



# Whiteriver Unified School District

## Third Grade Packet

Week 3

School:

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Teacher:

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A B C D E F G

Z

# ELA – 3<sup>rd</sup> Grade Home Bound Packet

April 27 – May 1, 2020

The Footprint  
(Fiction, Narrative)  
Skill: Predictions

Earthquakes, Volcanoes and Tsunamis  
(Nonfiction, Informational)  
Skill: Ask and Answer Questions

A Walk With My Dog  
(Poem)

Y

X

W

V

U

T

S R Q P O

H

I

J

K

L

M

N

# OVERVIEW OF ACTIVITIES

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Monday: The Footprint

### Objectives:

- **Make, revise and confirm predictions.**
  - **Draw conclusions using context clues.**
  - **Understand the difference between past and present tense.**
1. Have your child read the passage about The Footprint. Read it together if your child can't read independently.
  2. Read the directions for each activity. Answer the vocabulary activity that follow.
  3. Choose 1 activity on the ELA BINGO CHOICE BOARD about the passage  
The Footprint look for the worksheets next to the ELA Bingo Choice Board sheet.

## Tuesday : The Footprint

### Objectives:

- **Make, revise and confirm predictions.**
  - **Draw conclusions using context clues.**
  - **Understand the difference between past and present tense.**
1. Have your child read the passage about The Footprint. Read it together if your child can't read independently. (2<sup>nd</sup> day reading)
  2. Read the directions for each activity. Answer the comprehension activity that follow.
  3. Choose 1 activity on the ELA BINGO CHOICE BOARD about the passage  
"The Footprint" look for the worksheets next to the ELA Bingo Choice Board sheet.
  4. Reread the passage aloud for fluency practice.

## Wednesday : Earthquakes, Volcanoes and Tsunamis

### Objectives:

- **Ask and answer questions to understand the text.**
  - **Draw conclusions using context clues.**
1. Have your child read the passage about Earthquakes, Volcanoes and Tsunamis.  
Read it together if your child can't read independently.
  2. Read the directions for each activity. Answer the vocabulary activity that follow.
  3. Choose 1 activity on the ELA BINGO CHOICE BOARD about the passage  
Earthquakes, Volcanoes and Tsunamis look for the worksheets next to the ELA Bingo Choice Board sheet.

## Thursday : Earthquakes, Volcanoes and Tsunamis

### Objectives:

- **Ask and answer questions to understand the text.**
  - **Draw conclusions using context clues.**
1. Have your child read the passage about Earthquakes, Volcanoes and Tsunamis.  
Read it together if your child can't read independently. (2<sup>nd</sup> day reading)
  2. Read the directions for each activity. Answer the comprehension activity that follow.
  3. Choose 1 activity on the ELA BINGO CHOICE BOARD about the passage  
Earthquakes, Volcanoes and Tsunamis and look for the worksheets next to the ELA Bingo Choice Board Sheet.
  4. Reread the passage aloud for fluency practice.

## Friday: A Walk with My Dog

1. Have your child read the poem about A Walk With My Dog. Read it together if your child can't read independently.
2. Do the remaining activities in the ELA BINGO CHOICE BOARD.

**STAY HOME AND STAY SAFE EVERYONE!**

MONDAY - TUESDAY READING

# The Footprint

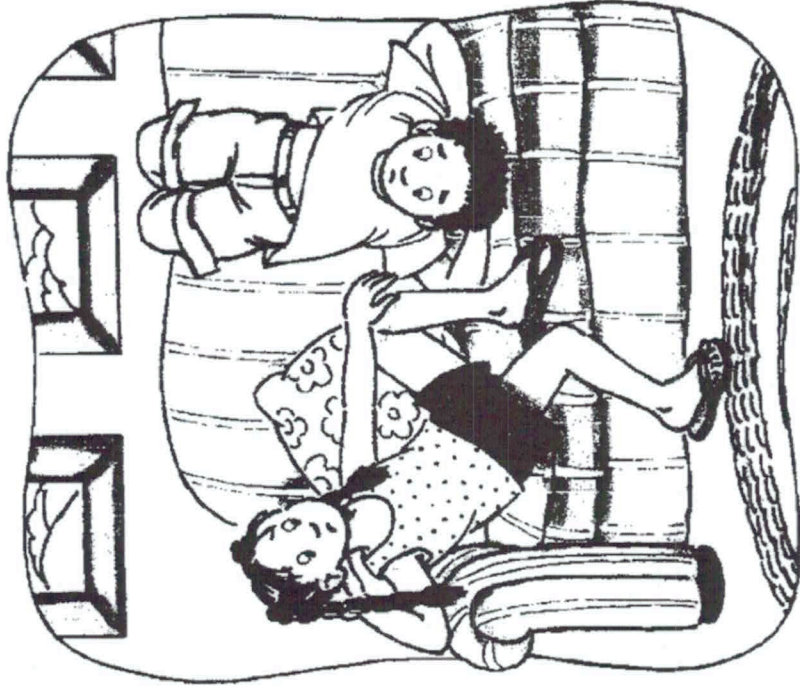


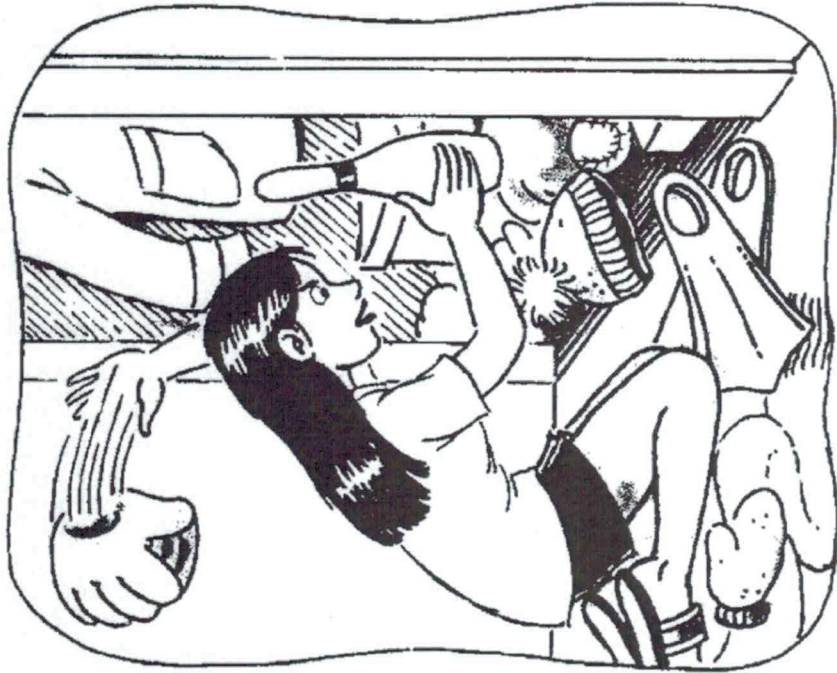
Written by Lynn Fulton  
Illustrated by Marilee Harrauld-Pilz

[www.readinga-z.com](http://www.readinga-z.com)

## A Dull Day

It was Saturday morning, and Angie and Jared were already bored. Their mother had gone to work, their father was busy cleaning the house, and their older sister, Sara, was getting ready for a **diving** trip to Mexico.





"Where's my snorkel?" Sara shouted.

"Where's my mask?"

Jared shrugged and Angie sighed. "Sara gets all the fun," Jared said. "We never get to go anywhere."

Then their little brother, Benjamin, came stomping in from the kitchen, trailing his blanket behind him. "YARGH!!" he yelled. "I'm a MONSTER! Act scared!"

But Angie and Jared were tired of acting scared for Benjamin. He was always playing monster.

"Come on, Jared," said Angie. "Let's get out of here before Dad makes us babysit."

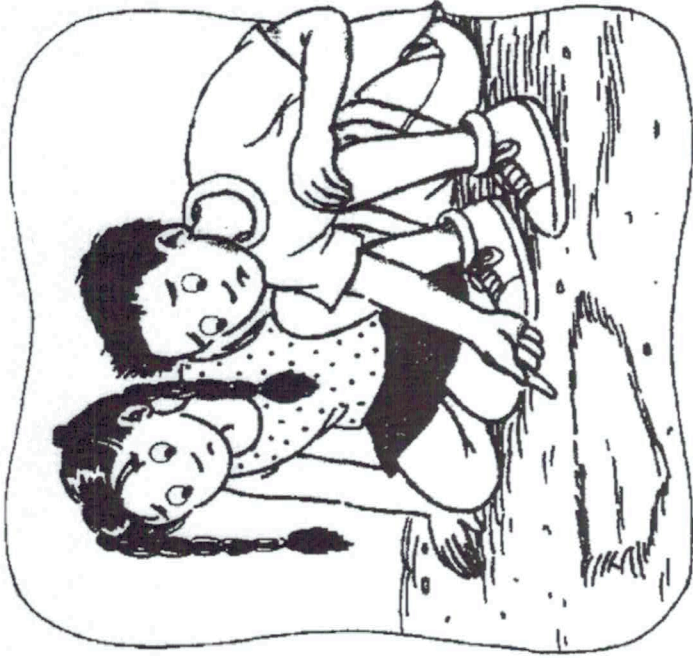


"Something with webbed toes made this," Angie said. "That must mean it lives in the water."

"It's way too big to be a duck," said Jared. "And look, here's a mark that looks like its tail is dragging in the mud."

"Maybe it's a completely new kind of animal," Angie said.

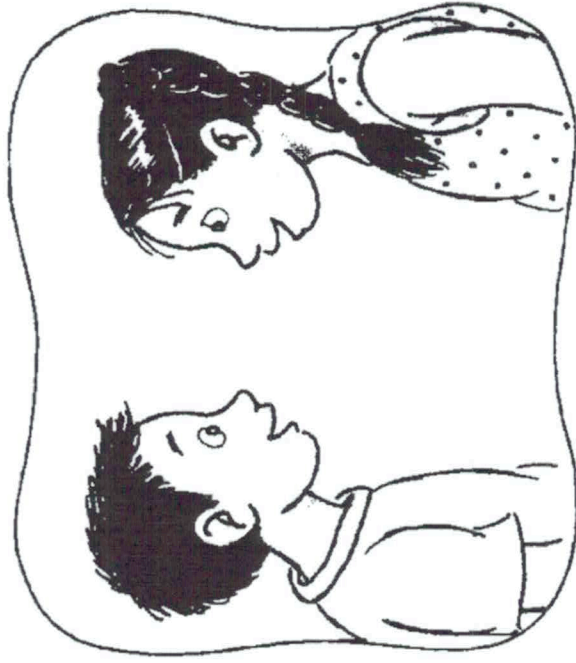
"Or maybe it's a fossil—a dinosaur print!" Jared exclaimed.

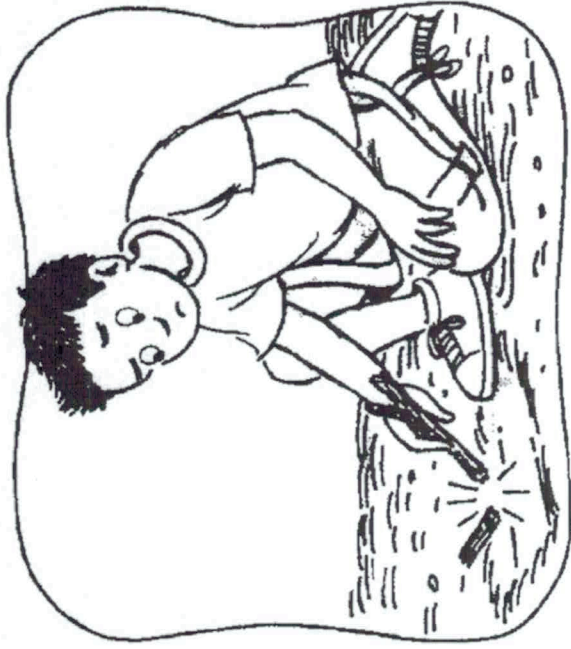


### The Footprint

They decided to go exploring by the creek that ran behind their apartment building. As they walked along the **bank**, Jared saw a strange **imprint** in the mud. "Hey, Angie, look at this!"

They both stared at the print, shaped somewhat like a narrow fan.



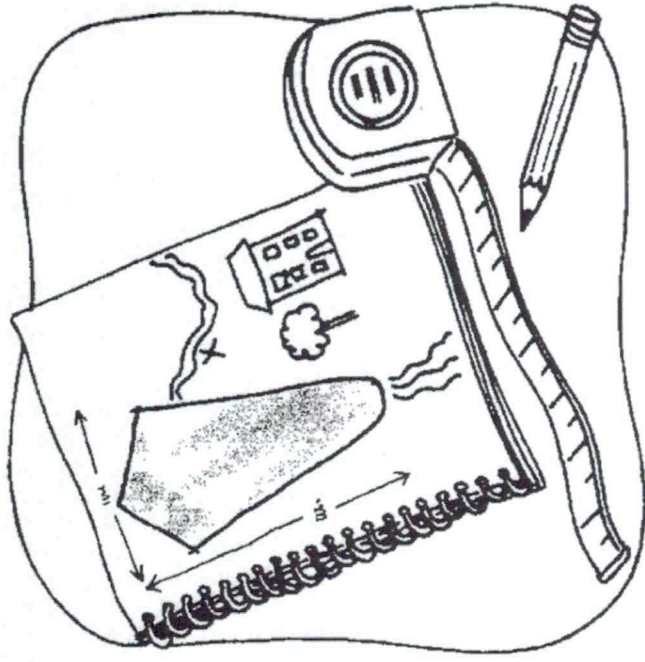


Jared picked up a stick and poked at the dried mud. The stick broke. "See, this mud is hard. It's petrified!"

Angie looked doubtful. "It's just dry because it hasn't rained for weeks."

"You think some living creature made this?" Jared asked. "That's pretty scary. Suppose it comes after us?"

"Well," said Angie, "we'd better investigate!"



### Is It a Dinosaur?

Angie and Jared ran home and came back with a notebook, pencil, and tape measure. Jared measured the length and width of the footprint, while Angie drew a sketch of it and the tail marks behind it.

"We should also make a map of where the creek is and where we found the print," she said. "Then we'll go to the library."

But when they stepped into the city library with their map and drawing, they felt overwhelmed. So many shelves of books, all the way to the ceiling—they did not know where to begin.

"Can I help you?" asked a librarian.

Jared nudged Angie, and she stepped forward to explain what they were looking for. "My brother thinks this is a dinosaur print," she ended by saying, "but I think it might be some kind of water bird."

"I believe some dinosaur footprints were recently **discovered** in Utah," said the librarian. "We'll see if they're anything like your print."



The librarian led them to a computer and typed in a website address. "Here's the site," she said. "See if this helps; then come to me if you have any more questions."

Jared and Angie crowded up to the computer screen.

They read about dinosaur prints that were found when a top layer of earth was turned over.

"But our print was right there on the surface," said Jared. "That means it can't be a fossil, after all. Maybe it's a bird, like you thought."

"Maybe," Angie agreed.



These dinosaur tracks were found in Utah.



### Is It a Bird?

They went back to the librarian.

"Where can we find out about birds?" Angie asked. The librarian pointed to an old man sitting at a table, surrounded by books.

"You're in luck," she whispered. "That's Professor Featherwhite; he's an expert on water birds. I'm sure he'll be interested in your footprint. I'll introduce you."



The professor looked closely at Angie's drawing and made a clucking noise.

"Hmm, hmm. Very unusual. I don't know of any birds in this area that could have made that print. It's quite large, but perhaps a migratory bird from some faraway place . . ."

"Got blown off course?" asked Jared, finishing the professor's sentence.

"Well, yes, possibly," said the professor. "Here's a book that might help you. Good luck!"

Blue-footed boobies



Chinstrap penguin



Canada goose



Red-bellied tree duck



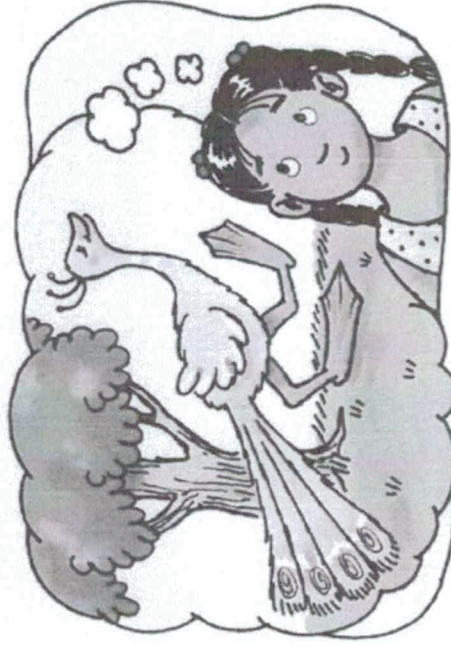
It was a large book, full of pictures, and so heavy that Angie and Jared had to take turns carrying it home. They took the book straight to Angie's room and **pored** over page after page of birds with webbed feet. But nothing looked right.

"I don't think we'll find any bird big enough to leave a print like that," said Jared. "And besides, what about the tail marks?"

"It could be a bird with a long tail, like a peacock," said Angie.

"Peacocks aren't water birds!" cried Jared.

"Oh, well, maybe we've discovered the new water-peacock," Angie said.



Suddenly there was a banging on the door.

"Let me in! Let me in!"

It was Benjamin.

### Jared Solves the Mystery

Angie opened the door, and Benjamin tumbled in, clutching something under his shirt. They could hear Sara running down the hallway outside. "Come back here!" she yelled. "Give me my fin!"

"Benjamin," Angie said sternly, "are you stealing Sara's swim fins again?"

Jared closed the door. "Angie—that's it!"  
"What?"

"Sara's fin made our footprint! Give it to me, Ben!"



"Oh, no—of course!" Angie said, slapping her forehead, while Benjamin pulled the fin out from under his shirt.

"Ben, were you down by the creek awhile ago?" Jared asked.

"Nooooo." Ben said innocently. "Well, a long time ago."

Meanwhile Angie measured the fin and compared it to their drawing and notes.

"You're right, Jared—it's an almost perfect fit." Then she noticed the blanket tucked into Benjamin's shorts. "The tail marks must have been his blanket!"





Benjamin grinned up at them. "You mean you found my monster print?"

Angie and Jared looked at each other and laughed.

"First we thought it was a dinosaur," said Jared.

"Then we thought it was a bird," said Angie. "But now we know it was the scariest monster in the whole world!"

And she gave Benjamin a hug.

## Glossary

<b>bank</b>	a steep, sloping area, often on the side of a river (p. 7)
<b>creature</b>	any living animal, such as a mammal, bird, or insect (p. 9)
<b>discovered</b>	found out (p. 11)
<b>diving</b>	swimming beneath the water (p. 4)
<b>expert</b>	person with special knowledge of a subject (p. 13)
<b>fossil</b>	the remains of plants or animals that were quickly sealed off from air and moisture after death (p. 8)
<b>imprint</b>	a mark made on the ground by pressure (p. 7)
<b>investigate</b>	to study a situation in order to learn the truth (p. 9)
<b>petrified</b>	plant or animal matter changed into stone, or something like stone (p. 9)
<b>pored</b>	read with great attention (p. 15)
<b>snorkel</b>	a short tube held in the mouth that is used to breathe underwater (p. 5)
<b>swim fins</b>	flipper-like shoes worn on the feet to imitate fish fins (p. 17)
<b>webbed</b>	joined by very thin skin (p. 8)

# Vocabulary A-Z

Name: \_\_\_\_\_

**INSTRUCTIONS:** Choose the best answer to complete each statement.

1. Where can you find a fossil?

- (a) You can find a fossil in a rock.
- (b) You can find a fossil in a safe.
- (c) You can find a fossil in a tree.

2. An imprint is a \_\_\_\_\_.

- (a) trick
- (b) trek
- (c) track

3. Which of the following will a person investigate?

- (a) a crime
- (b) a hobby
- (c) a calendar

4. Petrified wood is made of \_\_\_\_\_.

- (a) animal material
- (b) minerals
- (c) plant material

5. Swim fins help you \_\_\_\_\_.

- (a) breathe under water
- (b) see under water
- (c) move through water faster

6. A \_\_\_\_\_ does not have webbed feet.

- (a) seagull
- (b) swan
- (c) goat

Name \_\_\_\_\_ Date \_\_\_\_\_

Instructions: Read each question carefully and choose the best answer.

1. Where did Angie and Jared find the footprint?
  - (A) in the backyard
  - (B) near the highway
  - (C) along the creek bank
  - (D) next to the wooden fence
2. Why did Angie and Jared draw a picture of the print?
  - (A) to show their father
  - (B) to hang on their wall
  - (C) to compare to other prints they had found before
  - (D) to take to the library to search for what it was made by
3. Ben liked to pretend he was a \_\_\_\_\_.
  - (A) monster
  - (B) clown
  - (C) bird
  - (D) fox
4. What did Professor Featherwhite say that let you know the print surprised him?
  - (A) "Very unusual."
  - (B) "It's quite large."
  - (C) "Perhaps it got blown off course."
  - (D) "Here's a book that might help you."
5. Why did Angie think that an animal living in the water made the print?
  - (A) The print was wet.
  - (B) The print was in the mud.
  - (C) The print had webbed feet.
  - (D) The print was found near the water.
6. Read these sentences from the book: *See, this mud is hard. It's petrified!* What does **petrified** mean?
  - (A) found in mud
  - (B) to be unknown
  - (C) to look like an animal
  - (D) a plant or animal turned to stone

Quick Check continued on following page

Name \_\_\_\_\_ Date \_\_\_\_\_

7. Why was Sara mad at Ben?
- Ⓐ Because he took her lunch.
  - Ⓑ Because he took her fins.
  - Ⓒ Because she was scared of his monster.
  - Ⓓ Sara wasn't mad at Ben.
8. How was the print Angie and Jared found different from the fossil prints found in Utah?
- Ⓐ Their print had been found on the surface of the earth.
  - Ⓑ Their print had matched prints in the books they studied.
  - Ⓒ Their print was from a bird that Professor Featherwhite knew.
  - Ⓓ All of the above
9. Read the following sentence from the book: *As they walked along the river bank, Jared saw a strange imprint in the mud.* What does **bank** mean in this sentence?
- Ⓐ a type of building
  - Ⓑ a small hole in a wall
  - Ⓒ a place to save money
  - Ⓓ a sloping area of ground
10. What type of story is this?
- Ⓐ science fiction
  - Ⓑ comedy
  - Ⓒ mystery
  - Ⓓ history
11. **Extended Response:** Why didn't Angie think the print was a fossil print?
12. **Extended Response:** What steps did Angie and Jared take to figure out what made the odd footprint?

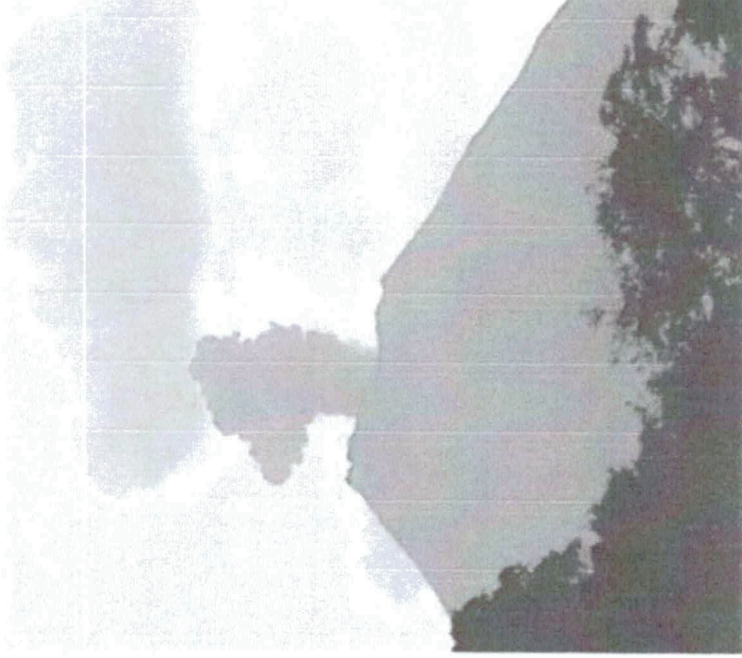
WEDNESDAY – THURSDAY READING

# Earthquakes, Volcanoes, and Tsunamis



Written by Elizabeth Austin

[www.readinga-z.com](http://www.readinga-z.com)



Smoke rises from what seems to be a peaceful volcano.

## Introduction

The ground and the ocean are usually peaceful. But forces deep within the earth can suddenly cause **earthquakes, volcanoes, and tsunamis** (ts00-NOM-ees). In this book, you will read about these events and the forces that cause them.



## Deep Within the Earth

The top layer of Earth is made of giant pieces of rock, like the pieces of a puzzle. The pieces of rock, called **plates**, make up continents and ocean floors. Where the plates come together, there are often cracks and gaps, called **faults**.

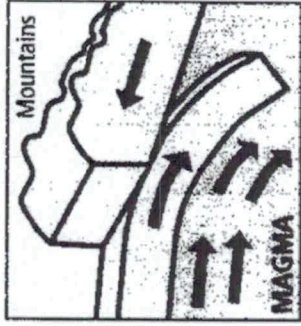


Fig. 1

Underneath the plates, the Earth is very hot. It is so hot that rock melts into a liquid called **magma**. The plates float on top of this liquid magma. The magma is always moving, dragging the plates around with it.

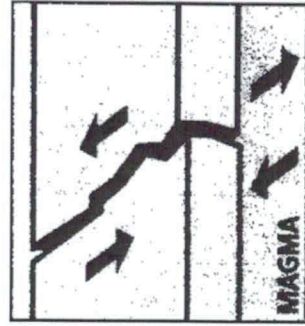


Fig. 2

At the edges of the moving plates, three different things can happen. If the plates are moving against each other, one plate slides over or under the other plate (Fig. 1). If the plates are moving past each other, the edges of the plates grind together (Fig. 2). And if the plates are moving apart, they make a gap where magma comes out (Fig. 3).

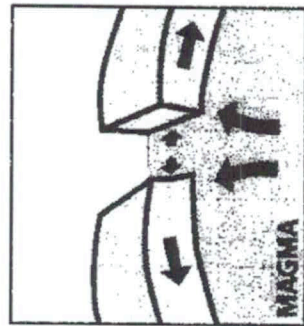
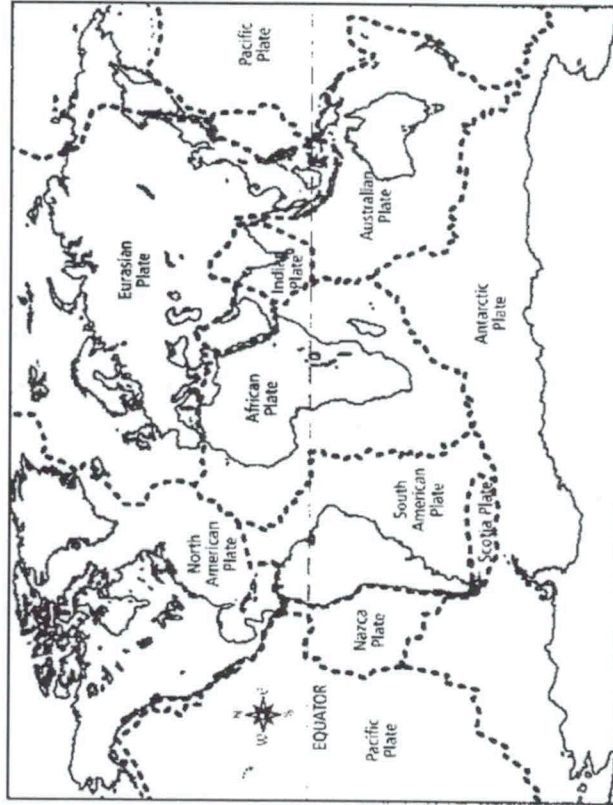


Fig. 3

## Tectonic Plates



The dotted lines show the edges of the plates.

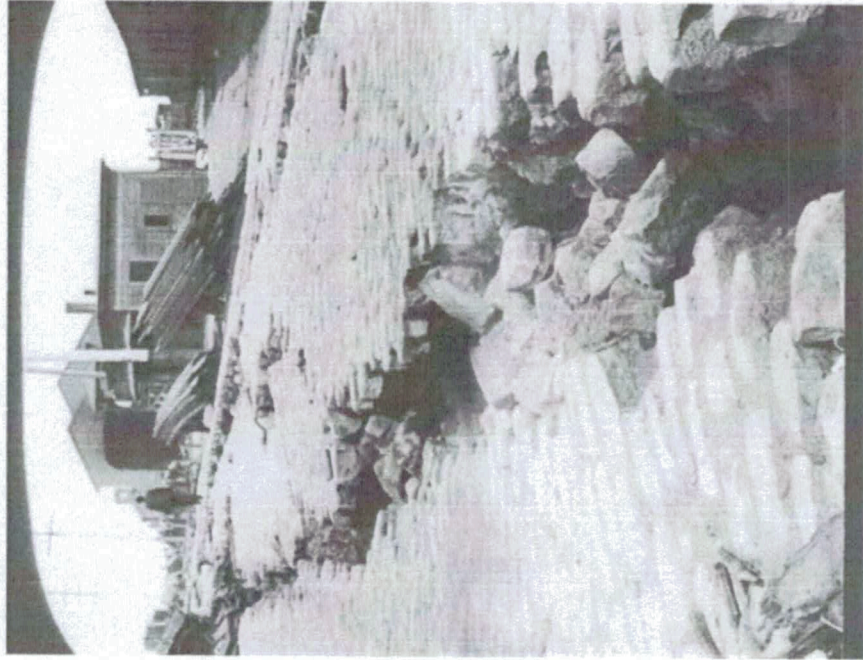


Earthquakes can damage or even destroy buildings.

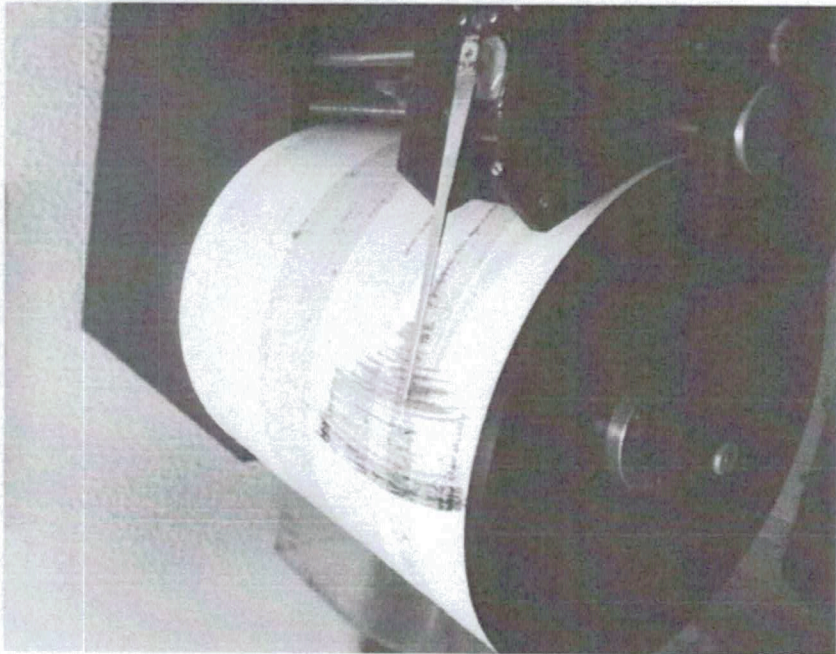
### Earthquakes: Terrible Trembling

Sometimes the plates get caught on each other and cannot move. The pressure and energy build up. Then, suddenly, the rocks give way. The ground shakes. Far above, people feel an earthquake.

Some earthquakes are small and harmless. But sometimes the shaking is so strong that buildings crumble, bridges collapse, and large cracks open in the ground.



The ground here was ripped open by an earthquake.



A seismograph

We measure the strength of earthquakes on an instrument called a *seismograph* (SIZE-moh-graf). Each earthquake is given a number from the **Richter (RICK-ter) scale**, depending on its strength.

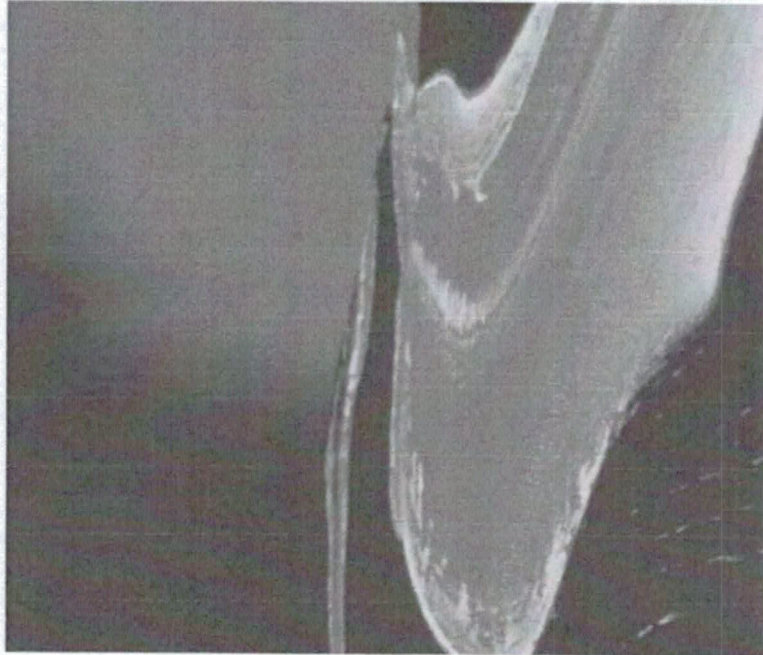
### The Richter Scale

- 1 People cannot feel the earthquake—only sensitive instruments can detect it.
- 2 People usually do not feel it; some people in tall buildings may sense a slight swaying.
- 3 Many people near the origin of the earthquake notice the shaking. No damage occurs.
- 4 People at the origin of the quake definitely feel it. Hanging objects sway. Water sloshes in swimming pools. Some weak buildings may be damaged.
- 5 Felt over a wider area. Usually lots of damage to weak buildings at and around center. Some damage to strong buildings.
- 6 Lots of damage to weak buildings; some damage to strong buildings. Damage can spread over 160 kilometers (100 mi).
- 7 A very major earthquake. Most buildings at the center are destroyed. Cracks form in the Earth. Underground pipes break. Large landslides can occur.
- 8 Buildings and bridges destroyed. Large cracks appear in the ground. Large landslides.
- 9 The ground appears to move in "waves." Entire rivers may move. Objects can be thrown into the air. Total destruction of buildings and other structures.

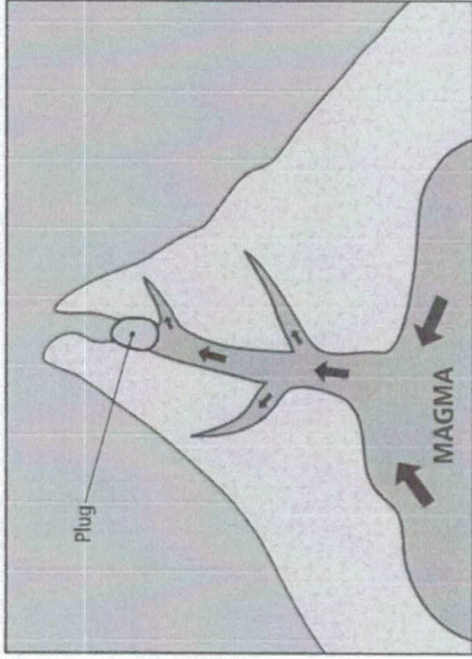
There is no top to the Richter scale, but the strongest earthquake ever recorded was a 9.5.

### Volcanoes: Enormous Explosions

A volcano begins when magma from deep inside the Earth comes out through a crack in the Earth's surface. When the magma reaches the surface, it cools into solid rock, often forming a mountain or island.

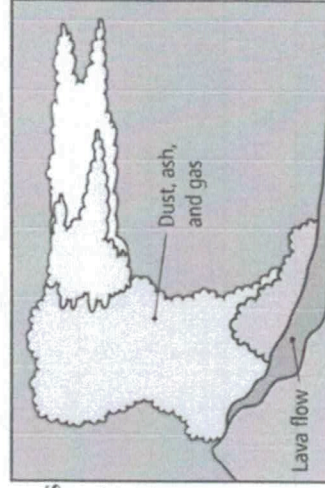


Runny liquid rock on this Hawaiian volcano flows smoothly, like a peaceful river.



Some volcanoes become plugged (above), and then they explode violently (below).

Sometimes the hot magma cools before it gets to the surface. It hardens into a solid piece of rock, plugging up the crack or hole where it had been seeping out. Hot gases in the magma continue to press against the plug. The pressure grows. Suddenly, the volcano explodes.



When mountains explode, they send tons of rock rolling down their sides. These

falling rocks are called **landslides**.

Clouds of ash and dust rise into the air during volcanic

eruptions.

The ash falls

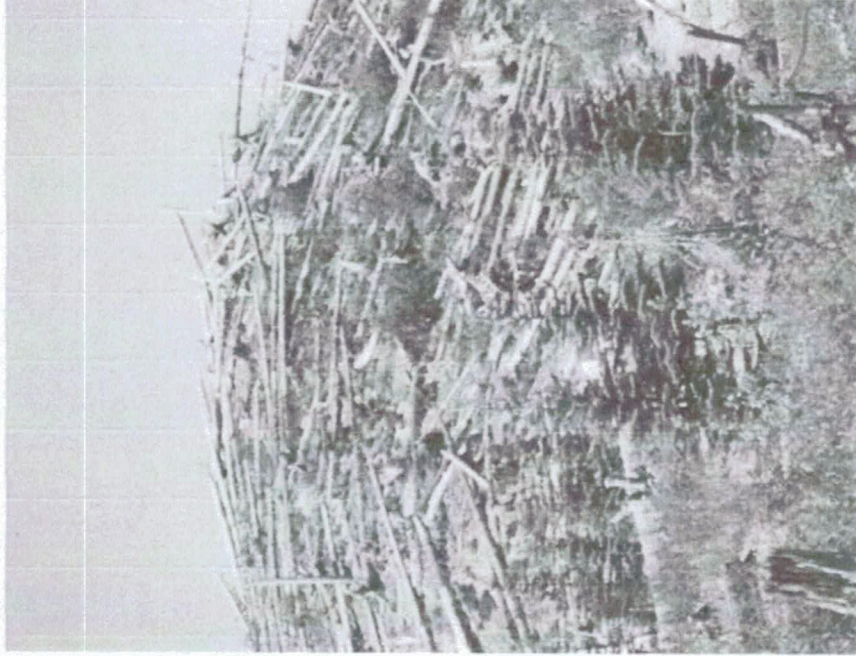
to the ground like snow. Large ash clouds can even block out sunlight.



Mount St. Helens, in Washington State, before it erupted in 1980



Mount St. Helens after it erupted



These trees were blown over by the explosion of Mount St. Helens.

Some large volcanoes have snow and ice on top. The hot gases melt all the snow and ice at once, and the water rushes down the mountain. This large, dirt-filled flood is called a **mudslide**.

Scientists are not yet able to predict when earthquakes will happen. But they have become very good at predicting volcanic eruptions. In 1991, scientists warned people in the country of the Philippines that a volcano was about to erupt. Many people left the area and found safety before the huge volcano erupted.



Scientists gather information from a volcanic fissure.

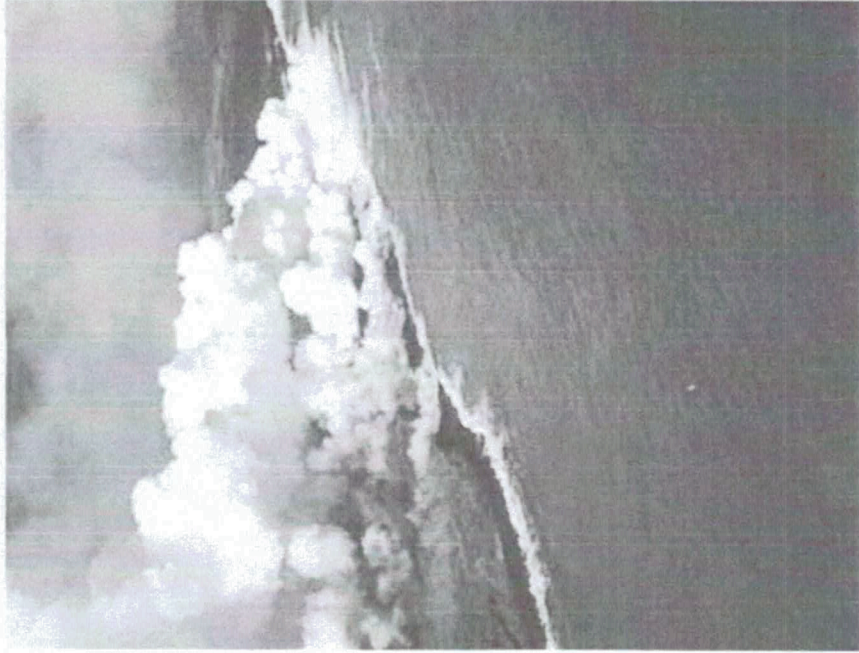


Tsunamis are the largest waves in the world.

### **Tsunamis: Wild Waves**

Tsunamis are huge waves caused by earthquakes or volcanoes. Tsunamis can be as high as a football field is long. They are the largest waves in the world.

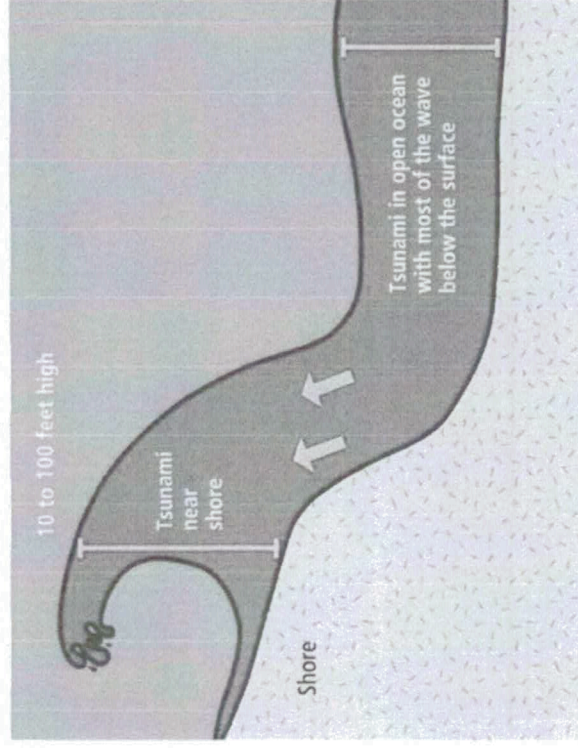
Large landslides caused by earthquakes or volcanoes sometimes fall into the sea and make huge waves. Earthquakes and volcanoes can also happen on the ocean floor. All of these events can create tsunamis.



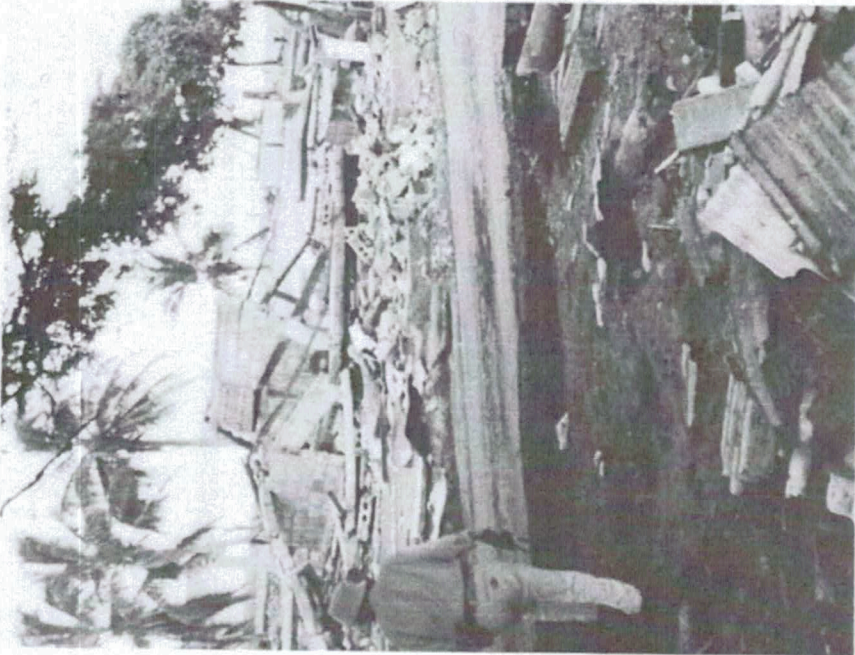
Stream rises from a volcano near the sea.

Tsunamis speed away from where they begin in all directions. A tsunami can cross an entire ocean. Tsunamis travel very fast. In the open ocean, tsunamis may not be very high above the surface of the water, but they are very deep. As a tsunami comes close to land, the rising ocean floor pushes the wave upward. When a tsunami reaches land, it is tall enough to destroy almost anything in its path.

### When a Tsunami Wave Reaches Shore



When tsunamis approach the shore, they break as giant waves.



Damage from a tsunami

Most tsunamis are between one and ten stories high. That might not sound very high, but it is hard to imagine the power of this much moving water. Even a small tsunami can destroy houses, streets, and entire towns.

Like volcanoes, tsunamis are becoming easier to predict. Scientists have instruments that detect volcanoes and earthquakes. When a large one happens, scientists often have time to warn people that a tsunami may be coming.

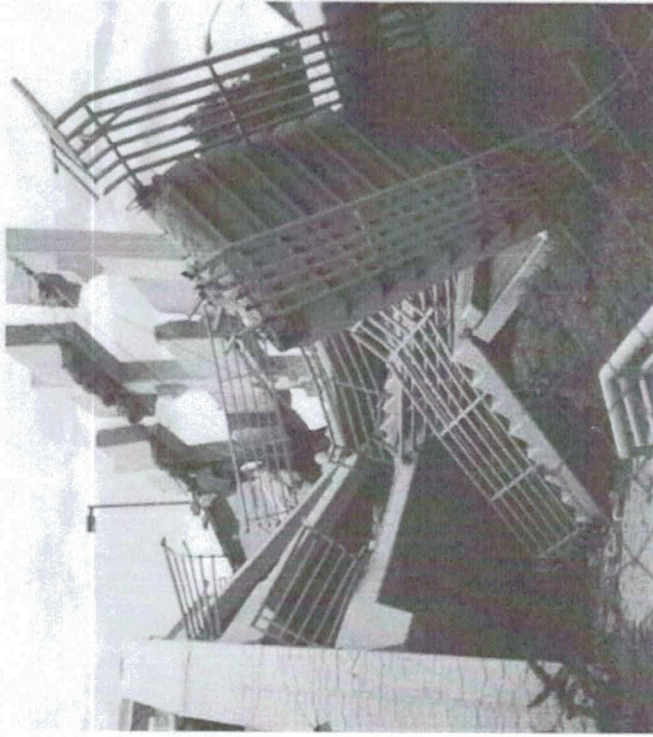


Many people describe tsunamis as "walls of water."



## Glossary

- earthquakes** (*n.*) the shaking of Earth's crust caused by underground vibrations (p. 4)
- faults** (*n.*) cracks in Earth's crust along which movement occurs (p. 5)
- landslides** (*n.*) moving masses of soil and rock that flow slopes (p. 13)
- magma** (*n.*) melted, liquid rock beneath Earth's surface (p. 6)
- mudslide** (*n.*) a dirt- and debris-filled flood of water (p. 14)
- plates** (*n.*) large sheets of rock that make up Earth's crust (p. 5)
- Richter scale** (*n.*) the scale that measures the strength of earthquakes (p. 9)
- tsunamis** (*n.*) enormous ocean waves caused by underwater earthquakes, landslides, or volcanoes (p. 4)
- volcanoes** (*n.*) places on Earth's surface where gases, ash, and lava spew onto the surface (p. 4)



An earthquake destroyed this building.

## Conclusion

During a large earthquake, the ground shakes, destroying homes and property. In an explosive volcanic eruption, liquid rock, ash, and landslides can cover whole cities. And tsunamis can cause billions of dollars in damage. Scientists are working to be able to predict volcanoes, earthquakes, and tsunamis in order to save thousands of lives.

# Vocabulary A-Z

Name: \_\_\_\_\_

**INSTRUCTIONS:** Choose the best answer to complete each statement.

- Where does an earthquake often occur?
  - on a fault line
  - on a ridge
  - on a river
- Sudden movement along a fault can cause \_\_\_\_\_.
  - an earthquake
  - a snowstorm
  - a tornado
- Magma is usually found underground in a \_\_\_\_\_.
  - crater
  - chamber
  - crust
- You would expect many \_\_\_\_\_ at the edges of tectonic plates.
  - earthquakes
  - tornadoes
  - blizzards
- What can cause a tsunami?
  - an earthquake
  - a tornado
  - a glacier
- A volcano usually happens near \_\_\_\_\_.
  - oceans
  - tectonic plates
  - rivers

Quick Check

Earthquakes, Volcanoes, and Tsunamis

Name \_\_\_\_\_ Date \_\_\_\_\_

Instructions: Read each question carefully and choose the best answer.

- How is a tsunami different from an earthquake?
  - A tsunami is caused by an earthquake or volcano.
  - A tsunami causes an earthquake.
  - A tsunami is measured on a Richter scale.
  - A tsunami doesn't cause any damage to property.
- What does the Richter scale measure?
  - the strength of earthquakes
  - the amount of magma released
  - the time plates will move
  - all of the above
- Which of the following states a fact?
  - Earthquakes aren't dangerous.
  - Earthquakes are easy to predict.
  - Volcanoes are less damaging than earthquakes.
  - The Earth is constantly changing.
- What is magma?
  - giant pieces of rock and soil that make up the surface of the Earth
  - cracks in the surface of the Earth
  - melted, liquid rock beneath Earth's crust
  - enormous ocean waves

*Quick Check continued on following page*

Name \_\_\_\_\_ Date \_\_\_\_\_

5. Why don't you see a tsunami in the middle of the ocean?
  - (A) It hasn't built up enough strength yet.
  - (B) It is deep but not high above the surface.
  - (C) It only happens near the shore.
  - (D) All of the above
6. How are earthquakes, volcanoes, and tsunamis alike?
  - (A) All are caused by activity deep in the Earth.
  - (B) All cause a drop in the Earth's temperature.
  - (C) All give off poisonous gases.
  - (D) All of the above
7. Which of the following could happen as a result of a volcanic eruption?
  - (A) landslides
  - (B) fires
  - (C) cooling of Earth's temperature
  - (D) all of the above
8. Which of the following states an opinion?
  - (A) Tsunamis are the largest type of waves.
  - (B) Clouds of dust and ash rise into the air during a volcanic eruption.
  - (C) Underwater earthquakes cause the sea floor to move violently.
  - (D) Earthquakes are the most damaging natural disaster.
9. Which word means *cracks in the surface of the Earth usually around the edges of plates*?
  - (A) plates
  - (B) faults
  - (C) mudslides
  - (D) earthquakes

Quick Check continued on following page

Name \_\_\_\_\_ Date \_\_\_\_\_

10. What is the main idea of this book?
- Ⓐ One day, scientists will be able to warn people before earthquakes occur.
  - Ⓑ Earthquakes, volcanoes, and tsunamis are some of the most destructive forces of nature.
  - Ⓒ Volcanic explosions can be so powerful that they can knock over entire forests.
  - Ⓓ Even small tsunamis can destroy houses.
11. **Extended Response:** Explain what causes mudslides on a volcano.
12. **Extended Response:** How will the early predictions of volcanoes, earthquakes, and tsunamis help people? Give two supporting ideas.

Name: \_\_\_\_\_

# A Walk With My Dog

by Alice Knisley Matthias

My dog and I take a walk down the street,  
And we say "hello" to people we meet.  
There's Mike the baker, outside of his shop,  
As we get closer he tells us to stop.  
He gives me a piece of freshly baked cake,  
And out of his pocket a biscuit for Jake.  
There's Mrs. McGinn, a teacher from school,  
She has two children, a dog, and a pool.  
Say "hi" to Rory, who works on his truck.  
It won't get started so we wish him luck.  
Along comes Bridget who just learned to drive.  
She gives Jake a pat and me a high-five.  
We're back from our walk, the mail truck now parks.  
I know that it's there since Jake always barks.  
It's Bill the mailman who never comes late.  
Arriving at noon, he opens the gate.  
"Here is your mail now for house number three."  
"Does Jake save that bark for when he sees me?"



# ELA BINGO CHOICE BOARD

- ★ REFER TO OVEVIEW OF ACTIVITIES TO SEE THE NUMBER OF ACTIVITY SCHEDULED PER DAY. .
- ★ WRITE YOUR WORK IN A NOTEBOOK.
- ★ USE PENCILS TO COMPLETE YOUR ACTIVITIES.

<p>In the story <b>“The Footprint”</b> write your vocabulary and definition of each word</p>	<p>Choose 3 vocabulary words, spell each word in the air and use them in a sentence verbally.</p> <p><b>“Earthquakes, Volcanoes, and Tsunami”</b></p>	<p>Choose 3 vocabulary words, spell each word in the air and use them in a sentence verbally.</p> <p><b>“The Footprint”</b></p>
<p>Write what you predict will happen and explain what actually happened. <b>“The Footprint”</b></p>	<p>Challenge yourself to read the story <b>“Earthquakes, Volcanoes and Tsunami”</b> for 1-3 minutes.</p> <p>Let your parent/guardian time your reading. (Fluency)</p>	<p>In the story <b>“Earthquakes, Volcanoes and Tsunamis”</b> write your vocabulary and definition of each word.</p>
<p>Write what you already know, what would you like to know and what have you learned about earthquakes, volcanoes and tsunamis.</p> <p><b>Earthquakes, Volcanoes and Tsunamis</b></p>	<p>Choose a <u>noun</u> for a person, place or a thing and draw a picture.</p> <p>Label your picture.</p> <p>Write a sentence about your picture.</p>	<p>Challenge yourself to read the story <b>“The Footprint”</b> for 1-3 minutes.</p> <p>Let your parent/guardian time your reading. (Fluency)</p>

Name \_\_\_\_\_

# Reading a-z

**Instructions:** In the first section, write what you already know about earthquakes, volcanoes, and tsunamis. In the second section, write what you would like to know about them. After you finish reading, fill in the third section with what you learned about earthquakes, volcanoes, and tsunamis.

<b>K: What I know</b>
<b>W: What I want to know</b>
<b>L: What I learned</b>

EARTHQUAKES, VOLCANOES, AND TSUNAMIS • LEVEL Q • 1

SKILL: KWL / ASK AND ANSWER QUESTIONS



Name \_\_\_\_\_



**INSTRUCTIONS:** Write what you predict will happen in the first box, change or add to a prediction in the middle box, and explain what actually happened in the last box.

What I predict will happen

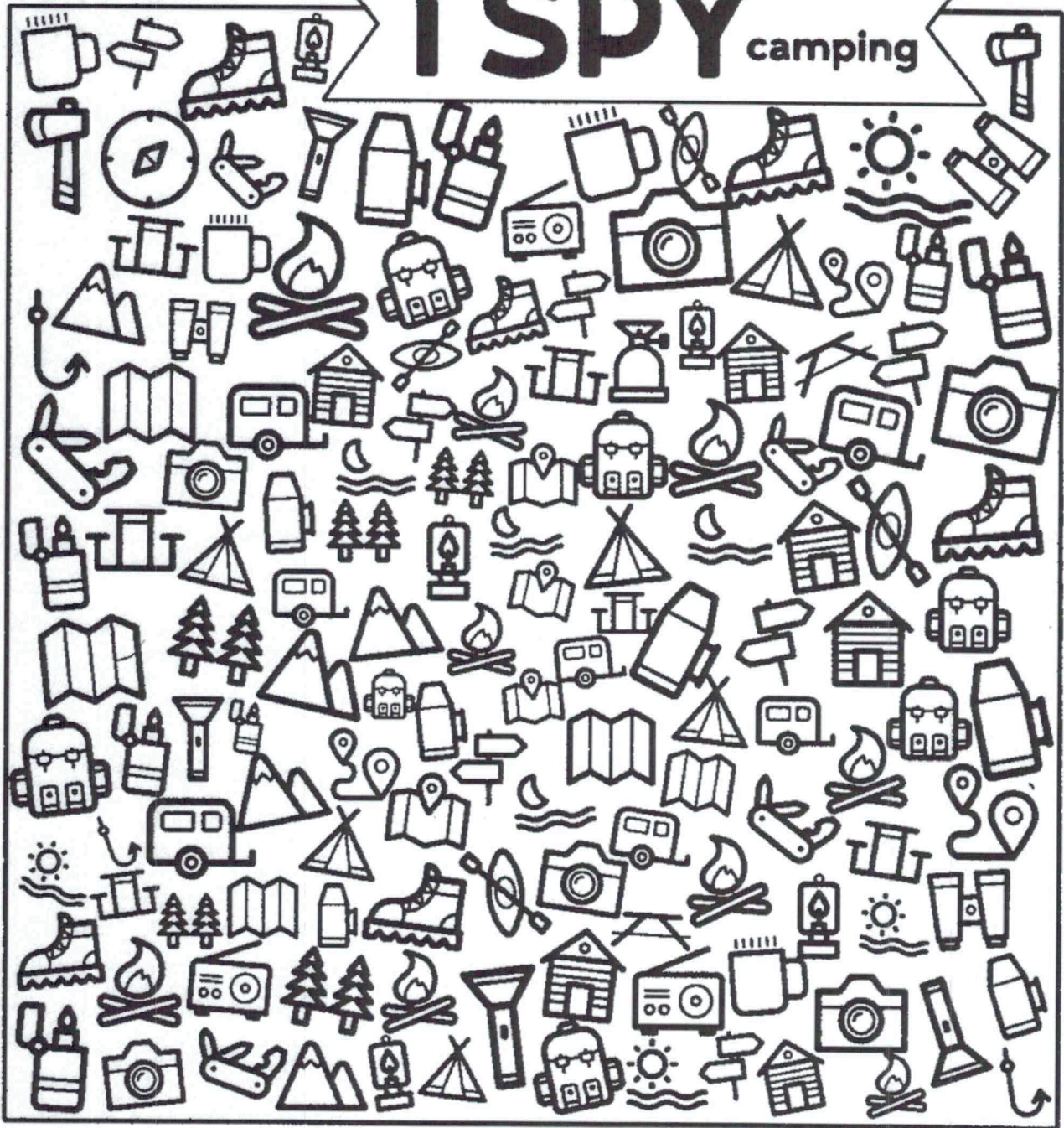
THE FOOTPRINT • LEVEL Q • 1

Changes in my prediction

What actually happened

SKILL: PREDICTION

# I SPY camping



- |   |  |   |  |   |  |   |  |   |  |   |  |   |  |   |  |   |  |   |  |
|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|
| 2 |  | 4 |  | 4 |  | 5 |  | 4 |  | 5 |  | 7 |  | 4 |  | 6 |  | 5 |  |
| 1 |  | 6 |  | 7 |  | 1 |  | 3 |  | 6 |  | 7 |  | 4 |  | 7 |  | 5 |  |
| 3 |  | 3 |  | 4 |  | 6 |  | 2 |  | 7 |  | 5 |  | 9 |  | 6 |  | 3 |  |



## Build a 3-digit number from the parts

---

### Grade 3 Place Value Worksheet

Example:  $836 = 800 + 30 + 6$

Write the 3-digit numbers

1. \_\_\_\_\_  $200 + 50 + 7$

2. \_\_\_\_\_  $800 + 20 + 4$

3. \_\_\_\_\_  $400 + 40 + 9$

4. \_\_\_\_\_  $900 + 80 + 6$

5. \_\_\_\_\_  $700 + 90 + 1$

6. \_\_\_\_\_  $800 + 60 + 8$

7. \_\_\_\_\_  $800 + 8$

8. \_\_\_\_\_  $500 + 5$

9. \_\_\_\_\_  $900 + 40 + 8$

10. \_\_\_\_\_  $500 + 10 + 9$

11. \_\_\_\_\_  $500 + 60 + 3$

12. \_\_\_\_\_  $500 + 20 + 7$

13. \_\_\_\_\_  $400 + 50$

14. \_\_\_\_\_  $900 + 80$

15. \_\_\_\_\_  $500 + 60 + 8$

16. \_\_\_\_\_  $500 + 50 + 4$

17. \_\_\_\_\_  $300 + 40 + 5$

18. \_\_\_\_\_  $100 + 20$



## Multiplication Tables - 2 & 3

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### Grade 3 Multiplication Worksheet

Find the product.

1.  $1 \times 2 =$  \_\_\_\_\_ 2.  $7 \times 2 =$  \_\_\_\_\_ 3.  $11 \times 2 =$  \_\_\_\_\_

4.  $6 \times 3 =$  \_\_\_\_\_ 5.  $11 \times 3 =$  \_\_\_\_\_ 6.  $3 \times 2 =$  \_\_\_\_\_

7.  $5 \times 3 =$  \_\_\_\_\_ 8.  $6 \times 2 =$  \_\_\_\_\_ 9.  $9 \times 2 =$  \_\_\_\_\_

10.  $12 \times 2 =$  \_\_\_\_\_ 11.  $7 \times 3 =$  \_\_\_\_\_ 12.  $10 \times 3 =$  \_\_\_\_\_

13.  $3 \times 3 =$  \_\_\_\_\_ 14.  $8 \times 2 =$  \_\_\_\_\_ 15.  $12 \times 3 =$  \_\_\_\_\_

16.  $4 \times 3 =$  \_\_\_\_\_ 17.  $10 \times 2 =$  \_\_\_\_\_ 18.  $8 \times 3 =$  \_\_\_\_\_

19.  $9 \times 3 =$  \_\_\_\_\_ 20.  $2 \times 2 =$  \_\_\_\_\_ 21.  $5 \times 2 =$  \_\_\_\_\_

22.  $2 \times 3 =$  \_\_\_\_\_ 23.  $4 \times 2 =$  \_\_\_\_\_ 24.  $1 \times 3 =$  \_\_\_\_\_

25.  $2 \times 3 =$  \_\_\_\_\_ 26.  $11 \times 3 =$  \_\_\_\_\_ 27.  $3 \times 3 =$  \_\_\_\_\_

## Find the missing place value from a 3-digit number

### Grade 3 Place Value Worksheet

Find the missing numbers:

1)  $1 + \underline{\hspace{2cm}} + 100 = 191$

2)  $\underline{\hspace{2cm}} + 600 + 30 = 637$

3)  $1 + \underline{\hspace{2cm}} + 70 = 271$

4)  $200 + \underline{\hspace{2cm}} + 7 = 257$

5)  $\underline{\hspace{2cm}} + 60 + 700 = 761$

6)  $0 + \underline{\hspace{2cm}} + 100 = 130$

7)  $50 + \underline{\hspace{2cm}} + 200 = 256$

8)  $1 + 20 + \underline{\hspace{2cm}} = 121$

9)  $300 + \underline{\hspace{2cm}} + 4 = 384$

10)  $100 + 20 + \underline{\hspace{2cm}} = 123$

11)  $\underline{\hspace{2cm}} + 30 + 600 = 635$

12)  $\underline{\hspace{2cm}} + 20 + 500 = 524$

13)  $700 + \underline{\hspace{2cm}} + 4 = 784$

14)  $5 + \underline{\hspace{2cm}} + 500 = 555$

15)  $\underline{\hspace{2cm}} + 50 + 900 = 954$

16)  $1 + \underline{\hspace{2cm}} + 100 = 161$



## Multiplication Tables - 3 & 9

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### Grade 3 Multiplication Worksheet

Find the product.

1.  $3 \times 9 =$  \_\_\_\_\_ 2.  $9 \times 9 =$  \_\_\_\_\_ 3.  $3 \times 6 =$  \_\_\_\_\_

4.  $9 \times 12 =$  \_\_\_\_\_ 5.  $9 \times 4 =$  \_\_\_\_\_ 6.  $3 \times 8 =$  \_\_\_\_\_

7.  $3 \times 7 =$  \_\_\_\_\_ 8.  $9 \times 5 =$  \_\_\_\_\_ 9.  $3 \times 10 =$  \_\_\_\_\_

10.  $3 \times 11 =$  \_\_\_\_\_ 11.  $9 \times 1 =$  \_\_\_\_\_ 12.  $9 \times 11 =$  \_\_\_\_\_

13.  $3 \times 4 =$  \_\_\_\_\_ 14.  $9 \times 2 =$  \_\_\_\_\_ 15.  $9 \times 7 =$  \_\_\_\_\_

16.  $3 \times 1 =$  \_\_\_\_\_ 17.  $9 \times 6 =$  \_\_\_\_\_ 18.  $9 \times 8 =$  \_\_\_\_\_

19.  $3 \times 3 =$  \_\_\_\_\_ 20.  $3 \times 12 =$  \_\_\_\_\_ 21.  $3 \times 5 =$  \_\_\_\_\_

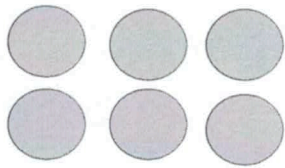
22.  $9 \times 3 =$  \_\_\_\_\_ 23.  $9 \times 10 =$  \_\_\_\_\_ 24.  $3 \times 2 =$  \_\_\_\_\_

25.  $3 \times 9 =$  \_\_\_\_\_ 26.  $3 \times 10 =$  \_\_\_\_\_ 27.  $9 \times 4 =$  \_\_\_\_\_

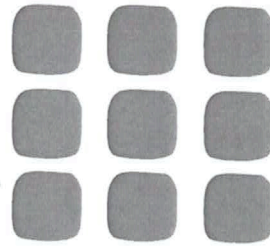
## Multiplication sentences and arrays

Grade 3 Multiplication Worksheet

Write a multiplication equation to find the number of shapes.



$$\square \times \square = \square$$



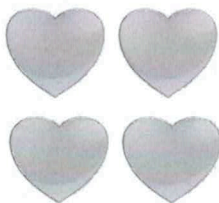
$$\square \times \square = \square$$



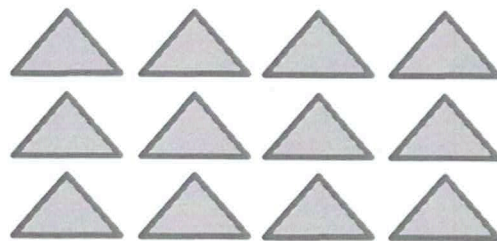
$$\square \times \square = \square$$



$$\square \times \square = \square$$



$$\square \times \square = \square$$



$$\square \times \square = \square$$

## Multiplication word problems

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### Grade 3 Math Word Problems Worksheet

*Read and answer each question.*

Andrew is having his friends over for game night. So he decided to prepare snacks and games.

1. He started by making mini sandwiches. If he has 4 friends coming over and he made 3 sandwiches for each one of them, how many sandwiches did he make?
2. He also made some juice from fresh oranges. If he used 2 oranges per glass of juice and he made 6 glasses of juice, how many oranges did he use?
3. Then he started to prepare the games for his 4 friends. If each game takes 5 minutes to prepare and he prepared a total of 5 games, how many minutes did it take for Andrew to prepare all the games?
4. Andrew's 4 friends decided to bring food as well. If each of them brought 4 slices of pizza and 3 bags of chips, how many slices of pizza do they have in total?
5. Lastly, Andrew tried to compute his expenses for the game night. If he spent \$9 for each game they played and they played a total of 5 games, write an equation for how much money he spend on games that night.





## Multiplication Tables - 7 & 8

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### Grade 3 Multiplication Worksheet

Find the product.

1.  $8 \times 7 =$  \_\_\_\_\_ 2.  $7 \times 11 =$  \_\_\_\_\_ 3.  $8 \times 11 =$  \_\_\_\_\_

4.  $8 \times 10 =$  \_\_\_\_\_ 5.  $8 \times 3 =$  \_\_\_\_\_ 6.  $8 \times 1 =$  \_\_\_\_\_

7.  $7 \times 7 =$  \_\_\_\_\_ 8.  $8 \times 5 =$  \_\_\_\_\_ 9.  $7 \times 8 =$  \_\_\_\_\_

10.  $7 \times 2 =$  \_\_\_\_\_ 11.  $8 \times 12 =$  \_\_\_\_\_ 12.  $7 \times 5 =$  \_\_\_\_\_

13.  $7 \times 10 =$  \_\_\_\_\_ 14.  $7 \times 12 =$  \_\_\_\_\_ 15.  $8 \times 6 =$  \_\_\_\_\_

16.  $8 \times 2 =$  \_\_\_\_\_ 17.  $8 \times 4 =$  \_\_\_\_\_ 18.  $8 \times 9 =$  \_\_\_\_\_

19.  $8 \times 8 =$  \_\_\_\_\_ 20.  $7 \times 3 =$  \_\_\_\_\_ 21.  $7 \times 1 =$  \_\_\_\_\_

22.  $7 \times 4 =$  \_\_\_\_\_ 23.  $7 \times 6 =$  \_\_\_\_\_ 24.  $7 \times 9 =$  \_\_\_\_\_

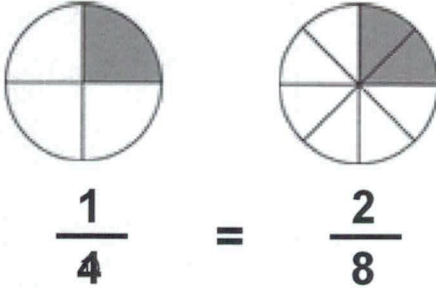
25.  $8 \times 7 =$  \_\_\_\_\_ 26.  $8 \times 5 =$  \_\_\_\_\_ 27.  $8 \times 8 =$  \_\_\_\_\_

# Equivalent fractions

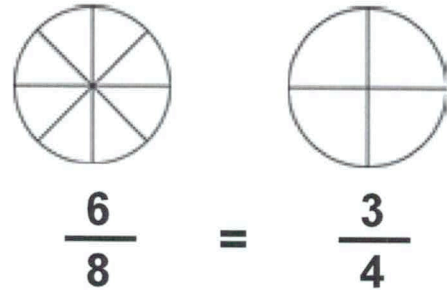
## Grade 3 Fractions Worksheet

Color in the equivalent fractions as shown.

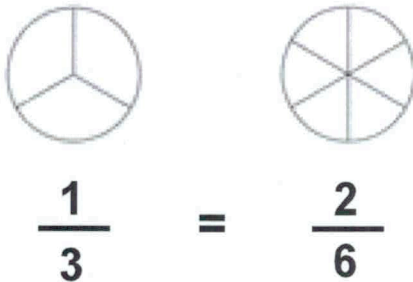
1)



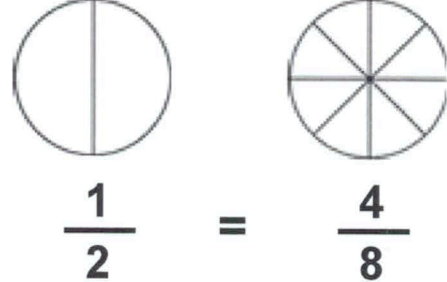
2)



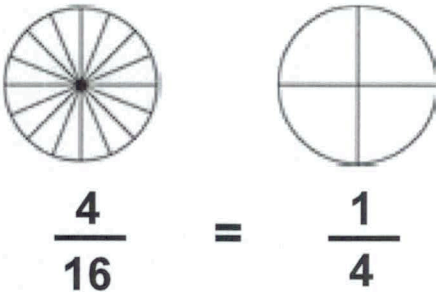
3)



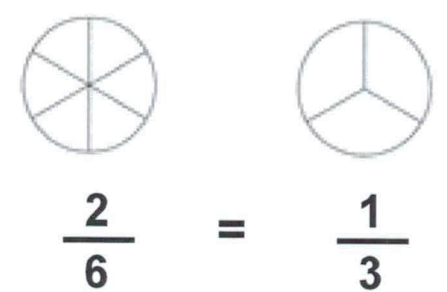
4)



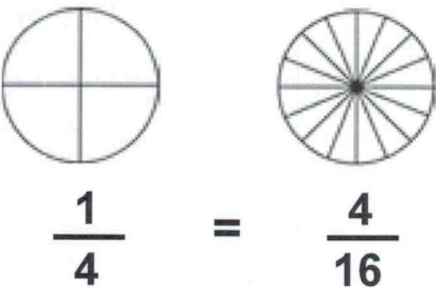
5)



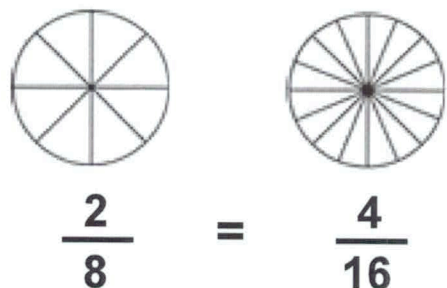
6)



7)



8)



# Comparing fractions with same denominator

## Grade 3 Fractions Worksheet

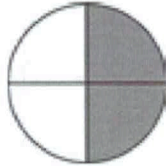
Write > (greater than), < (less than) or = (equal to) between the fractions.

1)



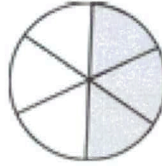
$$\frac{1}{4}$$

<

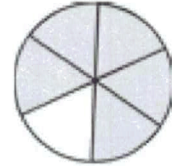


$$\frac{2}{4}$$

2)



$$\frac{3}{6}$$

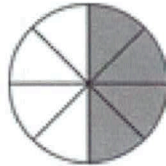


$$\frac{5}{6}$$

3)

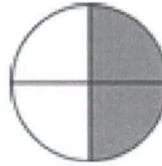


$$\frac{2}{8}$$

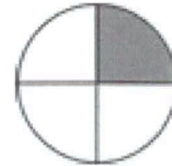


$$\frac{4}{8}$$

4)

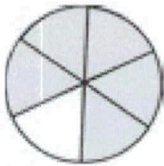


$$\frac{2}{4}$$

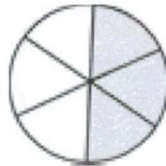


$$\frac{1}{4}$$

5)

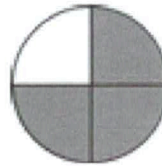


$$\frac{5}{6}$$

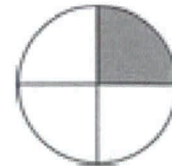


$$\frac{3}{6}$$

6)

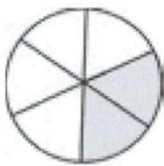


$$\frac{3}{4}$$

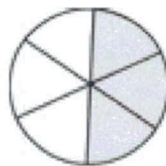


$$\frac{1}{4}$$

7)

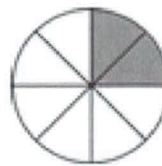


$$\frac{2}{6}$$

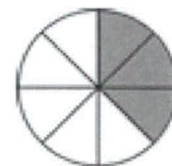


$$\frac{3}{6}$$

8)



$$\frac{2}{8}$$



$$\frac{3}{8}$$

# Comparing proper fractions

## Grade 3 Fractions Worksheet

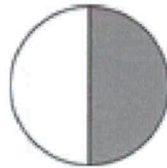
Write > (greater than), < (less than) or = (equal to) between the fractions.

1)



$$\frac{1}{4}$$

<

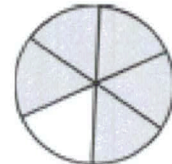


$$\frac{1}{2}$$

2)



$$\frac{15}{16}$$



$$\frac{5}{6}$$

3)



$$\frac{1}{8}$$

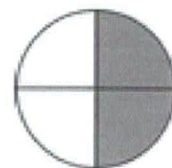


$$\frac{1}{4}$$

4)



$$\frac{1}{8}$$



$$\frac{2}{4}$$

5)

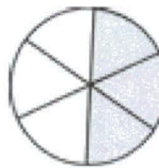


$$\frac{1}{3}$$

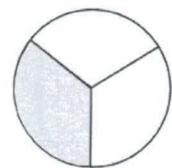


$$\frac{1}{6}$$

6)

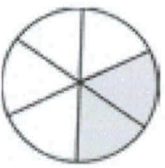


$$\frac{3}{6}$$



$$\frac{1}{3}$$

7)

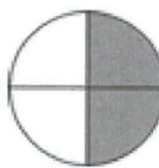


$$\frac{2}{6}$$

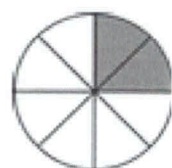


$$\frac{1}{8}$$

8)



$$\frac{2}{4}$$



$$\frac{2}{8}$$

# PHYSICAL EDUCATION ACTIVITY SHEET

Name: \_\_\_\_\_

Grade: \_\_\_\_\_

Instruction: Reach the goal of this daily activity. List the number of minutes that you can perform the following.

DAY AND DATE	ACTIVITY & # OF MINUTES	ACTIVITY & # OF MINUTES	ACTIVITY & # OF MINUTES	ACTIVITY & # OF MINUTES
EX. <b>WEDNESDAY</b>	<b>Jumping Jack</b> 20 min	<b>Walking</b> 15 min	<b>Hoop</b> 18 min	<b>Hip Twisting</b> 19 min
<b>MONDAY</b>				
<b>TUESDAY</b>				
<b>WEDNESDAY</b>				
<b>THURSDAY</b>				
<b>FRIDAY</b>				
<b>SATURDAY</b>				
<b>SUNDAY</b>				

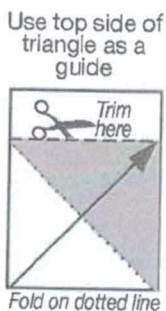
Prepared by:

**IRISH B. JAVIER**

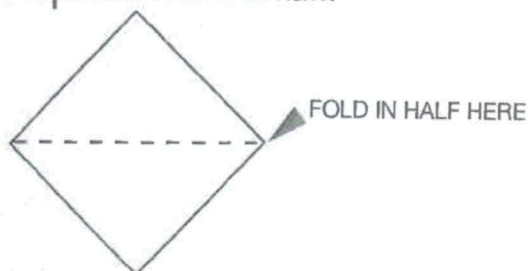
P.E Teacher

# HOW TO MAKE A PAPER BUCKET

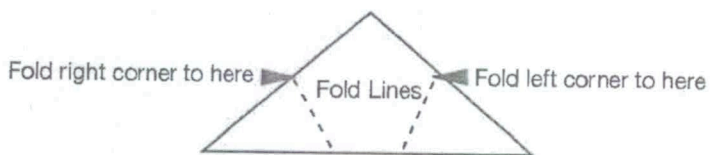
1. Make your paper square. Rectangular paper (8 1/2" x 11" or larger) can be folded as shown and the leftover paper can be saved to make your bucket's handle.



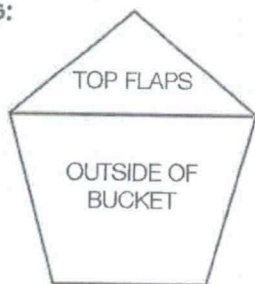
2. Place the trimmed and folded triangle on the table or desk in front of you. If your paper didn't need to be trimmed and is already square put it down in a diamond shape and fold it in half.



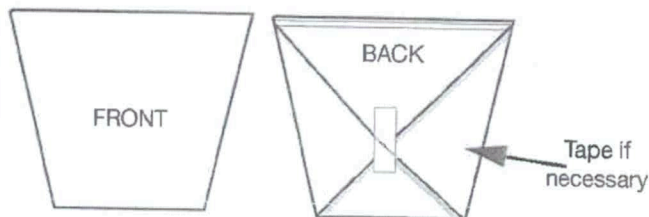
3. Fold the right corner of folded triangle so that it touches the middle of the left edge of the triangle.



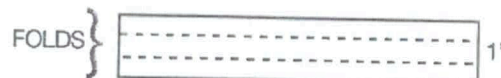
4. Fold the left corner over the folded right corner so it touches the right edge of the triangle. The front of your bucket should now look like this:



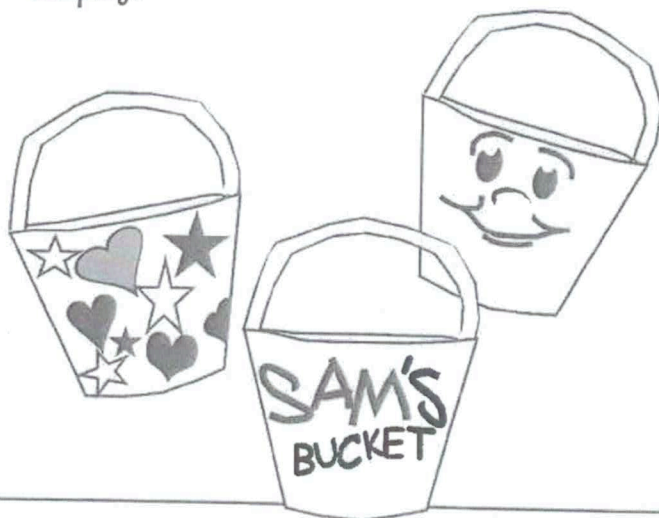
5. Fold the front top flap into the bucket. Fold the back top flap down on the outside of the bucket. If necessary, tape the back flaps on your bucket together. The two sides of your bucket should now look like this:



6. Using the extra piece of paper from step 1, cut one inch off its long side and fold it three times to create a handle for your bucket. Tape each side of the handle to the inside of your bucket. (If you have no extra paper, cut a piece 1" wide and approximately 2 times the height of your bucket.)



7. Now, it's time to have some fun finishing your bucket with a face, your name, or a special design. Your bucket is ready for display.



## BUCKET FILLING WORD SEARCH

# I'm a Bucket Filler and I am:

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

Check the box of each word you find. Words may be horizontal, vertical, or diagonal and may be spelled forward or backward.

- |                                      |                                  |                                      |
|--------------------------------------|----------------------------------|--------------------------------------|
| <input type="checkbox"/> CARING      | <input type="checkbox"/> GIVING  | <input type="checkbox"/> LOVING      |
| <input type="checkbox"/> COURTEOUS   | <input type="checkbox"/> HAPPY   | <input type="checkbox"/> RESPECTFUL  |
| <input type="checkbox"/> ENCOURAGING | <input type="checkbox"/> HELPFUL | <input type="checkbox"/> THANKFUL    |
| <input type="checkbox"/> FAIR        | <input type="checkbox"/> HONEST  | <input type="checkbox"/> THOUGHTFUL  |
| <input type="checkbox"/> FRIENDLY    | <input type="checkbox"/> KIND    | <input type="checkbox"/> TRUSTWORTHY |



## Hidden Message

Instructions: Reveal the hidden message by decoding the letters and characters.

1 - A	7 - G	13 - M	19 - S	25 - Y
2 - B	8 - H	14 - N	20 - T	26 - Z
3 - C	9 - I	15 - O	21 - U	27 - ,
4 - D	10 - J	16 - P	22 - V	28 - .
5 - E	11 - K	17 - Q	23 - W	29 - !
6 - F	12 - L	18 - R	24 - X	30 - ?



\_\_\_\_\_

9                    1    13                    1

\_\_\_\_\_

2            21            3            11            5            20

\_\_\_\_\_

6            9            12            12            5            18            29