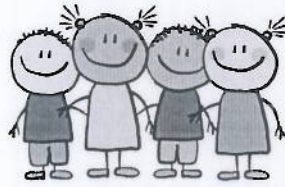


Name: _____



3rd Grade Homework Packet

Quarter 3 / Week 8

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.

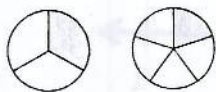
Please return packet at the end of the week.



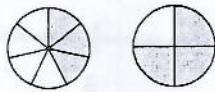
Use $<$ or $>$ to compare each fraction.

Anytime the numerator is the same, the number with the smaller denominator will be larger because it will have larger pieces.
For example:

$$\frac{1}{3} > \frac{1}{5}$$



$$\frac{3}{7} < \frac{3}{4}$$



Anytime the denominator is the same, the number with the larger numerator will be larger because it will have more pieces.
For example:

$$\frac{4}{5} > \frac{2}{5}$$



$$\frac{1}{3} < \frac{2}{3}$$



Ex) $\frac{2}{4} < \frac{3}{4}$

1) $\frac{1}{4} \frac{2}{4}$

2) $\frac{2}{5} \frac{2}{3}$

3) $\frac{2}{3} \frac{2}{7}$

4) $\frac{2}{7} \frac{2}{4}$

5) $\frac{4}{5} \frac{3}{5}$

6) $\frac{3}{8} \frac{3}{6}$

7) $\frac{7}{8} \frac{3}{8}$

8) $\frac{2}{5} \frac{1}{5}$

9) $\frac{1}{2} \frac{1}{6}$

10) $\frac{4}{7} \frac{4}{6}$

11) $\frac{2}{4} \frac{1}{4}$

12) $\frac{3}{5} \frac{3}{8}$

13) $\frac{4}{8} \frac{7}{8}$

14) $\frac{3}{5} \frac{1}{5}$

15) $\frac{1}{5} \frac{1}{2}$

16) $\frac{1}{5} \frac{1}{2}$

17) $\frac{3}{8} \frac{5}{8}$

18) $\frac{5}{7} \frac{1}{7}$

19) $\frac{1}{2} \frac{1}{6}$

20) $\frac{1}{4} \frac{3}{4}$

Answers

Ex. $<$

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

16. _____

17. _____

18. _____

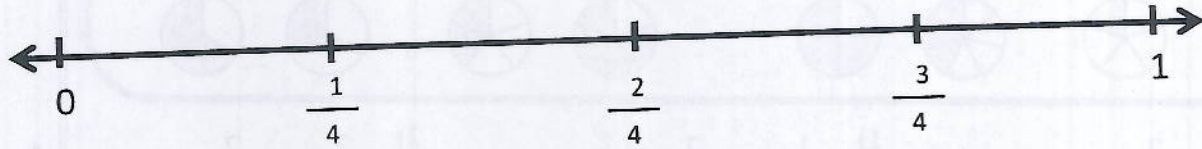
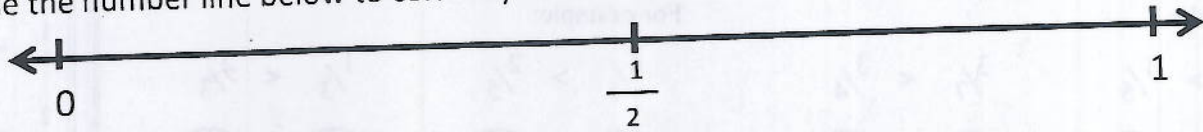
19. _____

20. _____

Name: _____

Comparing Fractions On A Number Line

1. Use the number line below to correctly fill in the blanks below.



_____ is less than _____

_____ < _____

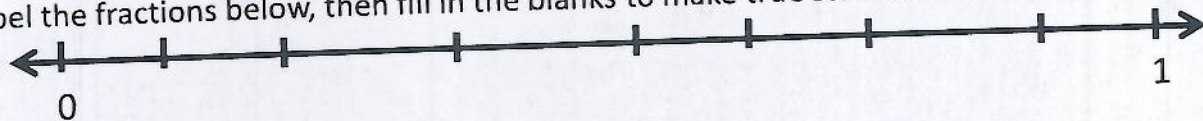
2. Use the number line below to correctly fill in the blanks below.



_____ is greater than _____

_____ > _____

3. Label the fractions below, then fill in the blanks to make true statements.



_____ is greater than _____

_____ > _____

4. Label the fractions below, then fill in the blanks to make true statements.



_____ is less than _____

_____ < _____

Guided Instruction

RL.3.4

WORDS TO KNOW

instructor

mature

mobility

orientation

Nonliteral language gives different meanings to words and phrases from those of literal language.

CITE EVIDENCE

A Writers may use **literal words** that say exactly what they mean. Or they may use **nonliteral, figurative words** that mean something other than what the words say. Circle the nonliteral word in paragraph 1, sentence 1. What is the literal meaning of the word? What does the word mean here?

The Best Friend Possible

(Genre: Realistic Fiction)

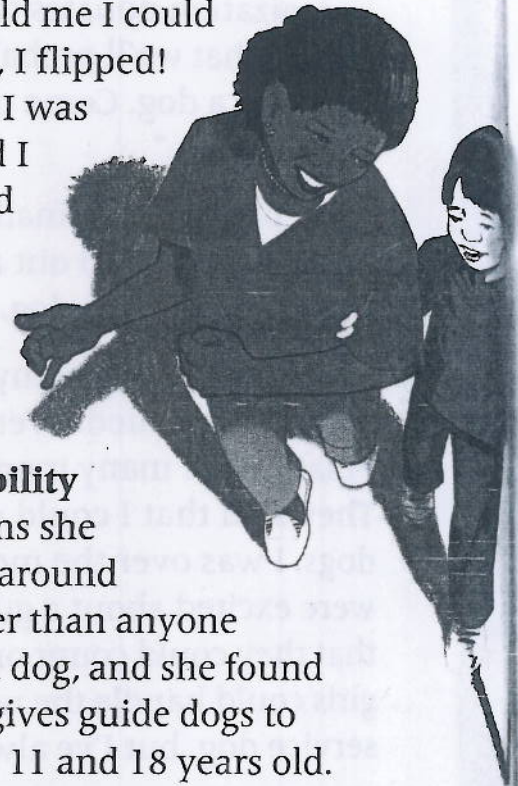
1 When Ms. Kehoe told me I could try to get a guide dog, I flipped! I've been blind since I was nine months old, and I have ALWAYS wanted a guide dog. Most organizations won't give a dog to anyone under 18. I'm only 11. Ms. Kehoe is my **orientation** and **mobility instructor**. That means she helps me learn to get around safely. She knew better than anyone how much I wanted a dog, and she found an organization that gives guide dogs to blind people between 11 and 18 years old.

2 My parents weren't sure it was a good idea. "Honey, you get around with your cane very well," my mother said. "Do you really think you need a dog?"

3 "Mom, a dog can signal what's around me. Yes, a cane is good, but a dog is better!"

4 "But a dog could be trouble," added my dad. "What if it starts to bite?"

5 "Don't worry! These dogs are trained for at least 18 months. They behave better than I do!" I laughed.



- 6 "But what about the money?" he argued. "A dog like that must cost an arm and a leg."
- 7 "Dad, you don't have to worry about money. The organization donates the dogs. The main problem will be that we'll probably have to wait a million years for a dog. Come on, let's look at how to join the program."
- 8 My parents had finally run out of arguments. Together, we filled out an application and started the long wait for a dog.
- 9 Every day, I asked my mother if the guide dog people had called. Every day, the answer was no. Finally, after many months, the answer was yes! They said that I could come to meet some guide dogs. I was over the moon! By now, my parents were excited about a guide dog, too. They knew that they could count on me. Not many 11-year-old girls could handle the responsibility of caring for a service dog, but I've always been **mature**.

Comprehension Check

Reread paragraph 9. Find the phrase "count on me" in sentence 7. What does the narrator mean?

CITE EVIDENCE

B Idioms are figurative language phrases that are usually used in informal writing and speech. Circle the idiom in paragraph 6. What does this idiom mean?

C Context clues can help you figure out literal meanings of unfamiliar words. Look for hints in surrounding words to help you understand a word. Circle the word *application* in paragraph 8. Then underline the surrounding words that help you figure out its meaning.

D Find and box the idiom in paragraph 9. What does this idiom mean?



Guided Practice

RL.3.4

WORDS TO KNOW

bond**isolated****nonprofit organization**

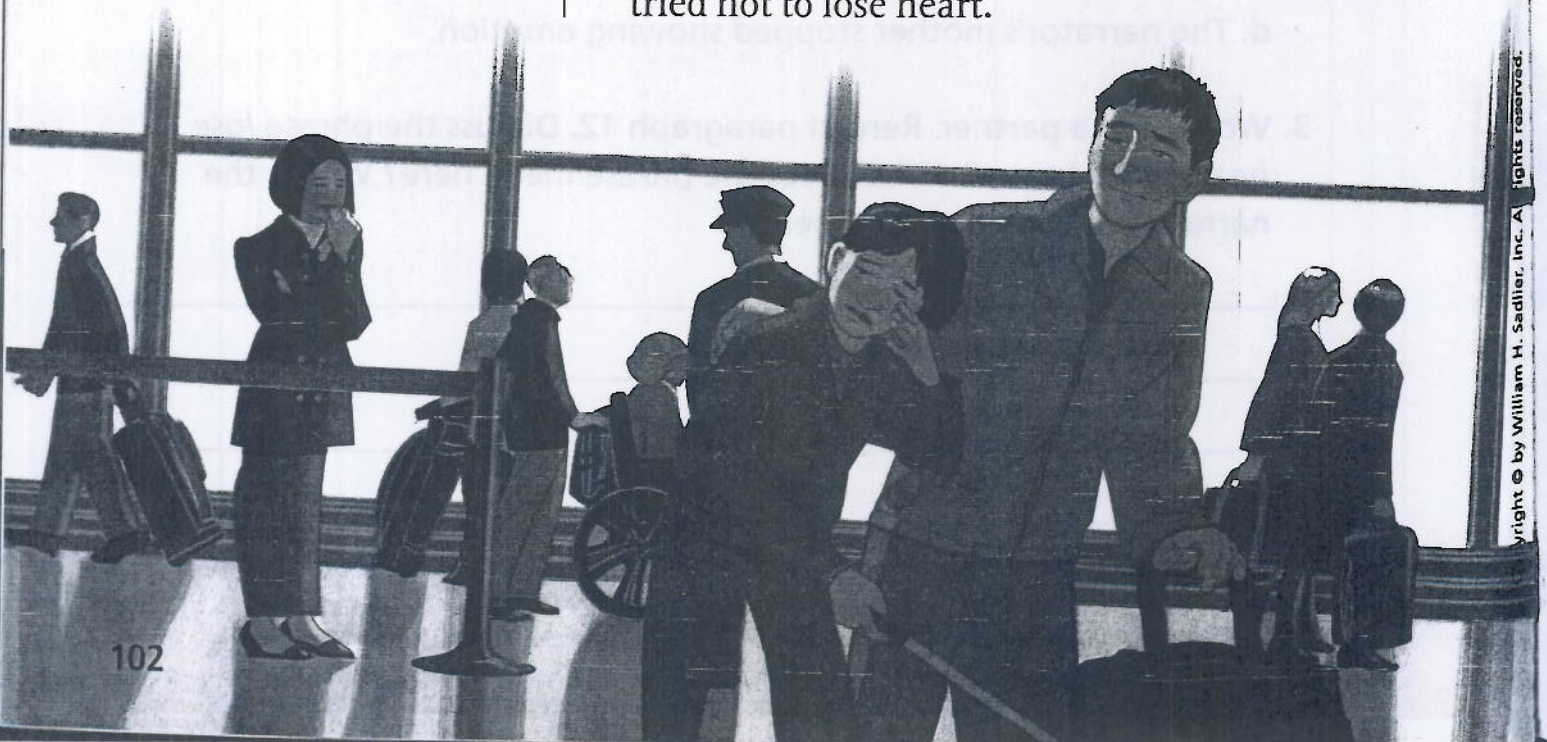
CITE EVIDENCE

A Reread paragraph 11. Underline the phrase *raring to go* in sentence 6. What does it mean?

B Reread paragraph 12. Circle the idiom that means "excited and nervous." Why did the author use this expression?

The Best Friend Possible *continued*

- 10 Since I don't remember being able to see, being blind is what I know. I go to a regular public school in the small town where I live, and I do pretty well. Still, I'm the only kid who is blind at the school. A dog might help me feel less **isolated**. Not only would it help me get around—it might even help me make friends!
- 11 There was just one hitch. I'd have to go to the **nonprofit organization** in Canada for a month to get to know a service dog and learn how to work with it. My father is a teacher, so he had time in the summer. Before long, our plans were set. We would travel near Montreal to meet some guide dogs. I was raring to go!
- 12 I did have one other worry. The guide dog people said that they couldn't promise that I would get a dog. They had only six dogs ready to work as guide dogs, and other kids were coming, too. It's really important that a guide dog forms a strong **bond** with its human. Sometimes, there just isn't the right dog for a person (or person for a dog). I was on pins and needles. What if none of the dogs liked me? I tried not to lose heart.



- 13 Finally, the day came when my father and I left for Montreal. My mother broke down at the airport, but I promised to stay in touch.
- 14 When we got there, I met some teenagers who were also hoping to get a guide dog. At age 11, I was the spring chicken in this group!

Comprehension Check

- Circle the letter that shows a nonliteral phrase in the story.
 - the right dog for a person*
 - my father and I left for Montreal*
 - was the spring chicken*
 - ready to work as guide dogs*
- Circle the letter that tells what the phrase *broke down* means in paragraph 13.
 - The narrator's mother stopped walking.
 - The narrator's mother started crying.
 - The narrator's mother fell on the ground.
 - The narrator's mother stopped showing emotion.
- Work with a partner. Reread paragraph 12. Discuss the phrase *lose heart* in sentence 8. What does the phrase mean here? Why is the narrator trying not to lose heart?

RL.3.4

WORDS TO KNOW

assign

evaluate

specialist

suspense

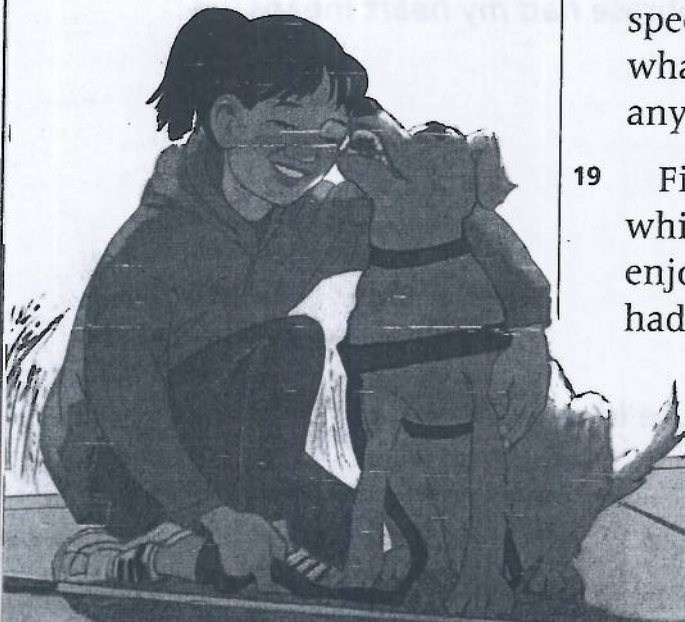
CITE EVIDENCE

A Reread the first sentence in paragraph 17. Underline the figurative word that suggests an image in the sentence.

B Reread paragraph 18. Circle an idiom that has to do with being nervous. What feelings do these words give you about the narrator?

The Best Friend Possible *continued*

- 15 The **specialists** said we would each work with several dogs. That way, they could **evaluate** which dog worked best with each of us. By the end of the week, if all went well, we would be **assigned** a dog.
- 16 “Did you like your first day?” Dad asked me that night. I had to admit it was really nice to be around other people who knew what it was like to be blind.
- 17 The next few days were a haze. It was really tiring to spend all day learning how to work with the dogs, but I loved meeting the different animals. Most of them were a mix of Bernese Mountain Dogs and Labradors. They’re known as Labernese, and they’re big and smart and lovable. All of them had been trained how to follow commands since they were puppies. We traveled on paths in a park. I tried to get used to the feeling of walking with a guide dog. When we were done working, we could play with the dogs.
- 18 On the fifth day, I worked with a really friendly dog named Metro. I liked all the dogs but Metro seemed special. He responded to my commands before I finished saying them. I could only hope the specialists thought we clicked as well as I did. And what if they didn’t think I’d make a good partner for any of the dogs? The **suspense** was killing me.
- 19 Finally, Saturday came—the day I’d find out which dog (if any) would be my partner. I really enjoyed working with all of the dogs, but Metro had my **HEART**.



- 20 The specialist called, "Maxine, you'll partner up with Monk. Jorge, you'll work with Muppet. Nashaya, you'll work with Minty. Lucy, Mosh will be your guide dog. Carl, you'll work with Millie." I heard the dogs come to the teenagers. Why wasn't my name being called?
- 21 Finally, the specialist said, "Oh, I almost forgot! Amanda, you work with Metro." My heart leaped! Before I knew it, Metro was at my feet. We had a lot to learn, but we would learn it together.

Comprehension Check

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1. Circle the letter that tells what the word *clicked* means in paragraph 18, sentence 4.
 - a. made a snapping sound
 - b. pressed, like a button
 - c. got along well
 - d. made things fall apart

2. Circle the letter that tells what the phrase *had my heart* means in paragraph 19.
 - a. had my love
 - b. worried me
 - c. tugged at me
 - d. made me sad

3. Why do you think an author might use idioms and other nonliteral language?
