 4 = 8$, I've got to go, and shut the gate!”
Goody for Fractions!

Your hands, then gather the recipe ingredients and equipment listed to prepare the peanut butter-oatmeal drops, simply mix the ingredients together, roll the dough into balls, and place the balls on the paper. Chill the finished drops for about an hour, then enjoy your tasty "bites" with family or friends!

**NO-BAKE PEANUT BUTTER-OATMEAL DROPS**
(makes about 30 1-inch drops)

- cup peanut butter (smooth or crunchy)
- cup corn syrup
- cup confectioner's sugar
- cup powdered milk
- cup uncooked oatmeal

Mix all the ingredients together. Roll into balls. Chill for about one hour. Then eat!

*Note: Peanut allergies are common. Be safe!

Try these fraction pictures. Can you write the fraction each shows?
Time for a Riddle!

The riddle. To find the answer, find the clockface that matches the time written on each blank line. Then write the letter under that clockface on the blank line.

Riddle: What did the little hand on the clock say to the big hand?

Temperature is measured in degrees. Fahrenheit (°F) is a common measure, Celsius is a metric measure. Circle the more sensible temperature in which to do the activities below.

1. Fry an egg
   - 90°F
   - 50°F

2. Ice skate
   - 0°C
   - 30°C

3. Go to the beach
   - 60°C
   - 30°C

4. Rake leaves
   - 55°F
   - 75°F

5. Build a snowman
   - 30°F
   - 50°F

6. Drink hot cocoa
   - 75°F
   - 40°F

7. Study in school
   - 68°F
   - 40°F

8. Fly a kite
   - 40°C
   - 20°C

9. Drink cold juice
   - 75°F
   - 25°F

10. Eat ice cream
    - 30°F
    - 80°F