September 20, 2017

3rd Grade Homework – due on Wednesday, September 27, 2016

Friday Quizzes- September 22nd

Spelling Test every Wednesday (Don't forget to pick 7 words from the list and write its definitions: part of the spelling test)

Language
- reading comprehension
- Language: word families
- consonant blends
- Grammar: subject and predicate
- ABC order

Math
- expanded form
- place value in numbers
- greater or less than

Please read a chapter book 5-10 pages before going to bed.

Please bring your assigned literature book on Monday, October 2nd.
3rd Grade: Sadako and the Thousand Paper Cranes: Eleanor Coerr
Weekly Challenge

Work on giving compliments to others. Give at least 5 compliments and write them down on a sheet of paper. Attach to this sheet.

Parent Signature

My child _______________ has completed their nightly reading of 20 minutes. (read independently or to someone.)

Parent Signature: ______________________
Please return Wednesday.

Weekly reading

3rd Graders should be reading a minimum of 20 minutes nightly.

Book:
Sadako and the Thousand Paper Cranes

Homework Options

** EARN A DOJO POINT **

Complete any of these options to earn a Homework Dojo Points count towards reward coupons! Parents-initial in box

- Play outside (30 min)
- Take out the trash
- Spelling City (20 min)
- Watch a movie as a family
- Fold a load of laundry
- Puzzles: word or jigsaw
- Listen to a song and make up a dance.
Using the dictionary, look up for the meaning of the following words. On a separate sheet of paper, do the following:

a.) Write the definitions of each word.

b.) Write a sentence for each word.

1. proud
2. whole
3. certainly
4. worried
5. poriferan
6. follow
7. digit
8. broke
9. trade
10. round
11. geometry
12. circle
13. start

Note: As part of our weekly Spelling Test, please pick 7 words and write its definition.
Sweet Scents

Read each clue.
Complete each word using -air, -are, or -ear.
Color by the code.

Clues
1. grows on a person’s head
2. to be uncovered
3. to frighten someone
4. to put on clothing
5. furniture to sit on
6. a carnival
7. shape with four equal sides
8. a step
9. to look after someone
10. an animal similar to a rabbit
11. to look at deeply
12. a furry animal that growls
13. two in a set
14. a type of fruit
15. to give something to someone
16. to rip

Color Code
-air = red
-are = yellow
-ear = orange
Sandy Playground

Use the color code to underline the words in each word family.

- ar = red  - ard = blue
- ark = green  - arm = orange
- art = purple  

When night falls, the sights of the seashore will charm you. Sea creatures start to gather from near and far. The beach is like a yard for them to play in. A sand bar is like a park. Be on guard because a shark might visit! The sea creatures can be found on every part of the beach. But don’t worry. They mean no harm. Just watch your step!

Write the words in each word family.

- ar  - ard  - ark  - arm  - art

Ten words should be underlined.
The children had been at the big park all morning and all afternoon with Mack's father. They had gone on many rides and had seen many funny things. The hot September sun had made them tired. Some children were resting. They were waiting for Mack's mother to pick them up at six o'clock.

Kate said, "Look at that strange little animal."

They saw a tiny brown animal with black and white stripes down its back. It had a furry tail. Its tail was thinner than a squirrel's tail.

"That's a chipmunk," said Sandy, who was the oldest child. "Stay very still."

"Yes," whispered Joe. "Chipmunks are afraid of people. Don't let it know we are here."

The children watched the tiny animal run along the ground. Then it sat up on its back legs. It put its front paws up to its mouth. The chipmunk did this many times.

"I see something very strange," whispered Beth. "See how the chipmunk's face has changed!"

"Its cheeks are getting fatter and fatter!" said Ted.

The tiny animal's cheeks were all puffed up. Every time the chipmunk's paws went to its face, its cheeks got larger.

"I know why," said Ted. "It must have the mumps!"

"Poor, sick little chipmunk!" said Della.

"That is not why its cheeks are getting fatter!" said Sandy.
A Underline the right answer.

1. What is this story about?
   a. how an animal's cheeks looked larger
   b. the chipmunk's home
   c. rides the children went on at the park

2. Why do you think the chipmunk's cheeks looked larger?
   a. It had the mumps.
   b. It was holding food in its mouth.
   c. It was blowing up a balloon.

3. When was Mack's mother coming?
   a. at midnight    b. in the evening    c. at noon

4. How did the children feel after the day in the park?
   a. tired    b. smaller    c. furry

5. What do you think Mack's mother will do with the children?
   a. take them into the big park
   b. take them home
   c. help them catch the chipmunk

6. What did the children think was wrong with the chipmunk?
   a. It was hungry.
   b. It was not happy.
   c. It was sick.

7. What do we know about chipmunks?
   a. They have large noses.
   b. They have fur on them.
   c. They have feet like birds.

8. What is a good name for this story?
   a. Rides in the Park
   b. A Trip to the Zoo
   c. Watching the Chipmunk
Detective Sharp Eye says, "You will need good eyes to know who is talking." Write the name next to the sentence.

1. Ann said, "A chipmunk has stripes."  
2. "Della, what other tiny animal has stripes down its back?" asked Mack. 
4. "Stand still," said Joe, "because the chipmunk is afraid of us." 
5. "Here comes the car now, Sandy," said Kate. 
6. Now, look back at the story on page 7. Who is talking in paragraph 2? 
7. Who is talking in paragraph 7? 
8. Who is talking in paragraph 10? 
9. Who is talking in paragraph 5? 
10. Who is talking in paragraph 12? 
11. Who is talking in paragraph 13? 

Draw lines to match these.

1. small animal with fur
2. talked very softly
3. sitting quietly
4. not as fat as
5. part of the face
6. thin lines of color
7. in need of rest
8. the first one born
9. different; not like others

strange
resting
furry
chipmunk
oldest
whispered
thinner
stripes
tired
cheek
These marks " " are clues. They tell you what someone said. This mark " is just before the first word someone said. This mark " comes just after the last word someone said. Put a circle around any mark that is not in the right place in the sentences. One is done for you.

1. Joe said, Chipmunks are afraid of people.”
2. “Is the chipmunk here?” asked Mack’s mother in the car.
4. “Oh!” It has the mumps, Ted,” said Sandy.

Someone is talking in some of these sentences. No one is talking in other sentences. Put these marks " " in the right places to show what is said. Then tell who is talking.

1. Tomorrow I’m going to Bob’s birthday party, said Joe.

2. Mack said, I’m going too. Let’s get Bob something for his birthday.

3. I’m on my way to the store now, said Joe. Come with me.

4. Mack and Joe went to the toy store. They saw many toys to buy. They did not know what to get.

5. Then Joe saw a puzzle. He said, This is what I want to get for Bob.

6. I’ll get this ant farm, said Mack, because Bob likes bugs.

7. But his grandmother won’t let Bob keep bugs in the house, said Joe.

8. Bob likes to build things, said Mack. I’ll get this race car and he can put it together.
Read the cartoons. What are they talking about? Then answer the questions. Write complete sentences for your answers.

1. Your face looks funny! It's so fat. Do you have the mumps?

2. Why don't you answer me? What is wrong with you?

3. Poor chipmunk. He must be sick. He can't talk.

4. I couldn't talk, robin. I was picking up seeds. I store them in my cheeks.

5. What a silly thing to do. Why not eat them now?

6. I'm never here in winter. I fly to the sunny south.

1. What made the chipmunk's cheeks so fat? ____________________________________________

___________________________________________
2. Where did the chipmunk take the seeds?

3. Why must the chipmunk store seeds?

4. Why doesn’t the robin store food for winter?

5. Why didn’t the chipmunk talk to the robin at first?

6. What makes you think that this may not be a true story?

7. Where did the chipmunk carry the seeds? Underline the right answer.
   a. in its arms
   b. in its cheeks
   c. on its back
   d. in its chin

8. Where does the robin go for the winter? Underline the right answer.
   a. to sleep under the ground
   b. to a warm place
   c. into people’s houses
   d. on an airplane

9. Why can’t the chipmunk go south? Underline the right answer.
   a. It is too poor.
   b. It is too big.
   c. It gets lost.
   d. It has no wings.
Subjects & Predicates

The subject of a sentence tells who or what the sentence is about.
example: The woman with the green hat ate lunch.

The predicate of a sentence tells what the subject does or is.
example: The woman with the green hat ate lunch.

Draw one line under the subject of each sentence.
Draw two lines under the predicate of each sentence.

Example: The small squirrel scampered across the yard.

1. Three pelicans flew over the beach.
2. The children built a sandcastle.
3. Ben played chess with Alex.
4. Everyone in the stadium watched the game.
5. The microwave beeped.
6. Malcom is a very thoughtful person.
7. The seagull’s feathers were white.
8. The moon shines down on the water.
9. The bicycle’s back tire needed air.
10. Bart, Mike, and Jim went bowling.
11. Orange is my favorite color.
12. The giant oak tree is over a hundred years old.
Add a predicate to each sentence below.

13. The police officer ______________________________.

14. The boat captain ________________________________.

15. The rusty old car ________________________________.

16. The garden in our backyard ________________________.

17. The lady with the green dress ________________________.

Add a subject to each sentence below.

18. ________________________________ was singing a cheerful song.

19. ________________________________ made a creaking sound.

20. ________________________________ was old and dusty.

21. ________________________________ wouldn't eat her dinner.

22. ________________________________ is the best restaurant in town.
1. Birthdays are celebrated in many ways around the world. In Thailand children give gifts to others on their birthdays. A child may give food to a monk. In Mexico a blindfolded child uses a stick to break open a piñata. A piñata is a hollow, paper figure. It is filled with gifts.

   ____ 1. The story mainly tells
   A. about birthday celebrations in different countries
   B. about birthdays in Thailand
   C. about the best way to celebrate a birthday
   D. what a piñata is

2. Twins are born in one out of every 80 births. There are two kinds of twins. The most common twins are fraternal twins. They look no more alike than most other brothers and sisters. One-fourth of all twins born are identical twins. They are the same sex. Identical twins look just alike.

   ____ 2. The story mainly tells
   A. how many twins there are
   B. about two kinds of twins
   C. how fraternal twins look
   D. when identical twins are born

3. Garlic was important in the history of Chicago. Jacques Marquette was a French priest. In 1674 bad health forced him to stop his journey for the winter. He stayed where wild garlic grew. Garlic soup and a fire helped keep Marquette warm. In fact, eating the garlic saved him from getting sick. The place where he stayed was called Checagou. Checagou is a Native American word. It means “place of garlic.” That place is now named Chicago.

   ____ 3. The story mainly tells
   A. how Chicago got its name
   B. where Chicago is
   C. how to make garlic soup
   D. about winter in Checagou
4. The gecko, a small lizard, can do something special. It can shed its tail when attacked. When it drops off, the tail wriggles on the ground. The wriggling tail may confuse an attacker. This gives the gecko time to escape. New cells will grow where the tail dropped off. This growth is called a bud. The bud grows into a new tail. After 8 to 12 months, the gecko has a full-sized tail.

____ 4. The story mainly tells
A. what a bud is
B. how a gecko gets away from its attacker
C. what a gecko is
D. about a gecko’s unusual tail

5. The dandelion is a common weed. It has a bright yellow flower. The leaves are shaped like lions’ teeth. Its name comes from three French words, *dent de lion*. Those three words mean “tooth of the lion.”

____ 5. The story mainly tells
A. about common weeds
B. how the dandelion got its name
C. about dandelion flowers
D. about lions’ teeth
WRITING NUMBERS IN STANDARD FORM

Write each number in standard-number form.

Example: $2,000 + 300 + 50 + 1 = 2351$

1. $3000 + 400 + 20 + 1$

2. $8000 + 200 + 20 + 1$

3. $4000 + 700 + 40 + 3$

4. $7000 + 200 + 50 + 9$

5. $1000 + 900 + 80 + 7$

6. $9000 + 600 + 30 + 6$

7. three thousand, one hundred thirty-two

8. eight thousand, seven hundred forty-six

9. four thousand, nine hundred eighty-four

10. seven thousand, two hundred thirty-three

11. nine thousand, eight hundred seventy-six

12. two thousand, three hundred forty
### PLACE VALUE IN NUMBERS

A. Write the place value of the 4 in each number. Then write its value.

Example: 3497, \( \underline{\text{hundreds}} \), 400

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<td>1. 1704</td>
<td>2. 5143</td>
<td>3. 8439</td>
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<td>4. 7334</td>
<td>5. 4937</td>
<td>6. 6349</td>
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<td>7. 9463</td>
<td>8. 1847</td>
<td>9. 2394</td>
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<td>10. 1470</td>
<td>11. 2400</td>
<td>12. 4005</td>
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B. Writing numbers in standard form.

Write each number in standard form.

Example: five thousand, three hundred fifteen, \( \underline{5315} \)

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<tbody>
<tr>
<td>13. eight thousand, seven hundred ten</td>
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<td>14. seven thousand, four hundred thirty-five</td>
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<td>15. twenty-five thousand, five hundred seventeen</td>
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<td>16. seventy-seven thousand, nine hundred eleven</td>
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<td>17. seven thousand, one hundred five</td>
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<td>18. fifty-eight thousand, six hundred forty-six</td>
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<td>19. twenty-five thousand, one hundred three</td>
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<td>20. thirty-one thousand, one hundred</td>
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<td>21. sixteen thousand, three hundred ten</td>
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<td>22. ninety-one thousand, one hundred forty-three</td>
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Let's Expand

Write the following number in expanded notation using numerals.

\[ 372 = 300 + 70 + 2 \]

Write the number in expanded notation using words this time.

\[ 372 = 3 \text{ hundreds} + 7 \text{ tens} + 2 \text{ ones} \]

Write the following numbers in expanded notation using numerals.

1. \[ 562 = \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}} \]
2. \[ 953 = \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}} \]
3. \[ 375 = \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}} \]
4. \[ 617 = \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}} \]
5. \[ 109 = \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}} \]

Write the following numbers in expanded notation using words.

6. \[ 749 = \underline{\hspace{4cm}} + \underline{\hspace{4cm}} + \underline{\hspace{4cm}} \]
7. \[ 514 = \underline{\hspace{4cm}} + \underline{\hspace{4cm}} + \underline{\hspace{4cm}} \]
8. \[ 936 = \underline{\hspace{4cm}} + \underline{\hspace{4cm}} + \underline{\hspace{4cm}} \]
9. \[ 398 = \underline{\hspace{4cm}} + \underline{\hspace{4cm}} + \underline{\hspace{4cm}} \]
10. \[ 617 = \underline{\hspace{4cm}} + \underline{\hspace{4cm}} + \underline{\hspace{4cm}} \]
Greater or Less Than

1,525 is greater than 1,520.

\[ 1,525 \, > \, 1,520 \]

Which digits did you compare? ___ones___

2,650 is less than 3,210.

\[ 2,650 \, < \, 3,210 \]

Which digits did you compare? ____thousands___

Place a > or < in each circle.

1. \[ \underline{5,148} \, \bigcirc \, \underline{4,185} \]
   Which digits did you compare? ____________

2. \[ \underline{6,450} \, \bigcirc \, \underline{6,504} \]
   Which digits did you compare? ____________

3. \[ \underline{5,709} \, \bigcirc \, \underline{5,704} \]
   Which digits did you compare? ____________

4. \[ \underline{9,205} \, \bigcirc \, \underline{9,250} \]
   Which digits did you compare? ____________

5. \[ \underline{3,239} \, \bigcirc \, \underline{3,299} \]
   Which digits did you compare? ____________

6. \[ \underline{4,398} \, \bigcirc \, \underline{2,459} \]
   Which digits did you compare? ____________

7. \[ \underline{2,879} \, \bigcirc \, \underline{2,814} \]
   Which digits did you compare? ____________

Write these numbers in order from least to greatest.

8. \[ 6,705 \, 6,075 \, 6,507 \, 675 \]

9. \[ 4,279 \, 7,942 \, 987 \, 4,297 \]

10. \[ 56 \, 506 \, 6,052 \, 6,502 \]

Challenge: Use the digits 3, 9, 1, 6 to write the greatest four-digit number you can.

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Ordering Digits