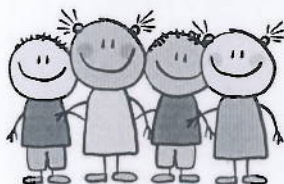


Name: \_\_\_\_\_



# 3rd Grade Homework Packet

## Quarter 4 / Week 3

*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.**



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

1. Julie climbed 15 steps up to the giant slide. She climbed down 6 steps to talk to her friend. Then she climbed up 8 steps to get to the top. How many steps does the slide have?
2. There were 17 balls on the playground. 5 were soccer balls and 8 were basketballs. The rest were kickballs. How many kickballs were there?
3. Lisa made 8 apple muffins for the bake sale. Trevor made 6 banana muffins. They sold 5 muffins altogether. How many muffins were left?
4. Alex found 12 pennies on the playground. He spent 5 pennies. Then he found 3 more. How many pennies did Alex have then?

5. Monica had 6 markers. Her mother gave her 8 more markers. Monica had to throw away 5 of the markers. How many markers did Monica have then?

6. 10 children were on the rollercoaster. 6 more children got on the ride. Then 7 children got off the ride. How many children were on the rollercoaster then?

7. Tracy caught 9 fish in the morning. She threw 5 of them back because they were too small. She caught 8 more in the afternoon. How many fish did Tracy have then?

8. On the nature walk, Lana saw 16 animals. She saw 5 squirrels, 4 woodpeckers, and some chipmunks. How many chipmunks did Lana see?

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

Score : \_\_\_\_\_

Teacher : \_\_\_\_\_

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

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Find the Missing Factor

1 )  $N \times 5 = 40$   $N =$  \_\_\_\_\_

2 )  $3 \times N = 12$   $N =$  \_\_\_\_\_

3 )  $6 \times N = 48$   $N =$  \_\_\_\_\_

4 )  $9 \times N = 63$   $N =$  \_\_\_\_\_

5 )  $3 \times N = 24$   $N =$  \_\_\_\_\_

6 )  $N \times 3 = 24$   $N =$  \_\_\_\_\_

7 )  $6 \times N = 54$   $N =$  \_\_\_\_\_

8 )  $N \times 6 = 24$   $N =$  \_\_\_\_\_

9 )  $N \times 5 = 45$   $N =$  \_\_\_\_\_

10 )  $3 \times N = 12$   $N =$  \_\_\_\_\_

11 )  $6 \times N = 36$   $N =$  \_\_\_\_\_

12 )  $7 \times N = 42$   $N =$  \_\_\_\_\_





## Guided Instruction

RI.3.4

### WORDS TO KNOW

**barrier**

**levee**

**system**

To determine the meaning of a word, readers can use context clues located in the same sentence as the word or in nearby sentences.

### CITE EVIDENCE

**A Inference** clues help you figure out the meaning of an unknown word. By using the text, readers can infer—or figure out—what a word means. Circle the word *submerged* in paragraph 2. Underline the nearby words that help you figure out its meaning.

**B Synonyms** are words that have the same or similar meanings, such as *big/large*. Sometimes synonyms can be context clues. Circle the word *halt* and its synonym in the last sentence of paragraph 3. Why are synonyms often good context clues?

# Water Everywhere

(Genre: Explanatory Text)

1 The worst flood in the United States took place in 1993. It is known as “The Great Flood of 1993.” It rained for five months, causing the Mississippi and Missouri rivers to overflow. This extra water resulted in flooding across nine states.

## Too Much Rain

2 **Levees** stand along the sides of the rivers and keep the river water from going into nearby towns. This time, there was too much rain. Water went over the first **barrier** on June 7. Seventy-five towns were soon submerged. Garbage, bridge parts, and lumber floated on the river. The river water even lifted entire houses.

## Floods in the Future

3 We can protect ourselves from floods. Better levees can be built to hold back floodwaters. Rainfall can be measured by taking pictures from space. A flood warning **system** is also important. It can send an alert to people to leave their homes. Human beings can’t stop the rain, but we may be able to halt its flow.



- 4 Flooding is a big problem in places that are below sea level. The Netherlands is a country in Europe. That country has been dealing with floods for a long time. And people there have some new ideas.

### Fighting Floods

- 5 In the Netherlands, the Dutch fight floods by letting some water in. As sea levels rise, levees and other barriers do not work as well. So the Dutch government created a flood zone. Floodwaters can spill there. No one is hurt. No property is damaged.
- 6 In the United States, during Hurricane Katrina in 2005, the levees around New Orleans failed. The city was badly flooded. New levees kept the city mostly dry during Hurricane Isaac in 2012, but other areas were swamped. It may not be possible to protect everyone with levees. The East Coast also experienced massive flooding in 2012 during Hurricane Sandy. Now some people there are wondering if they should create flood zones as people have done in the Netherlands.

### CITE EVIDENCE

**C Restatement** occurs when a text restates what a word means—similar to a definition. Sentence 3 in paragraph 5 includes the term *flood zone*. Underline the restatement that helps you figure out the meaning of *flood zone*. How does the restatement help you?

**D Antonyms** are words that are opposite in meaning, like *glad/sad*. Sometimes antonyms can be used as context clues. Circle the word *swamped* and its antonym in paragraph 6.

### Comprehension Check

How does determining the meaning of *flood zone* help you understand solutions to flooding? Give specific examples.





## Guided Practice

RI.3.4

### WORDS TO KNOW

**debris**  
**disaster**

### CITE EVIDENCE

**A** Underline the words in paragraph 7 that help you determine what the word *dampness* means.

**B** Read paragraph 8. Circle the text that helps explain the word *assistance*. In paragraph 9, underline the context clue that helps you figure out what the word *strike* means.



Water Everywhere *continued*

### Flood and Funds

- 7** Floods are expensive. Floodwater is powerful, lifting buildings off the ground and sending cars sailing. Floodwater is also dirty. When the water drains away from buildings, mud and other **debris** are left behind. The dirty water can ruin furniture, electrical appliances, and other household items. Dampness left behind by water causes mold to grow, and wood and other building materials can be ruined by water. Even a few inches of water can mean thousands of dollars in cleaning and repairs. Many buildings cannot be repaired.
- 8** A major flood can cost billions of dollars. After Hurricane Sandy, some neighborhoods were completely destroyed. New York City subway tunnels were underwater. That flood was a **disaster**, and many people needed assistance. Government workers rescued those who were stranded. They provided food and water. The government also gave people money to fix their homes and businesses.

### Finding Solutions

- 9** Floods can strike almost anywhere. But they tend to hit the same places over and over. Low-lying places near water are at the greatest risk. People build homes where there may be floods. When a flood hits, they may get money from the government to rebuild. Sometimes they rebuild in the same spot.

- 10 Some say these owners should be allowed to rebuild where they want. It's their home. Others say that when government pays, everyone pays. They think the owners should not be allowed to rebuild in the same place. What do you think?

**Comprehension Check**

1. Circle the letter next to the word that helps you figure out the meaning of *appliances* in paragraph 7.
  - a. dirty
  - b. ruin
  - c. furniture
  - d. electrical
2. Circle the letter next to the word that is a synonym of *provided* in paragraph 8.
  - a. rescued
  - b. stranded
  - c. gave
  - d. fix
3. Work with a partner to determine the meanings of unknown words on pages 152–153. Why is it important to know what the words mean in order to understand information in the passage?

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# DETERMINING WORD MEANINGS

## Independent Practice

RI.3.4

### WORDS TO KNOW

**absorb**

**contaminated**

**snowmelt**



### CITE EVIDENCE

**A** Circle an antonym that helps you determine the meaning of the word *treacherous* in the first sentence of paragraph 13.

**B** In paragraph 13, bullet point 3, underline a synonym for *evacuate*. How did these synonyms and antonyms help you understand this section on flood safety?

Water Everywhere *continued*

### What Causes Floods?

- 11 Floods are caused by storms and heavy rain. But other conditions cause flooding as well. Melting snow can turn into gallons of water. **Snowmelt** can flow downhill and fill rivers and streams. When they get too full, they overflow. Wildfires can also lead to flooding. Fire burns away the trees and other plants that **absorb** water. Without plants to soak up the water, floodwaters take longer to go down.
- 12 Finally, dam failures also cause floods. Dams control the flow of rivers. They can create lakes that we use for fun or to supply us with drinking water. Dams can also turn the flow of water into a source of electrical power. But if a dam fails, all that water rushes out, crushing everything in its path. The floodwater from a dam break is like a tidal wave because the water moves with great force. A dam failure was the cause of the tragic Johnstown flood in Pennsylvania. It happened in 1889 after heavy rains. More than 2,200 people died.

### Flood Safety

- 13 Floods can be treacherous. Take steps to stay safe.
- Listen to the weather forecast if you are at risk. A flood watch means a flood is possible. A flood warning means flooding has begun.
  - Unplug electrical appliances.
  - If you are asked to evacuate, leave as quickly as you can. Keep a bag packed with essential items that you can grab fast.
  - Do not try to walk through moving water. It can knock you down. And floodwater can be **contaminated** with waste.

- 14 After a flood you may need to boil water to make it safe to drink. Be sure electrical appliances are completely dry before you use them. Watch out for snakes or other creatures that might have floated into your home. Floods are the most common natural disaster. So stay safe!

**Comprehension Check**

**MORE ONLINE** [sadlierconnect.com](http://sadlierconnect.com)

- Circle the letter next to the word in paragraph 13 that helps you figure out the meaning of the word *contaminated*.
  - float
  - waste
  - water
  - flood
- Circle the letter next to the words in paragraph 11 that help you determine the meaning of the word *overflow*.
  - get too full
  - gallons of water
  - flow downhill
  - fill rivers and streams
- The section "What Causes Floods?" discusses the conditions that bring about flooding. What context clues tell you the meaning of *conditions* in paragraph 11? How does knowing the meaning of the word help you understand this section?

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