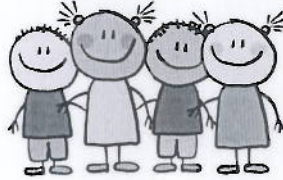


Name: _____



3rd Grade Homework Packet

Quarter 3 / Week 1

The assigned homework is meant to increase student confidence and build foundational skills. This is one of the many ways we hope to keep the home to school connection strong.

Math Practice:

- Twice per week, students will receive an opportunity to practice what we are currently learning in the classroom.
- One night per week will be focused on strengthening your child's basic fact foundational knowledge. This will help support the grade level content we will be learning in the classroom. Although this is assigned once per week, it is encouraged to continually find opportunities to practice briefly throughout the week.

Reading:

Students will read the attached reading material for the week. They may read it over several nights if needed. Then students must answer the comprehension check questions that follow. They can go back in the text to help them answer. This follows what we are doing in the classroom. They may also look up unfamiliar words and discuss the strategies on the sides of the passages.

Students are still encouraged to read each night for 20 minutes. However, instead of completing the reading log, students may write to their teacher about what they have read. Students can also use the attached reading material as part of the 20 minutes for one night.

Please return packet at the end of the week.

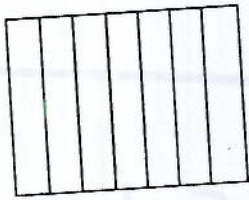
Fractions

Name _____ Date _____

Color the shape to show the fraction.

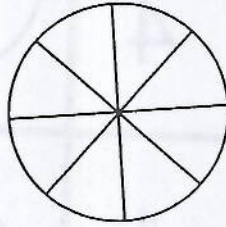
1.

$$\frac{4}{7} =$$



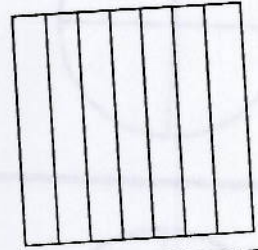
2.

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



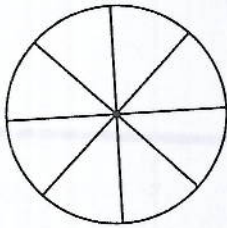
3.

$$\frac{3}{7} =$$



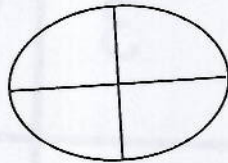
4.

$$\frac{5}{8} =$$



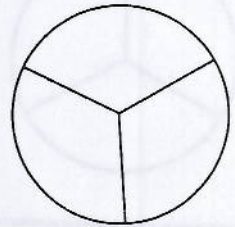
5.

$$\frac{4}{4} =$$



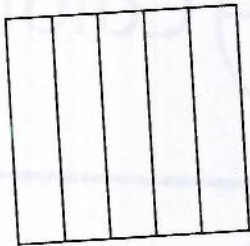
6.

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



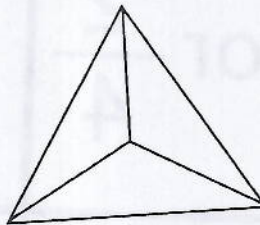
7.

$$\frac{2}{5} =$$



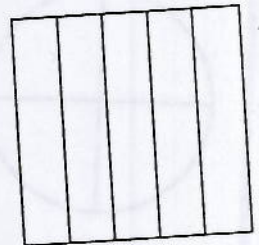
8.

$$\frac{2}{3} =$$



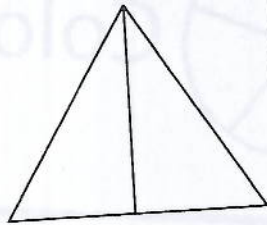
9.

$$\frac{1}{5} =$$



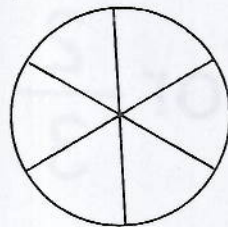
10.

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



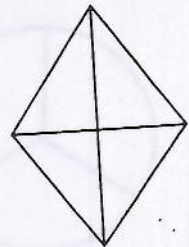
11.

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



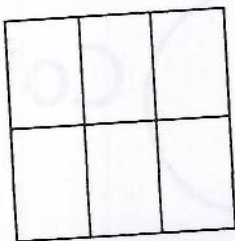
12.

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



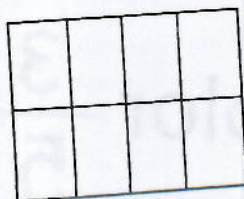
13.

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



14.

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



15.

$$\frac{6}{6} =$$



Fractions



Color $\frac{1}{4}$



Color $\frac{2}{5}$



Color $\frac{1}{3}$



Color $\frac{1}{5}$



Color $\frac{2}{4}$



Color $\frac{3}{4}$



Color $\frac{2}{3}$



Color $\frac{4}{5}$



Color $\frac{3}{5}$



Color $\frac{1}{2}$

Name : _____

Score : _____

Teacher : _____

Date : _____

Find the Missing Factor

1) $3 \times N = 24$

$N = \underline{\hspace{2cm}}$

2) $9 \times N = 81$

$N = \underline{\hspace{2cm}}$

3) $1 \times N = 8$

$N = \underline{\hspace{2cm}}$

4) $9 \times N = 90$

$N = \underline{\hspace{2cm}}$

5) $0 \times N = 0$

$N = \underline{\hspace{2cm}}$

6) $8 \times N = 40$

$N = \underline{\hspace{2cm}}$

7) $N \times 7 = 56$

$N = \underline{\hspace{2cm}}$

8) $N \times 2 = 12$

$N = \underline{\hspace{2cm}}$

9) $N \times 6 = 30$

$N = \underline{\hspace{2cm}}$

10) $N \times 3 = 12$

$N = \underline{\hspace{2cm}}$

11) $N \times 4 = 32$

$N = \underline{\hspace{2cm}}$

12) $N \times 2 = 0$

$N = \underline{\hspace{2cm}}$



Guided Instruction

RL.3.1

WORDS TO KNOW

condition

hatchling

swooped

To understand a text, find details in the text to help you answer questions.

CITE EVIDENCE

A To understand a story, it helps to **ask and answer questions**, such as, *What characters are in the story?* Underline details in the title that answer this question. It also helps to ask, *What is the main problem?* Circle the part of paragraph 2 that answers this.

B Questioning why characters do things is also important. Underline the sentences in paragraph 4 that explain why the Dove does what she does. What other fables or folktales have you read in which one character helps another?

The Dove and the Ant: A Retelling of an Aesop Fable

(Genre: Fable)

- 1 The weather in the spring had been very hot and dry. An Ant dragged herself to the river, hoping to get a drink of water. However, weak from thirst, she fell into the water. As she struggled to get back to land, the current carried her away from shore.
- 2 Try as she might, the Ant could not get closer to shore. There was nothing else floating in the river for her to hold on to. "I am lost!" she thought. "Nobody saw me fall in. There is nobody to help me." Getting more and more tired, the Ant started to sink beneath the water.
- 3 High in a tree near the bank of the river sat a sharp-eyed Dove. Her strong eyes let her see the Ant splashing, and she knew the Ant was in trouble. She thought to herself, "What can I do?"
- 4 The Dove pitied the Ant's **condition**. She wanted to help. Spotting a small branch on the ground, she **swooped** down and grabbed it in her beak. She took a hop and flew out over the river.



KEY IDEAS AND DETAILS

RL.3.1

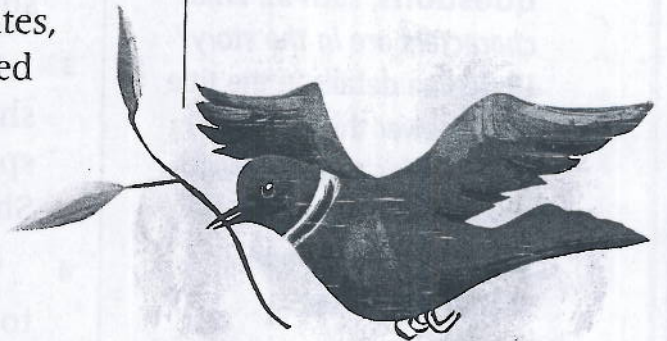
Guided Instruction

- 5 Where was the Ant? The Dove saw the weakest of splashes. Zooming out of the sky, she dropped the branch right by the Ant.
- 6 The Ant felt the branch. She got one leg up on it, then another, and finally scrambled on top. She shook the water from her eyes. Seeing that the Ant was safe, the Dove flew away.
- 7 The branch floated to shore, and the Ant stepped off onto land. "I have to thank the Dove," she thought to herself. "I don't know how I will, but I have to."
- 8 Spring turned to summer. The Dove's **hatchlings** grew, and the young birds left the nest. The Dove forgot all about saving the Ant.
- 9 The Ant also had work to do. With her mates, she tunneled underground. She also searched for food above ground and brought it back to the nest.

CITE EVIDENCE

C Ask yourself, "What words does the author use that help me see the action?" Circle the words in paragraph 5 that help you see what is happening.

D The story's setting includes *when* it happens. Underline details that tell you when this story happens. How much time passes in this story?



Comprehension Check

1. Why does the Ant think she is in big trouble?
2. What in the text says that the Ant feels grateful?

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ASKING AND ANSWERING QUESTIONS

Guided Practice

RL.3.1

WORDS TO KNOW

bait
commotion
stealthy

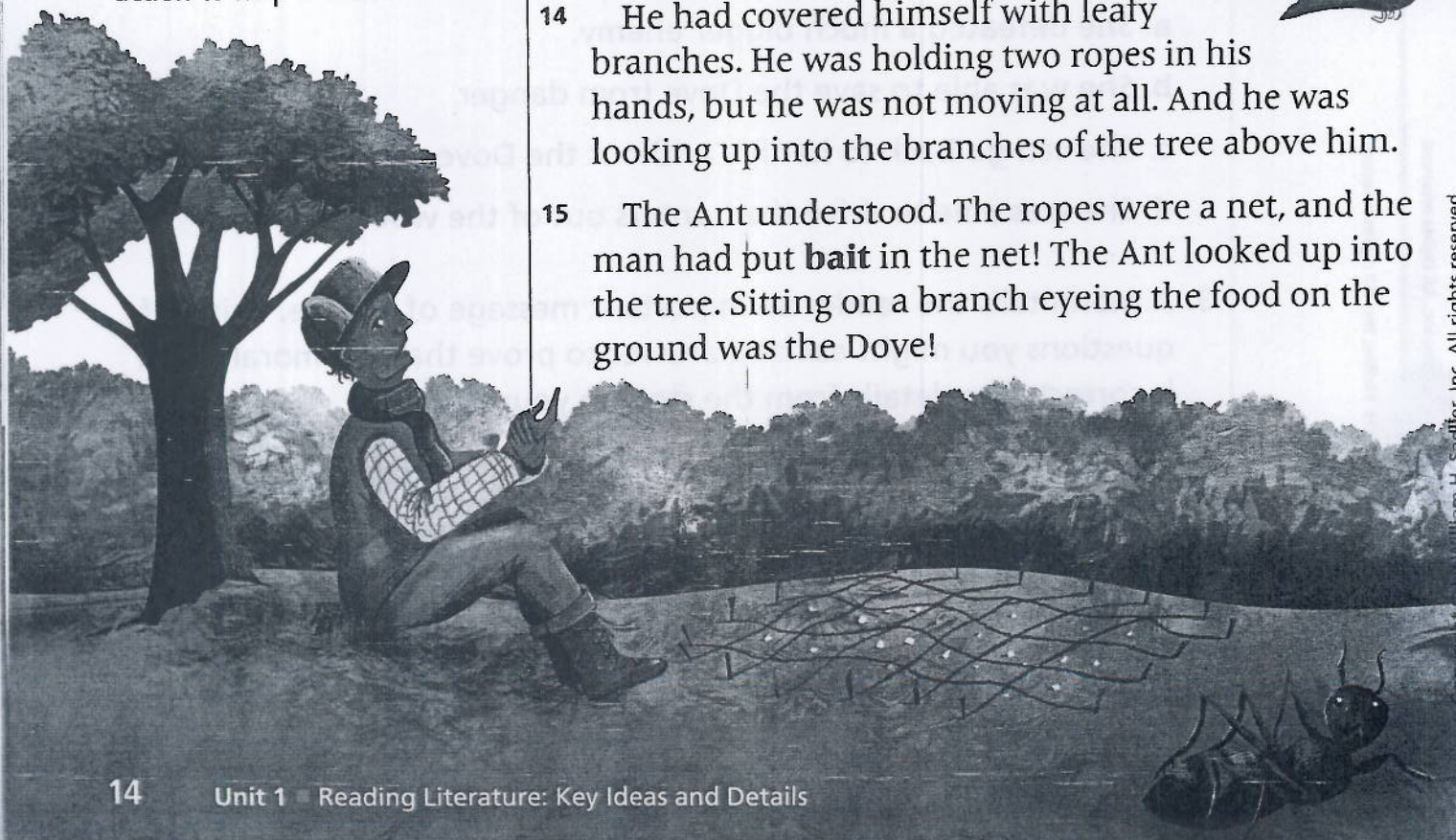
CITE EVIDENCE

A Ask yourself if the setting has changed. Underline the words in paragraph 11 that show that one part of the setting, the season, has changed.

B On page 15, circle two sentences where the Ant boldly helps the Dove. Think of a time when you took action to help a friend.

The Dove and the Ant: A Retelling of an Aesop Fable *continued*

- 10 The Ant sometimes talked to her friends about the Dove. "Why worry about that? You will never be able to thank her," they said. "Now help me lift this blade of grass."
- 11 By the fall, hunters started coming into the woods. Some were noisy and would crash through the trees, wearing bright red and yellow coats. The animals had an easy time avoiding loud hunters.
- 12 Other hunters were **stealthy**. They walked quietly, and wore green and brown clothes. The bushes did not rustle as the quiet hunters went past. The animals had to be on the lookout for these hunters.
- 13 One day, the Ant was alone near a clearing in the woods. A young man was lying on his stomach at the edge of the opening, looking as if he was enjoying the fine weather. But the Ant did not like something about him. It wasn't just that he looked out of place there.
- 14 He had covered himself with leafy branches. He was holding two ropes in his hands, but he was not moving at all. And he was looking up into the branches of the tree above him.
- 15 The Ant understood. The ropes were a net, and the man had put **bait** in the net! The Ant looked up into the tree. Sitting on a branch eyeing the food on the ground was the Dove!



- 16 The Ant scrambled onto the man's hand. As she did, the Dove fluttered to the ground. The Ant had to hurry.
- 17 The Ant bit the man hard on the hand. The man yelled and slapped his hand. The Dove heard the **commotion** and hopped to safety. As the Dove flew away, the Ant thought, "I did it. I saved my friend!"
- 18 *Moral: Little friends may prove to be great friends.*

Comprehension Check

1. What is the young man in the story trying to do?
 - a. get closer to the Dove to take her picture
 - b. make friends with the Dove by giving her food
 - c. rescue the Dove because it is injured
 - d. trap the Dove, using food as bait
2. Why is the Ant so excited at the end of the fable?
 - a. She defeated a much bigger enemy.
 - b. She was able to save the Dove from danger.
 - c. She can go back to her life without the Dove.
 - d. She was able to drive the hunters out of the woods.
3. A moral tells the reader an important message of a fable. Think of questions you might ask and answer to prove that the moral given is correct. Use details from the story in your answers.
