

**Day 8**

**Grade 3**

**I-ready: 15 minutes of Math**

**15 minutes of Reading**

**IXL: your choice of topic for 15  
minutes**

2 "That will be easy for me," bragged the wind. He blew so hard, the man's hat blew right off his head. But the more ferociously the wind blew, the tighter the shivering man held on to his coat.

3 "Now it's my turn," said the sun. His sunshine warmed the air, and as the man felt warmer, he opened his coat. Slowly, the sun became brighter, and soon the man felt so hot he took off his coat.

4 "How did you do that?" asked the wind.

5 "By being gentle," said the sun.



*contest of strength,  
get man to take  
off coat*

*wind tries, fails*

*sun tries, wins*

What is "A Contest of Strength" mostly about? It is mostly about **the strength of the sun and the wind.**



Native Americans told folklore. These stories help explain the world. Some stories explain nature. Others explain how Earth was created. For instance, one Cherokee myth tells the story of how Earth was once a floating island. It hung on cords. The sun was on a track that moved from east to west.

Some stories are tales of heroes. Others are tales of "tricksters." Tricksters are characters who taught the listener how not to behave. Many of the stories include lessons. These lessons warn the people about how to behave. The lessons are called morals. The tribes pass down the folklore from father to son and mother to daughter. In this way, everyone can remember the lessons from year to year.





4. According to the Cherokee myth from the passage, the sun “moved on a track from east to west.” What is the story trying to explain?

- (A) why we have the tides
- (B) why we have earthquakes
- (C) the creation of the animals
- (D) why the sun rises in the east and sets in the west

On the lines below, write your own question based on “Native-American Folklore.” Circle the correct picture on the left to show the level of the question you wrote.




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**On a separate piece of paper . . .**

- Write a sentence that includes the word *folklore*.
- What stories do you know that come from your culture?

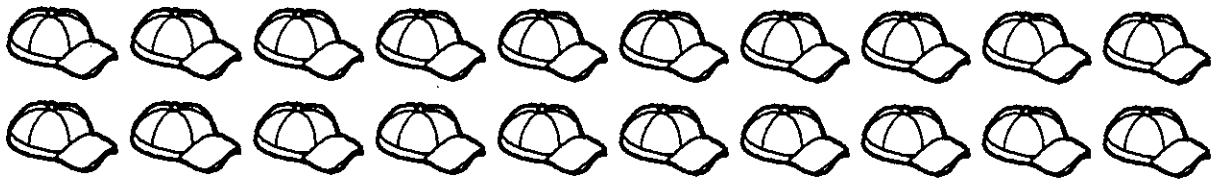
3. her biology class is taking a field trip to the willamette river in march. \_\_\_\_\_  
\_\_\_\_\_
4. dr. roberts will ask them to study the birds and plants that live near the river. \_\_\_\_\_  
\_\_\_\_\_
5. maria is excited to learn about the canadian geese that live there. \_\_\_\_\_  
\_\_\_\_\_
6. she hopes to travel to canada in june. \_\_\_\_\_  
\_\_\_\_\_
7. on tuesday, her class will hear a lecture from mr. frank smith. \_\_\_\_\_  
\_\_\_\_\_
8. mr. smith works at the veterinary clinic on arthur street. \_\_\_\_\_  
\_\_\_\_\_
9. maria met him at a christmas party the previous december. \_\_\_\_\_  
\_\_\_\_\_
10. "you'd make a fine veterinarian," he told her. \_\_\_\_\_  
\_\_\_\_\_



21 shoes in 7 groups

Remainder:      yes      no

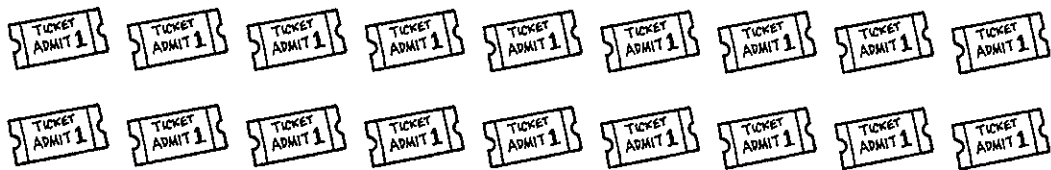
3.



20 hats in 3 groups

Remainder:      yes      no

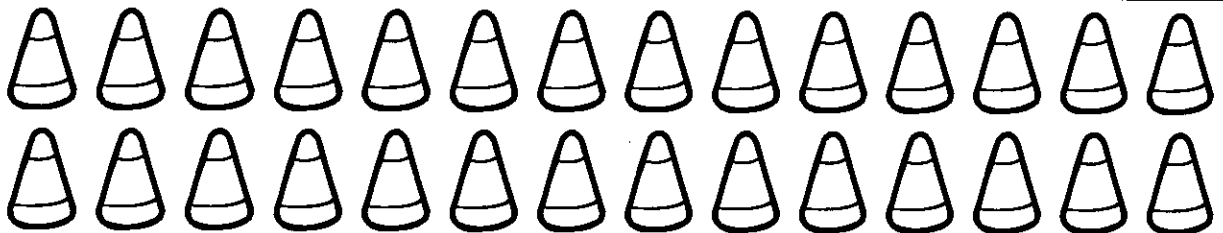
4.



18 tickets in 3 groups

Remainder:      yes      no

5.



28 candies in 10 groups

Remainder:      yes      no

5.  $64 \div 8 =$  \_\_\_\_\_

15.  $48 \div 8 =$  \_\_\_\_\_

6.  $8 \times 2 =$  \_\_\_\_\_

16.  $8 \times 1 =$  \_\_\_\_\_

7.  $56 \div 8 =$  \_\_\_\_\_

17.  $2 \times 8 =$  \_\_\_\_\_

8.  $1 \times 8 =$  \_\_\_\_\_

18.  $72 \div 8 =$  \_\_\_\_\_

9.  $6 \times 8 =$  \_\_\_\_\_

19.  $7 \times 8 =$  \_\_\_\_\_

10.  $8 \times 0 =$  \_\_\_\_\_

20.  $8 \times 7 =$  \_\_\_\_\_



3. Pat has 2 bowls. She put 3 scoops of ice cream into each bowl. How many scoops of ice cream are there?

There are \_\_\_\_\_ scoops of ice cream.

4. Nadine saw 4 cars. Each car had 4 passengers. How many people did Nadine see in all?

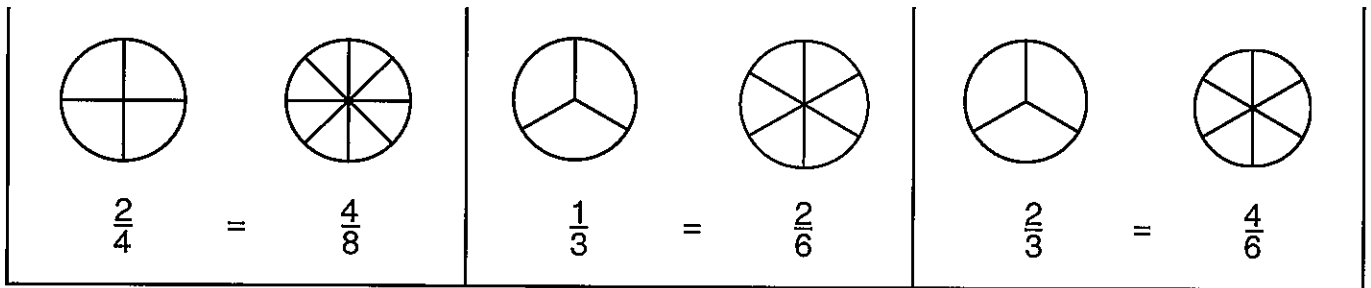
Nadine saw \_\_\_\_\_ people in all.

5. There are 8 spiders. Each spider has 8 legs. How many legs in all?

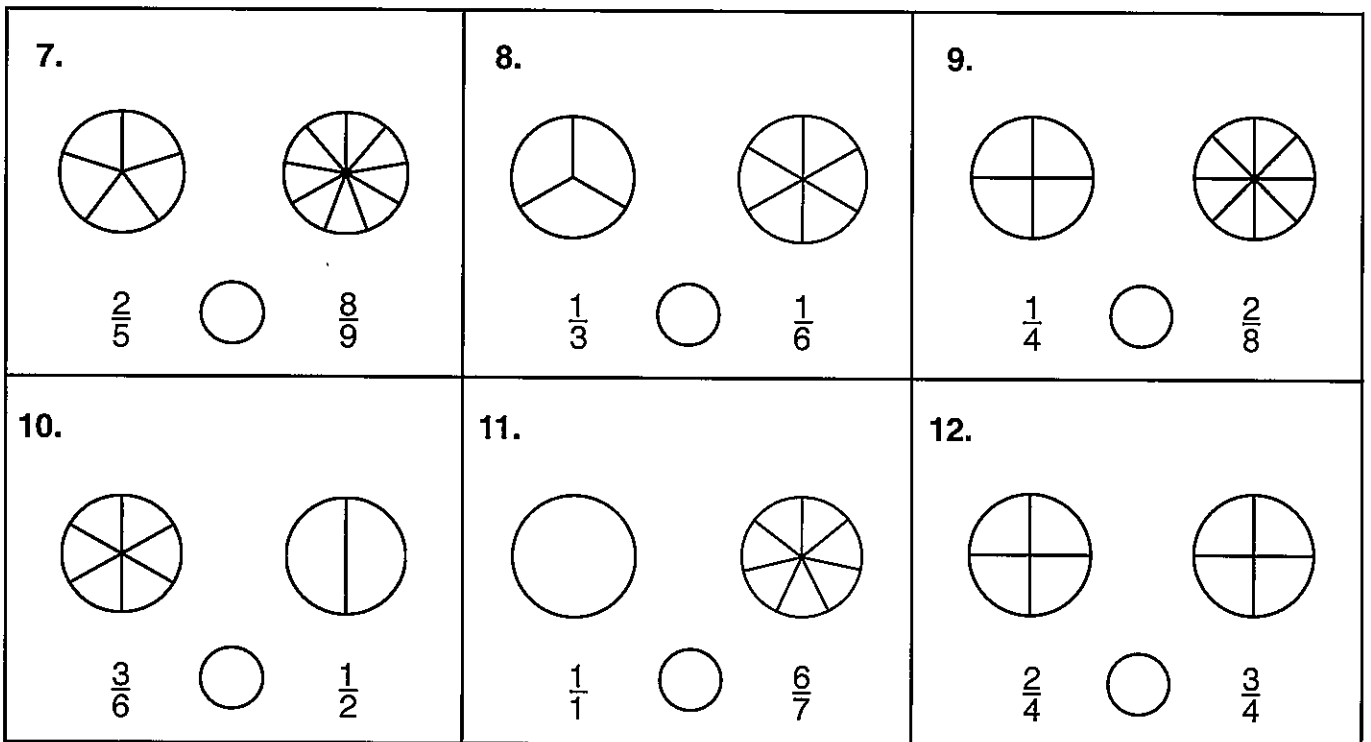
There are \_\_\_\_\_ legs in all.

6. There are 5 octopuses. Each octopus has 8 arms. How many arms are there in all?

There are \_\_\_\_\_ arms in all.



Use the > (greater than), < (less than), or = (equal to) symbols to compare each set of fractions.



**Day 9**

**Grade 3**

**I-ready: 15 minutes of Math**

**15 minutes of Reading**

**IXL: your choice of topic for 15  
minutes**

The landing was not simple. There was so much that could go wrong! It took many steps. Each step took a lot of planning. Here is how complex it was to land the *Curiosity* rover on Mars:

1. First, the capsule that carries *Curiosity* begins to land.
2. Next, a parachute opens on the capsule.
3. The back shell then separates from the rover.
4. Rockets go off to slow the landing.
5. A sky crane begins to let the rover down slowly.
6. *Curiosity* touches down on land.
7. The capsule blasts off, leaving *Curiosity* on the surface of Mars.

The landing was a success! President Barack Obama made a call to the scientists who made the landing happen. He said, "You guys are examples of American know-how and ingenuity, and it's really an amazing accomplishment."

Even now, the rover is traveling around Mars. It is rolling along, taking pictures. It is sending images back to us on Earth. This could help us find ways to live on other planets some day. The *Curiosity* landing is a first step towards making science fiction a reality!

- (A) bravery
- (B) curiosity

- (C) creativity
- (D) collaboration



4. What was used to slow down *Curiosity's* speed as it landed?

- (A) rockets
- (B) a crane

- (C) a parachute
- (D) All of the above.

On the lines below, write your own question based on "Curious About *Curiosity*?" Circle the correct picture on the left to show the level of the question you wrote.



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**On a separate piece of paper . . .**

- Write a sentence that includes the word *complex*.
- Describe the first pictures you think *Curiosity* took upon landing on the surface of Mars.

always flowing toward the faraway sea! I liked to watch the ships as they came in with their white sails spread to the wind. I liked to think of the strange lands which they must have visited, and of the many wonderful things they must have passed.

I wished to be a sailor. I thought how grand it must be to sail and sail on the wide blue sea, with the sky above and the waves beneath. Nothing could be pleasanter.

My father wanted me to learn a trade, but I could not bear the thought of it. I could not bear the thought of working every day in a dusty shop.

I did not wish to stay in York all of my life. I wanted to see the world. I would be a sailor and nothing else.

My mother was very sad when I told her.

A sailor's life, she said, was a hard life. There were many storms at sea, and ships were often wrecked.

She told me, too, that there were great fishes in the sea, and that they would eat me up if I fell into the water.

Then she gave me a cake, and kissed me.

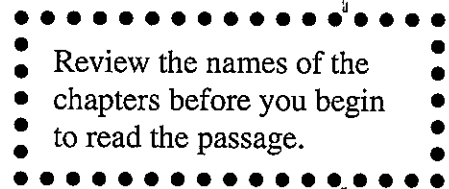
"How much safer is it to be at home!" she said.

But I would not listen to her. My mind was made up, and a sailor I would be. When I was eighteen years old, I left my pleasant home and went to sea.

## **Chapter 2: I Make My First Voyage**

I soon found that my mother's words were true. A sailor's life is indeed a hard life.

There was no time for play on board our ship. Even in the fairest weather there was much work to be done.



But toward evening the sky began to clear. The wind died away. The waves went down. The storm was over.

The next morning the sun rose bright and warm upon a smooth sea. It was a beautiful sight.

As I stood looking out over the wide water, the first mate came up. He was a kind man and always friendly to me.

Who is telling this story?

“Well, Bob,” he said, “how do you like it? Were you frightened by that little gale?”

“I hope you don’t call it a little gale,” I said. “Indeed it was a terrible storm.”

The mate laughed.

“Do you call that a storm?” he asked. “Why, it was nothing at all. You are only a fresh-water sailor, Bob. Wait till we have a real storm.”

And so I soon forgot my fears.

Little by little, I gave up all thoughts of going home again. “A sailor’s life for me,” I said.

My first voyage was not a long one.

I visited no new lands, for the ship went only to London. But the things which I saw in that great city seemed very wonderful to me.

Nothing would satisfy me but to make a long voyage. I wished to see the whole world.

How does Robinson feel after the storm has passed?

### **Chapter 3: I See Much of the World**

It was easy to find a ship of my liking; for all kinds of trading vessels go out from London to every country that is known.

One day I met an old sea captain who had often been to the coast of Africa. He was pleased with my talk.

The captain was very kind to me. He taught me much that every sailor ought to know. He showed me how to steer and manage the vessel. He told me about the tides and the compass and how to reckon the ship's course.

How do you think Robinson will change in the story?

The voyage was a pleasant one, and I saw more wonderful things than I can name.

When, at last, we sailed back to London, we had enough gold to make a poor man rich.

I had nearly six pounds of the yellow dust for my own share. I had learned to be a trader as well as a sailor.

It would take too long to tell you of all my voyages. Some of them were happy and successful; but most were unpleasant and full of disappointment.

Sometimes I went to Africa, sometimes to the new land of South America. But wherever I sailed I found the life of a sailor by no means easy.

I did not care so much now to see strange sights and visit unknown shores. I cared more for the money or the goods that I would get by trading.

At last a sudden end was put to all my sailing. And it is of this that I will now tell you.

**Questions 1–11: Select the best answer.**

1. Who is narrating this story?

- A. a sea captain
- B. Robinson Crusoe
- C. Robinson's mother
- D. a shipmate

The narrator is the person telling the story.

**Type of Question:** \_\_\_\_\_



- A. angry
- B. bored
- C. safe
- D. excited

4. Why doesn't Robinson's mother want him to become a sailor?

- A. Because he won't earn that much money.
- B. Because he might get bored.
- C. Because he might get hurt.
- D. Because he might not learn a trade.

5. How old was Robinson when he set sail for the first time?

- A. 18
- B. 81
- C. 21
- D. 16

**Type of Question:** \_\_\_\_\_

6. In what chapter does Robinson experience his first storm at sea?

- A. Chapter 1
- B. Chapter 2
- C. Chapter 3
- D. Chapters 2 and 3

What does Robinson say about learning a trade?

Think of how your parents would feel if you went off to sea.

Point Right To It!

Use the chapter names to help you locate the information.

- B. London
- C. York
- D. South America

**Type of Question:** \_\_\_\_\_

9. How does Robinson describe most of his voyages?

- A. happy and successful
- B. terrifying and hard
- C. long and dull
- D. unpleasant and full of disappointment

10. How does Robinson make money from his sailing?

- A. He trades and sells goods.
- B. The ship's captain pays him a salary.
- C. He works at the ports where the ships dock.
- D. He is a con man.

11. What might the remainder of the story be about?

- A. The event that put an end to Robinson's sailing career.
- B. How Robinson returned home to his mother and father.
- C. How Robinson became a ship captain.
- D. None of these seems likely.

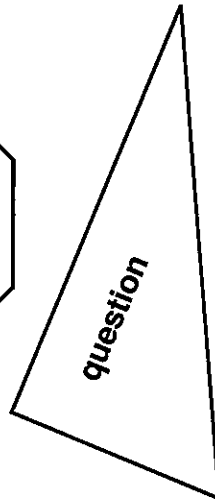
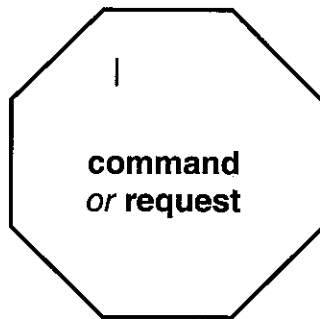
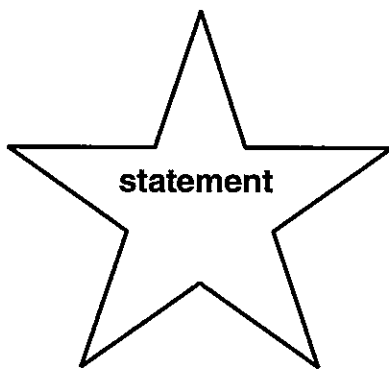
**Type of Question:** \_\_\_\_\_

Put the voyages that Robinson takes in order.

Find the answer in Chapter 3.

Use the process of elimination to find the answer.

Review the end of Chapter 3 and make a prediction.



**Directions:** Write a sentence to . . .

tell your address: \_\_\_\_\_  
\_\_\_\_\_

command someone to pick up a pizza: \_\_\_\_\_  
\_\_\_\_\_

ask a friend to play a video game: \_\_\_\_\_  
\_\_\_\_\_

shout out your favorite kind of ice cream: \_\_\_\_\_  
\_\_\_\_\_

3 ) 33 \_\_\_\_\_

8 ) 70 \_\_\_\_\_

4 ) 51 \_\_\_\_\_

9 ) 15 \_\_\_\_\_

5 ) 64 \_\_\_\_\_

10 ) 86 \_\_\_\_\_

**Round each number to the nearest ten.**

1 ) 432 \_\_\_\_\_

6 ) 768 \_\_\_\_\_

2 ) 715 \_\_\_\_\_

7 ) 244 \_\_\_\_\_

3 ) 135 \_\_\_\_\_

8 ) 369 \_\_\_\_\_

4 ) 794 \_\_\_\_\_

9 ) 199 \_\_\_\_\_

5 ) 847 \_\_\_\_\_

10 ) 345 \_\_\_\_\_



5.  $3 \times 8 =$  \_\_\_\_\_

6.  $8 \times 4 =$  \_\_\_\_\_

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

8.  $0 \times 8 =$  \_\_\_\_\_

9.  $8 \times 1 =$  \_\_\_\_\_

10.  $4 \times 8 =$  \_\_\_\_\_

11.  $56 \div 8 =$  \_\_\_\_\_

15.  $8 \times 9 =$  \_\_\_\_\_

16.  $40 \div 8 =$  \_\_\_\_\_

17.  $8 \times 2 =$  \_\_\_\_\_

18.  $8 \times 3 =$  \_\_\_\_\_

19.  $80 \div 8 =$  \_\_\_\_\_

20.  $6 \times 8 =$  \_\_\_\_\_

3. Nicole has 4 grocery sacks. Inside each grocery sack there are 6 plastic containers. How many containers are there in all?

$6 \times 4 = 24$

$4 \times 4 = 16$

$6 \times 6 = 36$

4. Ramon has 3 plastic milk containers. Paulette has 3 times the number of containers than Ramon has. How many containers does Paulette have?

$3 \times 1 = 3$

$3 \times 2 = 6$

$3 \times 3 = 9$

5. Coco has 5 cardboard boxes. Each cardboard box is worth 6¢. How much money are the cardboard boxes worth?

$5 \times 5¢ = 25¢$

$5 \times 6¢ = 30¢$

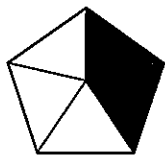
$5 \times 1¢ = 5¢$

6. Todd has 9 magazines. Each magazine can be recycled and made into 3 newspapers. How many newspapers can be made with the magazines?

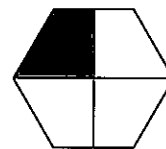
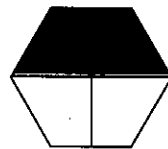
$3 \times 3 = 9$

$3 \times 9 = 27$

$7 \times 3 = 21$



\_\_\_\_\_ ○ \_\_\_\_\_



\_\_\_\_\_ ○ \_\_\_\_\_

6. Write the mixed fraction.



\_\_\_\_\_

7. Write the mixed fraction.



\_\_\_\_\_

8. Write the mixed fraction.



\_\_\_\_\_

9. Rewrite each fraction as a mixed fraction.

$$\frac{9}{7} = \underline{\hspace{2cm}}$$

$$\frac{14}{3} = \underline{\hspace{2cm}}$$

10. Rewrite each fraction as a mixed fraction.

$$\frac{7}{2} = \underline{\hspace{2cm}}$$

$$\frac{6}{5} = \underline{\hspace{2cm}}$$

**Day 10**

**Grade 3**

**I-ready: 15 minutes of Math**

**15 minutes of Reading**

**IXL: your choice of topic for 15  
minutes**



blades are like small sails that turn in the wind. This makes energy. Many windmills can be set up in one place, called a wind farm. Then a lot of wind energy is collected.



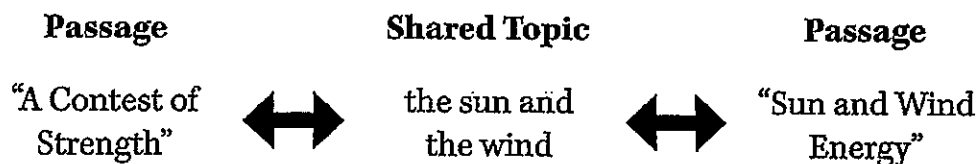
*windmills, wind energy*

4 Both the sun and the wind can make energy. Step outside on a sunny, windy day. Feel the power. There is energy all around you.

*energy all around*

What is “Sun and Wind Energy” mostly about? It is mostly about **energy from the sun and the wind.**

What do both “A Contest of Strength” and “Sun and Wind Energy” tell about? What is the shared topic? Both passages tell something about **the sun and the wind.**



On tests, some questions ask about each passage separately. Other questions ask about both passages together.

**5. Complete the chart to tell about solar panels collecting energy from the sun. Use information from "Sun and Wind Energy."**

Sun shines on the glass in solar panels.



[Empty box for student input]



[Empty box for student input]



The sunlight will be used as energy.

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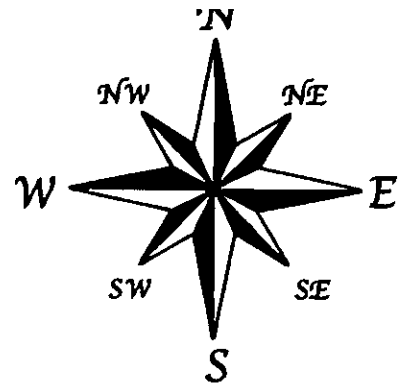
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The points helped travelers find the direction of the winds. Each mark on the compass rose points to a different wind. There are eight major winds shown on a compass rose. These are the South, North, West, East, Southwest, Northwest, Southeast, and Northeast. There are also eight marks that point to winds between those major winds. These are known as the half-winds. The remaining 16 marks point to quarter-winds.



The colors you see the most on a compass rose are black and white. These colors really stand out. Imagine if you were on a dark ship. Even in candlelight, you could see the black marks on the white background.

Now, all charts and maps have some kind of compass rose. The first cartographer to draw a compass rose was Cresques Abraham of Majorca in 1375. The word *cartographer* uses the root word *graph*. That root word means "writing." A cartographer writes maps.

Ⓓ a visual used in math



4. Based on the information from the passage, what can you infer is the meaning of *navigate*?

- Ⓐ to listen for
- Ⓑ to find one's way
- Ⓒ to watch
- Ⓓ to lose

On the lines below, write your own question based on "The History of a Useful Rose." Circle the correct picture on the left to show the level of the question you wrote.



\_\_\_\_\_



\_\_\_\_\_

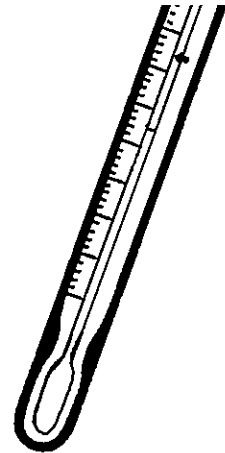


\_\_\_\_\_

**On a separate piece of paper . . .**

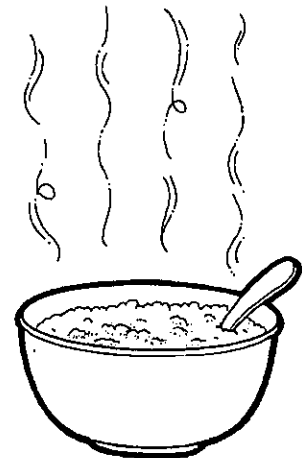
- Write a sentence that includes the word *navigate*.
- Why do you think it is called a "rose"?

3. But I have a book report due! protested Marianne.
4. I am sure your teacher will understand, Mother assured her.
5. Marianne tried to get out of bed, saying, I think I'll be fine.



6. Mother felt her forehead and said, Oh, dear, you have a fever.
7. Stay in bed, and I'll make you some nice, hot soup, said Mother.

8. Will you call my teacher and let her know? Marianne asked.
9. Of course, Mother said. Now I'll go make the soup.



10. It's no fun being sick, said Marianne.

3 ) 500 \_\_\_\_\_

8 ) 507 \_\_\_\_\_

4 ) 184 \_\_\_\_\_

9 ) 636 \_\_\_\_\_

5 ) 237 \_\_\_\_\_

10 ) 813 \_\_\_\_\_

**Round each number to the nearest hundred.**

1 ) 7,754 \_\_\_\_\_

6 ) 6,793 \_\_\_\_\_

2 ) 9,172 \_\_\_\_\_

7 ) 9,479 \_\_\_\_\_

3 ) 7,568 \_\_\_\_\_

8 ) 6,237 \_\_\_\_\_

4 ) 6,912 \_\_\_\_\_

9 ) 9,141 \_\_\_\_\_

5 ) 7,134 \_\_\_\_\_

10 ) 4,876 \_\_\_\_\_



5.  $64 \div 8 =$  \_\_\_\_\_

6.  $8 \times 2 =$  \_\_\_\_\_

7.  $56 \div 8 =$  \_\_\_\_\_

8.  $1 \times 8 =$  \_\_\_\_\_

9.  $6 \times 8 =$  \_\_\_\_\_

10.  $8 \times 0 =$  \_\_\_\_\_

11.  $8 \times 6 =$  \_\_\_\_\_

15.  $48 \div 8 =$  \_\_\_\_\_

16.  $8 \times 1 =$  \_\_\_\_\_

17.  $2 \times 8 =$  \_\_\_\_\_

18.  $72 \div 8 =$  \_\_\_\_\_

19.  $7 \times 8 =$  \_\_\_\_\_

20.  $8 \times 7 =$  \_\_\_\_\_

3. How many months in 4 years?  
(Hint: There are 12 months in 1 year.)

48 months   84 months   24 months  
     

4. How many days in 11 weeks?  
(Hint: There are 7 days in 1 week.)

18 days   77 days   81 days  
     

5. How many days in 1 year?

730 days   365 days   12 months  
     

6. One month has 30 days. How many days in 7 months?

37 days   201 days   210 days  
     

7. How many inches are in 5 feet?  
(Hint: There are 12 inches in 1 foot.)

17 inches   60 inches   66 inches  
     

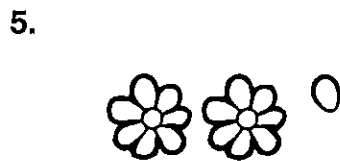
8. There are 3 feet in 1 yard. How many feet are in 18 yards?

54 feet   45 feet   22 feet





$5\frac{1}{2}$  or \_\_\_\_\_  
fishing hats



$2\frac{1}{6}$  or \_\_\_\_\_  
flower petals



$2\frac{1}{3}$  or \_\_\_\_\_  
pennies

Circle the correct answer to each question.



$\frac{1}{4}$  cup

7. The recipe calls for  $1\frac{1}{3}$  cups of flour.

A.  $\frac{1}{2} + \frac{1}{2} + \frac{1}{3}$

B.  $\frac{1}{4} + \frac{1}{4} + \frac{1}{2}$

C.  $\frac{1}{3} + \frac{1}{3} + \frac{1}{3}$

8. Jay needs  $\frac{3}{4}$  of a cup of water.

A.  $\frac{1}{4} + \frac{1}{3}$

B.  $\frac{1}{3} + \frac{1}{3}$

C.  $\frac{1}{4} + \frac{1}{2}$



$\frac{1}{3}$  cup

9. Suzy used 2 cups of sugar.

A.  $\frac{1}{4} + \frac{1}{4} + \frac{1}{2} + \frac{1}{2}$

B.  $\frac{1}{2} + \frac{1}{2} + \frac{1}{2} + \frac{1}{2}$

C.  $\frac{1}{3} + \frac{1}{3} + \frac{1}{4} + \frac{1}{2}$

10. Mom found  $1\frac{1}{2}$  cups of walnuts.

A.  $\frac{1}{3} + \frac{1}{3} + \frac{1}{3}$

B.  $\frac{1}{2} + \frac{1}{2} + \frac{1}{2}$

C.  $\frac{1}{4} + \frac{1}{4} + \frac{1}{4} + \frac{1}{4}$



$\frac{1}{2}$  cup

**Day //**

**Grade 3**

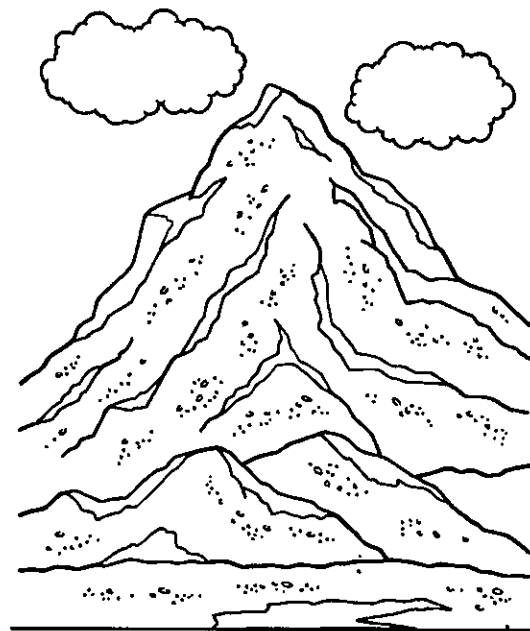
**I-ready: 15 minutes of Math**

**15 minutes of Reading**

**IXL: your choice of topic for 15  
minutes**

mountain in the world. In reality, it's the highest in altitude. It is the tallest mountain from sea level to its peak. The term "sea level" means at the level the ocean's surface begins. So from the surface of the sea to the top of the mountain, Mt. Everest scores the highest. It is about 29,000 feet above sea level.

- **Tallest Mountain** — If we count the base of the mountain to the peak of the mountain, then the tallest mountain is Mauna Kea. Mauna Kea is an island in the Pacific Ocean. We can say that its base is the ocean floor itself. That makes this mountain about 33,000 feet tall.
- **Longest Mountain Range** — The longest range is not actually found on land. It's found underwater. It's called the mid-ocean ridge. It's over 40,000 miles long!



Earth's mountain ranges form a lot of the character on the surface of our planet. What would our planet look like without them?

 \_\_\_\_\_ above sea level.

- Ⓐ less than 29,000 feet
- Ⓑ more than 29,000 feet
- Ⓒ about 33,000 feet
- Ⓓ almost 40,000 miles

**On the lines below, write your own question based on "Massive Mountains." Circle the correct picture on the left to show the level of the question you wrote.**



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

**On a separate piece of paper . . .**

- Write a sentence that includes the word *surface*.
- Let's say you are packing for a trip to hike Mt. Everest. You can only take things that you can fit into one backpack. Make a list of the important items that you would need for such a trip.







- B. He fell and hurt his arm.
- C. He got lost.
- D. He had a snowball fight with his parents.

**Type of Question:** \_\_\_\_\_

20. Why didn't Chip wear the right clothes to play in the snow?

- A. He was too stubborn.
- B. He didn't have the right clothes.
- C. They didn't fit him properly.
- D. He had no idea what to wear in the snow.

**Type of Question:** \_\_\_\_\_

21. Who came over to help him with the snowman?

- A. Chip's mother
- B. Chip's father
- C. Connie
- D. a neighbor

22. How does Chip change from the beginning to the end of the story?

- A. He is scared to move in the beginning but feels good about it at the end.
- B. He dislikes Vermont more than he thought he would.
- C. He misses Florida more than he thought he would.
- D. He feels good about moving to Vermont in the beginning but is scared by the end of the story.

• Point Right To It! •

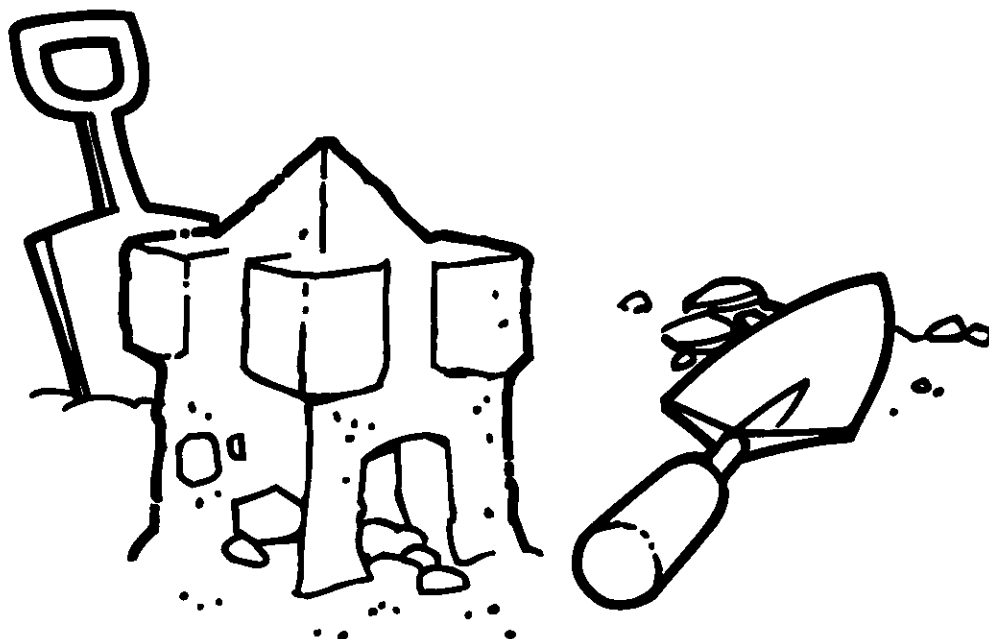
• Think about where Chip was from and his experience with snow. •

• Point Right To It! •

• Go back and reread the end of the story. •

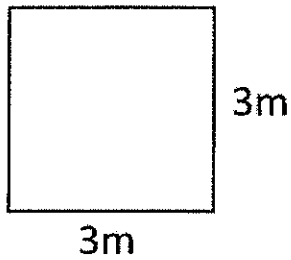


6. Then we all \_\_\_\_\_ under the umbrella for an hour.
7. Later, I \_\_\_\_\_ and \_\_\_\_\_ in the ocean.
8. Once, I saw a dolphin \_\_\_\_\_ toward me.
9. When the sun \_\_\_\_\_ down below the horizon, we \_\_\_\_\_ our towels.
10. We \_\_\_\_\_ home and into bed and \_\_\_\_\_.



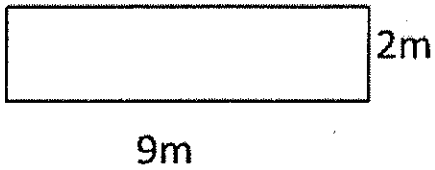
Area = \_\_\_\_\_ square cm

3)



Area = \_\_\_\_\_ square m

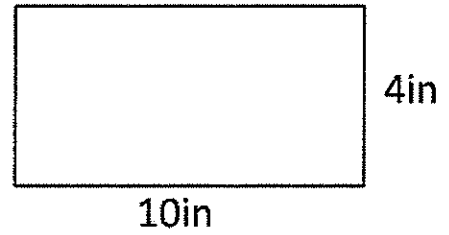
5)



Area = \_\_\_\_\_ square m

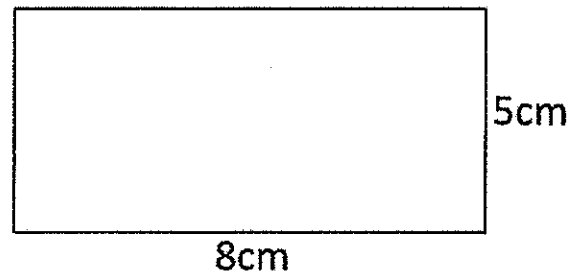
Area = \_\_\_\_\_ square in

4)



Area = \_\_\_\_\_ square in

6)



Area = \_\_\_\_\_ square cm



5.  $8 \div 8 =$  \_\_\_\_\_

6.  $8 \times 2 =$  \_\_\_\_\_

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

8.  $1 \times 8 =$  \_\_\_\_\_

9.  $8 \times 6 =$  \_\_\_\_\_

10.  $8 \times 0 =$  \_\_\_\_\_

11.  $8 \div 8 =$  \_\_\_\_\_

15.  $0 \times 8 =$  \_\_\_\_\_

16.  $16 \div 8 =$  \_\_\_\_\_

17.  $2 \times 8 =$  \_\_\_\_\_

18.  $3 \times 8 =$  \_\_\_\_\_

19.  $80 \div 8 =$  \_\_\_\_\_

20.  $7 \times 8 =$  \_\_\_\_\_



3. Tilly put 16 legs on 2 marshmallow spiders. How many legs did Tilly put on each spider?

6 legs



8 legs



10 legs



4. Paul made 12 wings for 6 paper bees. How many wings did Paul put on each bee?

1 wing



3 wings



2 wings



5. Ben used 30 feathers on 6 headbands. How many feathers were on each headband?

5 feathers



6 feathers



7 feathers



6. Stu counted 18 ears on 9 mice. How many ears were on each mouse?

2 ears



0 ears



1 ear



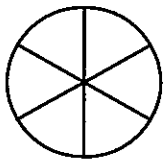


$$\frac{1}{2} \text{ of } 10 = \underline{\hspace{2cm}}$$



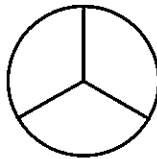
$$\frac{1}{3} \text{ of } 9 = \underline{\hspace{2cm}}$$

6. Write the fraction for one section.



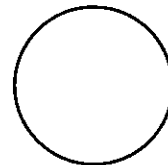
\_\_\_\_\_

7. Write the fraction for one section.



\_\_\_\_\_

8. Write the fraction for one section.



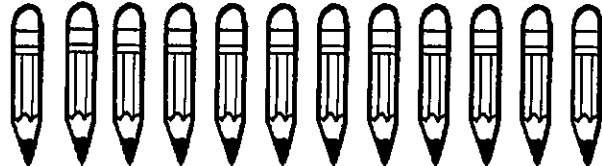
\_\_\_\_\_

9. Divide the pictures into 3 equal sets.  
Complete the problem.



$$\frac{2}{3} \text{ of } 12 = \underline{\hspace{2cm}}$$

10. Divide the pictures into 6 equal sets.  
Complete the problem.



$$\frac{3}{6} \text{ of } 12 = \underline{\hspace{2cm}}$$

**Day 12**

**Grade 3**

**I-ready: 15 minutes of Math**

**15 minutes of Reading**

**IXL: your choice of topic for 15  
minutes**

From the honey harvest a few years ago, Kiran and other hunters went deep into the jungle together to harvest honey from giant cliff bees.

2 On one trip, Kiran and the other hunters walked into the jungle and up a winding trail. When they arrived at the edge of the cliff, Kiran prepared for his climb down the cliff. He covered his head and neck with a thick piece of cloth. He hoped that the cloth would protect him from bees. Kiran also made sure that he had a sturdy rope and good, strong tools.



3 When Kiran was ready to climb down the cliff, two men harnessed him to a rope ladder. Then the men lowered the rope ladder from the top of the cliff. In his bare feet, Kiran slowly climbed down the ladder, over the steep cliff. The other men followed him.

the ladder like a puppet.

6 The team of men above scrambled to save Kiran. They carefully pulled him up on the rope ladder. On the way up, Kiran scraped his legs against the sharp rocks. Angry bees flew around his head. He cried out in pain. When Kiran was near the top of the cliff, the men grabbed his arms so that he would not fall. Then Kiran pulled himself to safety. But he did get a few painful bee stings.

7 When Kiran returned to the village, his aunt put a cool paste on his stings. She said wisely, "For many years, our family has hunted for honey. We trade the honey for goods. And we use the honey in our food. Kiran, you learned how to hunt honey from your father. Your father learned from his father. They taught you well. But you must never forget that honey hunters risk their lives to climb the sweet cliffs."



8 Kiran said, "Auntie, I was very lucky today. I'm so glad the team did not let me fall onto the rocks."



- Ⓒ He was dancing around to perform for the men below.
- Ⓓ He was pulling on the rope ladder to show the men where he wanted to go to get the honey.

**2. One man lit a fire and created smoke because**

- Ⓐ he and the others were ready for dinner.
- Ⓑ he and the others were cold.
- Ⓒ the bees liked the smoke, and they would produce more honey for the men to collect.
- Ⓓ the bees would be confused by the smoke, and it would be safer to collect the honey.

**4. What is this story mostly about?**

- Ⓐ hunting bees to gather honey
- Ⓑ a serious accident on some cliffs
- Ⓒ getting stung by a bee
- Ⓓ taking advice from a wise aunt



Kiran pulls himself to safety.

**6. Do you think that Kiran will continue to hunt for honey?  
Use details from the story to support your answer.**

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One amazing thing that humans build are dams. Beavers also build dams, but they are different. Beavers might build using sticks they find. Humans built using concrete. Dams are built on rivers and waterways. Dams hold back walls of water.

Some human dams help create electricity. They also protect land and homes. Here is how a dam works:

1. A dam holds a lot of water in one place. It keeps the water from flowing like it would naturally.
2. The water in the dam backs up. This creates pressure.
3. This pressure sends water through the intake.
4. The water makes the generator go.
5. The generator helps make things like power lines work.
6. A turbine helps control the power of the water. It helps the water get released back down into the continuing river.

Although beavers may have inspired us, there are no beaver dams out there quite like the ones built by humans!

- (B) electricity
- (C) the intake
- (D) the generator



4. Besides humans, which animals also create dams?

- (A) crows
- (B) trout
- (C) moose
- (D) beavers

On the lines below, write your own question based on "One of the Amazing Things." Circle the correct picture on the left to show the level of the question you wrote.



~~\_\_\_\_\_~~

~~\_\_\_\_\_~~

~~\_\_\_\_\_~~

~~\_\_\_\_\_~~

**On a separate piece of paper . . .**

- Write a sentence that includes the word *modified*.
- If you built a dam, what would you want to have it power? Why?

to shout. That's a big plane!

**Directions:** Read each sentence or phrase. Then, mark it as one of the following:

Tells

Asks

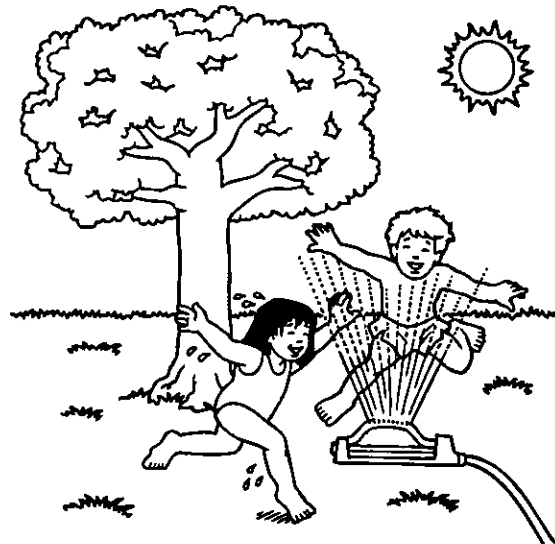
Orders

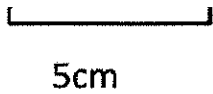
Shouts

Phrase (not a sentence)

**Example:** A What time does the show begin?

- \_\_\_\_\_ 1. What a beautiful day!
- \_\_\_\_\_ 2. Ran through the sprinkler.
- \_\_\_\_\_ 3. Where did you put the dictionary?
- \_\_\_\_\_ 4. My uncle is at the hardware store.
- \_\_\_\_\_ 5. Is she in trouble?
- \_\_\_\_\_ 6. There's no time to lose!
- \_\_\_\_\_ 7. We each have.
- \_\_\_\_\_ 8. It was a dark and stormy night.
- \_\_\_\_\_ 9. Do your homework.
- \_\_\_\_\_ 10. How did that happen?
- \_\_\_\_\_ 11. Under the desk.
- \_\_\_\_\_ 12. Stay away from the hot burner.



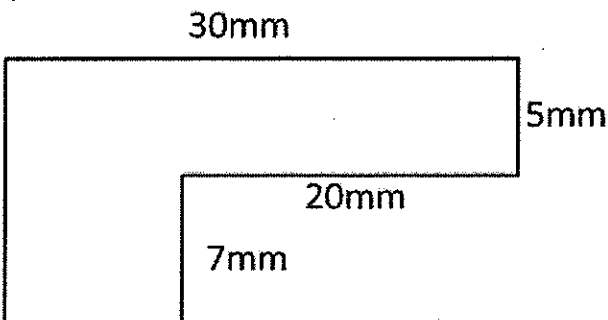


6cm

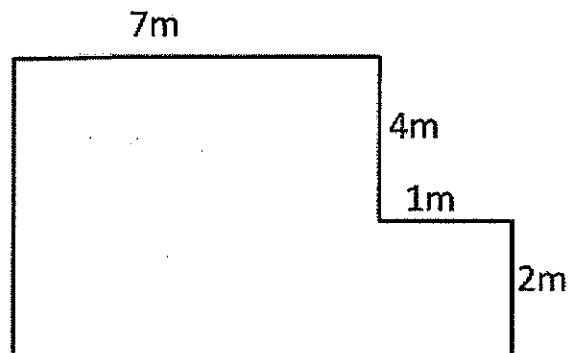
Area = \_\_\_\_\_ square cm (cm<sup>2</sup>)

Area = \_\_\_\_\_ square cm (cm<sup>2</sup>)

3)



4)



Area = \_\_\_\_\_ square mm (mm<sup>2</sup>)

Area = \_\_\_\_\_ square m (m<sup>2</sup>)

Handy hint: Area = Length x Width of a rectangle



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5.  $24 \div 8 =$  \_\_\_\_\_

6.  $8 \times 2 =$  \_\_\_\_\_

7.  $8 \times 3 =$  \_\_\_\_\_

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

9.  $8 \times 6 =$  \_\_\_\_\_

10.  $8 \times 2 =$  \_\_\_\_\_

11.  $56 \div 8 =$  \_\_\_\_\_

15.  $0 \times 8 =$  \_\_\_\_\_

16.  $40 \div 8 =$  \_\_\_\_\_

17.  $2 \times 8 =$  \_\_\_\_\_

18.  $3 \times 8 =$  \_\_\_\_\_

19.  $80 \div 8 =$  \_\_\_\_\_

20.  $7 \times 8 =$  \_\_\_\_\_

There were \_\_\_\_\_ bales of hay for each haystack.

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2. Rachel counted 72 cherries in 2 scoops of ice cream. How many cherries were in each scoop?

$$\begin{array}{r} \overline{) \phantom{00}} \\ \times \phantom{00} \\ \hline \end{array}$$

There were \_\_\_\_\_ cherries in each scoop.

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3. Joey put 39 dog bones into 3 boxes. How many dog bones were in each box?

$$\begin{array}{r} \overline{) \phantom{00}} \\ \times \phantom{00} \\ \hline \end{array}$$

There were \_\_\_\_\_ dog bones in each box.




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4. Guy counted 44 pairs of water wings in 4 swimming pools. How many pairs of water wings were in each pool?




$$\begin{array}{r} \overline{) \phantom{00}} \\ \times \phantom{00} \\ \hline \end{array}$$


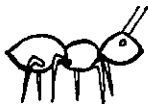
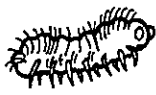
There were \_\_\_\_\_ pairs of water wings in each pool.









1.  \_\_\_\_\_  
 \_\_\_\_\_  
 + \_\_\_\_\_

2.  \_\_\_\_\_  
 \_\_\_\_\_  
 + \_\_\_\_\_

3.  \_\_\_\_\_  
 \_\_\_\_\_  
 + \_\_\_\_\_

4.  \_\_\_\_\_  
 \_\_\_\_\_  
 + \_\_\_\_\_

5.  \_\_\_\_\_  
 \_\_\_\_\_  
 + \_\_\_\_\_

6.  \_\_\_\_\_  
 \_\_\_\_\_  
 + \_\_\_\_\_