

Fremont Public Schools, Daisy Brook Elementary

Grade 3, Week 2

During this mandatory shut down we are encouraging you to spend time together reviewing 3rd grade outcomes.

Each 3rd grader should be able to log into their Raz-Kids account, which has great stories and comprehension questions. Mystery Science (mysteryscience.com) is offering free access at home for wonderful science lessons and hands-on experiments. Moby Max (www.MobyMax.com) and Scholastic (www.scholastic.com/learnathome) are also offering a limited free access account for students during this time.

We recommend reading daily at least 45 minutes and make sure you are also reading and enjoying The Seven Wonders of Sasasfras Springs together as a family.

We appreciate your initiative and cooperation during this time!

The Third Grade Team,

Sue Delia, Lori Herin Flock, Dane Schafer, Lisa Vaughn, Diana Whittle, and Heather Wills

Fiction Book Report

Title:

Author:

Tell how the conflict was resolved.

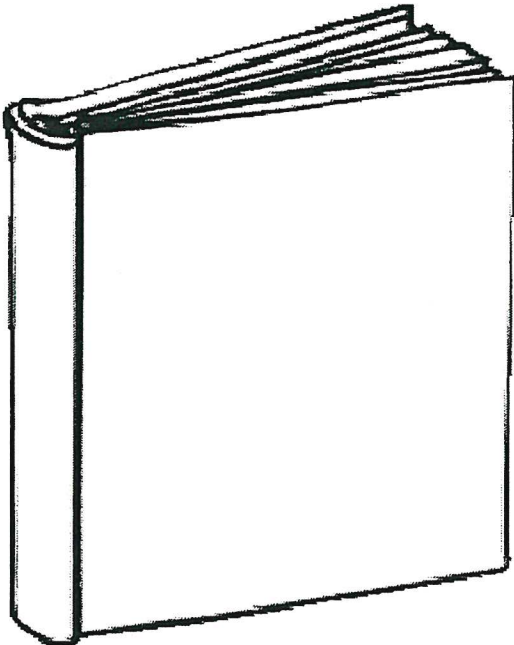
Describe the main conflict in this story.

GENRE

- ☐ realistic fiction
- ☐ historical fiction
- ☐ science fiction
- ☐ fantasy
- ☐ horror
- ☐ other

Name and describe the main character.

If I had to design a new cover for this book it would look like this:



I rate this book:



This story mostly takes place _____

Draw the main setting.

setting

By:

Look at each pattern. Complete the chart.

1.

Rule: $\times 2$	
2	4
3	6
4	8
5	10
6	
7	
8	

2.

Rule: $\div 3$	
12	4
21	7
30	10
15	
60	
24	
9	

3.

Rule: $\times 5$	
2	10
3	15
4	20
5	
6	
7	
8	

4.

Rule: $\div 4$	
40	10
32	8
4	1
44	
36	
28	
16	

5.

Rule:	
2	8
3	12
4	16
5	20
6	24
7	28
8	32

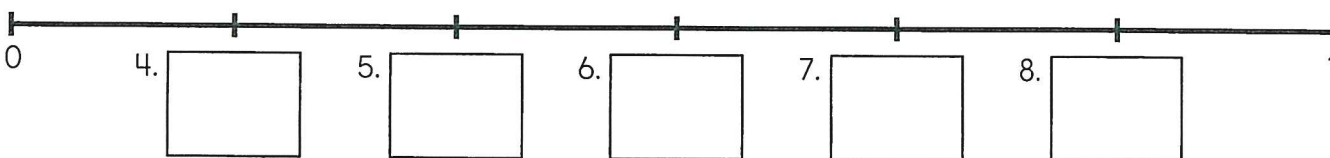
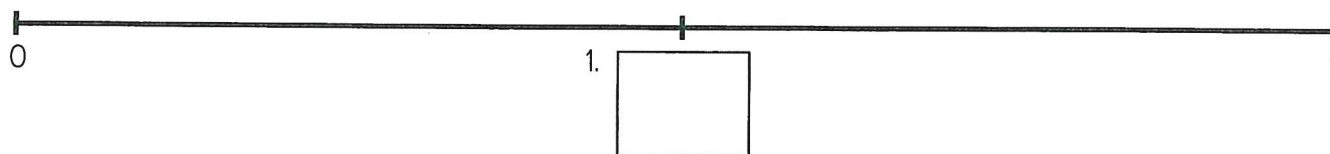
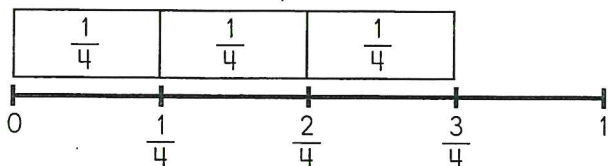
6.

Rule:	
20	4
35	7
40	8
15	3
5	1
10	2
50	10

- ☐ I can find a missing number in a multiplication or division problem.
- ☐ I can identify and explain patterns.

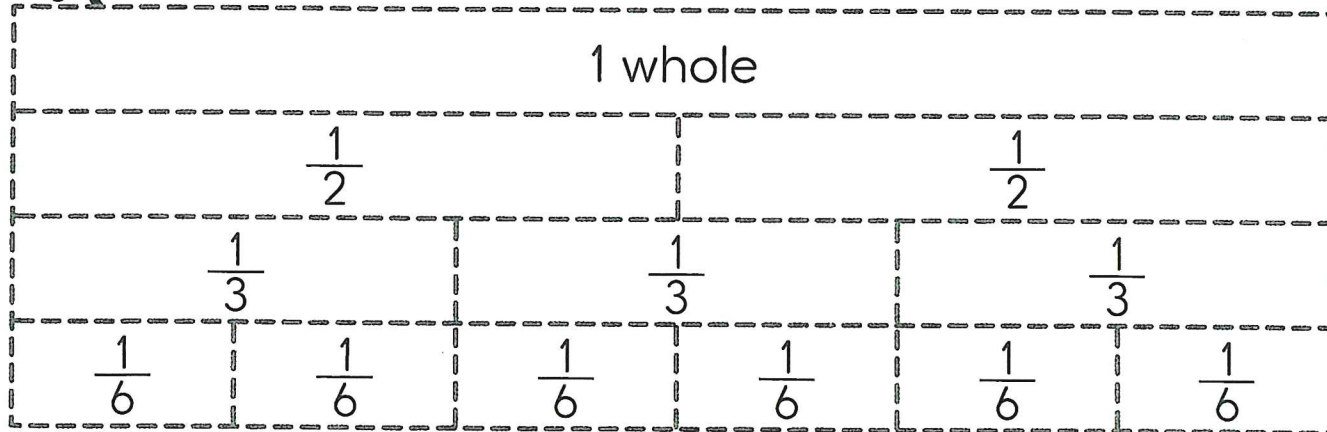
Cut out the fraction strips. Use them to help you label the number line.

Make sure the fraction strips start at 0.
Make sure the intervals are equal.



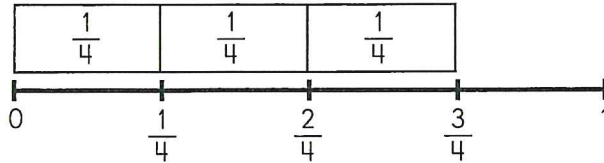
- ☐ I understand that fractions can be represented on a number line.
☐ I can represent a fraction on a number line from 0 to 1.

cut 



Mark and label each fraction on the number line. Use the fraction strips to help you.

Make sure the fraction strips start at 0.
Make sure the intervals are equal.



1. $0, \frac{1}{2}, 1$



2. $0, \frac{1}{4}, \frac{2}{4}, \frac{3}{4}, 1$



3. $0, \frac{1}{8}, \frac{2}{8}, \frac{3}{8}, \frac{4}{8}, \frac{5}{8}, \frac{6}{8}, \frac{7}{8}, 1$



- ☐ I understand that fractions can be represented on a number line.
☐ I can divide a number line into equal parts to represent a fraction on a number line.

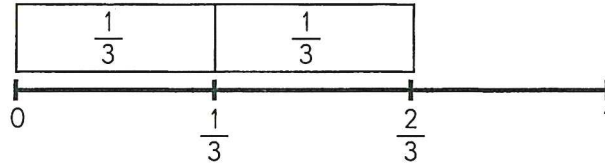
cut 

1 whole



Mark and label each fraction on the number line. Use the fraction strips to help you.

Make sure the fraction strips start at 0.
Make sure the intervals are equal.



1. 0, $\frac{1}{2}$, 1



2. 0, $\frac{1}{3}$, $\frac{2}{3}$, 1



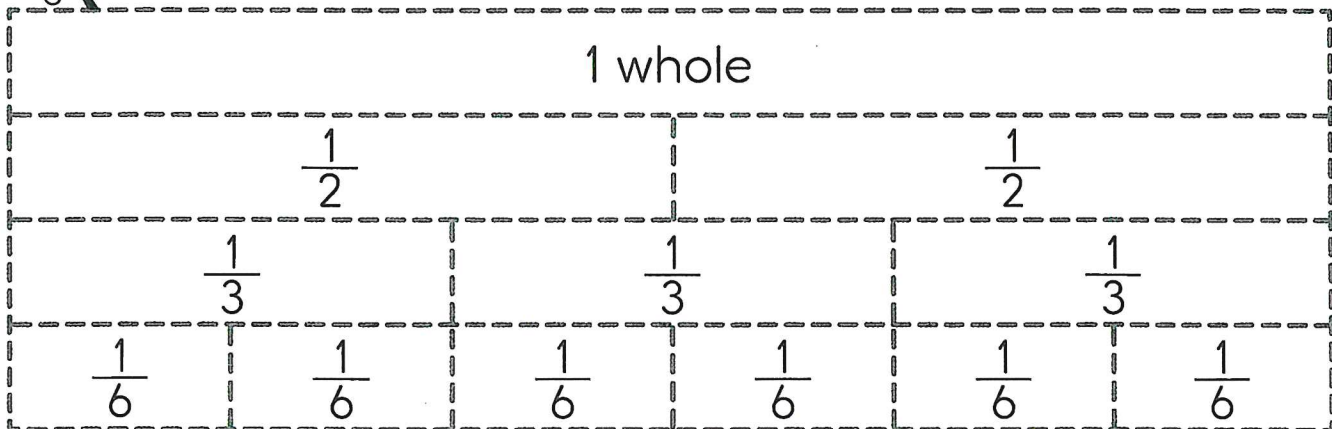
3. 0, $\frac{1}{6}$, $\frac{2}{6}$, $\frac{3}{6}$, $\frac{4}{6}$, $\frac{5}{6}$, 1

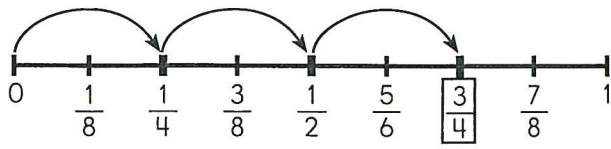


- ☐ I understand that fractions can be represented on a number line.
☐ I can divide a number line into equal parts to represent a fraction on a number line.

cut 

1 whole

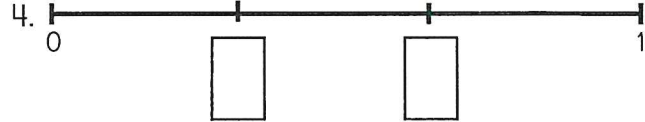
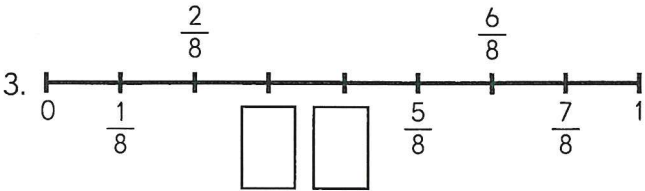
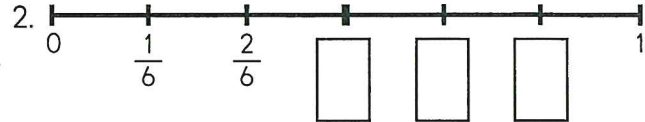
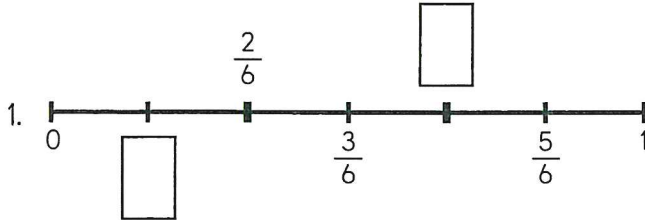




The denominator is the number of intervals in all.

The numerator is the number of intervals passed.

Label each number line.



Label each number line with the fractions.

5. fourths and eighths



6. thirds and sixths



7. Explain how you know your number lines are correct.

- ☐ I understand that fractions can be represented on a number line.
- ☐ I can represent a fraction on a number line from 0 to 1.
- ☐ I can divide a number line into equal parts to represent a fraction on a number line.

Use the chart to answer each question.

$\frac{1}{1}$							
$\frac{1}{2}$				$\frac{2}{2}$			
$\frac{1}{3}$		$\frac{2}{3}$		$\frac{3}{3}$			
$\frac{1}{4}$	$\frac{2}{4}$		$\frac{3}{4}$		$\frac{4}{4}$		
$\frac{1}{5}$	$\frac{2}{5}$		$\frac{3}{5}$	$\frac{4}{5}$		$\frac{5}{5}$	
$\frac{1}{6}$	$\frac{2}{6}$		$\frac{3}{6}$	$\frac{4}{6}$	$\frac{5}{6}$		$\frac{6}{6}$
$\frac{1}{7}$	$\frac{2}{7}$	$\frac{3}{7}$	$\frac{4}{7}$	$\frac{5}{7}$	$\frac{6}{7}$	$\frac{7}{7}$	
$\frac{1}{8}$	$\frac{2}{8}$	$\frac{3}{8}$	$\frac{4}{8}$	$\frac{5}{8}$	$\frac{6}{8}$	$\frac{7}{8}$	$\frac{8}{8}$

- Look at the fifth row. How many fifths equal 1 whole? _____
- Which fractions shown are equal to $\frac{1}{2}$? _____
- Which fraction shown is equal to $\frac{1}{3}$? _____
- Which is greater: $\frac{2}{7}$ or $\frac{3}{6}$? _____
- Which is less: $\frac{7}{8}$ or $\frac{3}{4}$? _____
- Which fraction shown is equal to $\frac{3}{4}$? _____
- Which fraction is greater: $\frac{1}{4}$ or $\frac{2}{6}$? _____
- Write all of the fractions shown that are equal to 1. _____

- ☐ I can compare fractions.
- ☐ I understand what makes fractions equivalent.



Fill in the blank with a word that fits into the category.

flute	piano	trumpet	_____
carrot	pea	radish	_____
pencil	pen	marker	_____
shirt	pants	shorts	_____
coat	boots	gloves	_____
arm	leg	neck	_____
nose	eyes	ears	_____
eagle	hawk	crow	_____

Fill in the blank with the correct answer.

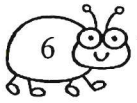
1. Car is to engine as sailboat is to _____.
2. Sock is to foot as glove is to _____.
3. Snout is to dog as trunk is to _____.
4. Shoes are to a runner as skis are to a _____.

Circle the proper nouns in each sentence.

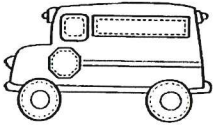
1. My friend John and I went to the park on Sunday.
2. It gets very hot in Texas in the months of June, July, and August.
3. I really want a Sony PlayStation for Christmas.
4. My family lives on Nelson Road, next to Lion's Park.
5. I wonder how hard it is to climb to the top of Mt. Everest.

Write your own sentences. Circle the common nouns and underline the proper nouns.

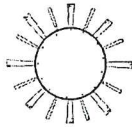
1. _____
2. _____
3. _____
4. _____
5. _____



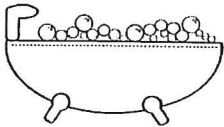
Say each word. Write the *ending* sound that you hear.



t r s



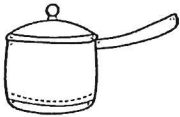
n p s



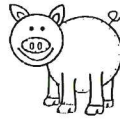
t b p



p m b



p b t



g b p

Quick Check! What is a common noun?

Quick Check! What is a proper noun?

Circle all pronouns in each sentence.

1. I enjoy running with them.
2. Who gave it to him?
3. We were late to the party.
4. She saw us running in the park.
5. Can you help me find him?
6. I found it yesterday.
7. Were you looking for both of us?
8. Did you see her put it back?
9. We love playing with them.
10. Where did you look?

Say each sight word 5 times. Write each sight word.

1. speed

2. child

3. sweet

4. size

5. oil

6. matter

7. shot

8. mind

9. inch

10. held



Replace all bold words with pronouns. Rewrite each sentence.

1. **John** went to the store with his friend.

2. Can you help **Sarah** with her homework?

3. **Sue and Pam** enjoy playing tennis.

4. Give these books to **Tim and Mary**.

Write a word that rhymes.

pig _____

bat _____

bed _____

hut _____

fit _____

mad _____

run _____

pet _____

hot _____

Write a list of common nouns.

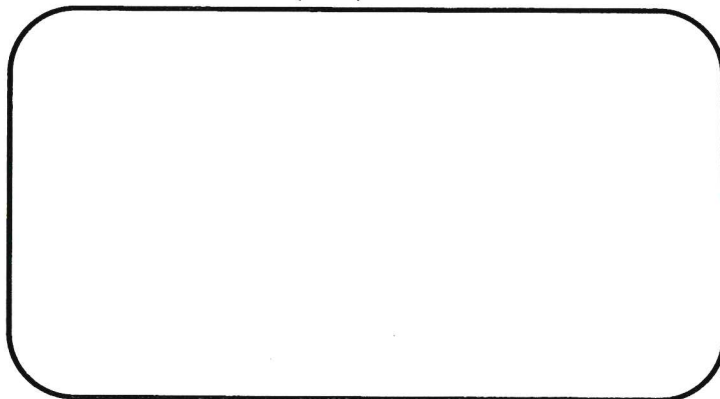
1. _____ 5. _____

2. _____ 6. _____

3. _____ 7. _____

4. _____ 8. _____

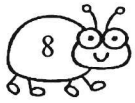
What do you like to do on Sundays? Draw a picture and write about it. Use at least one proper noun.



New Vocabulary!

enunciate: to speak; to pronounce.

John enunciated his words very clearly when he was giving his presentation on dolphins.



Find the pronouns in the puzzle.

L	C	L	V	D	W	D	J	G	R	H	K
X	R	O	W	Y	T	Q	V	W	M	T	S
L	J	Q	P	F	Z	H	H	H	G	H	U
J	R	U	O	Y	M	A	E	D	E	E	M
F	X	L	P	V	I	U	G	Y	C	M	A
L	C	K	U	D	P	R	F	Q	V	V	H
Y	L	I	U	N	V	K	G	P	O	P	X
G	B	V	C	F	S	L	W	G	W	Q	T
O	J	A	V	P	K	R	E	E	E	B	F
P	H	P	V	G	H	G	F	H	C	L	G
T	E	B	E	U	Q	A	J	E	U	V	J
C	S	M	G	A	I	Q	G	G	M	W	L

HE	SHE	YOU	WE
US	THEY	THEM	

Write a synonym for each word.

1. grumpy

2. fast

3. hungry

4. talk

5. see

6. listen

Use the pronouns in the box below to make your own sentences.

them	she	us	he	they
------	-----	----	----	------

1. _____

2. _____

3. _____

4. _____

5. _____

Unscramble the sentence.

go / of / like / Some / to / sledding. / us

Read the passage and answer the questions.

Why do we get fevers? Scientists believe fevers, times when the body's temperature rises, are a way for human bodies to fight disease and infection. Usually, a fever comes with other signs of illness, like a stomachache or being very tired. You can use a thermometer to figure out a person's temperature. A normal temperature for a healthy person is usually around 98.6°F (37°C). Our bodies stay around this temperature when we are healthy. When we are sick, the temperature changes as the body tries to get us healthy again.

Knowing about temperature is also important for our daily lives. We can look at a thermometer to help us figure out what we should wear each day. When the temperature on the thermometer is high, it might be a good time to wear shorts and a T-shirt. If it is too high, we might want to stay inside. If the temperature is low, we might need a jacket or mittens. When the temperature is too low, we might need to stay inside to be safe.

1. What is a fever?

2. Write two reasons why thermometers are important.

3. Write a sentence you could add to the last paragraph in this passage.

Say each word. Circle the *ending* sound you hear.



b r d



m b d



c r n



m r d



g r f



r t f



r s g



l z p



Knock, Knock!

Knock, knock.

Who's there?

Lettuce.

Lettuce who?

Let us in, it's cold out here!

Write.



Positivity



"When you look for the bad, expecting it, you will get it. When you know you will find the good—you will get that . . ."—Eleanor H. Porter, Pollyanna

Write.

Handwriting practice lines consisting of solid top and bottom lines with a dashed midline. There are 10 sets of these lines for writing practice.