



**Third Grade Assessment Practice Homework for May 1<sup>st</sup>-May 5<sup>th</sup>.**

























**Return on Monday, May 8th**

	<b>Homework Assignment</b>	<b>Schedule</b>	<b>Parent Signature/Comments</b>
<b>Monday</b>	*Read "The Mighty Tree" and Do the 8 comprehension questions. Answer the questions in complete sentences.	<b>Guyot: Music Wesley: Tech Warneck: Media 9:30-10:20</b>	
<b>Tuesday</b>	*Read "Earthquakes" and Do the 8 comprehension questions. Answer the questions in complete sentences.	<b>Guyot: Gym Wesley: Art Warneck: Music 9:30-10:20</b>	
<b>Wednesday</b>	*Read "Liquids and Gases" and Do the 8 comprehension questions. Answer the questions in complete sentences.	<b>Guyot: Tech Wesley: Media Warneck: Gym 9:30-10:20</b>	
<b>Thursday</b>	*Vocabulary-Write the definition for the 10 vocabulary words (Set 4).	<b>Guyot: Art Wesley: Music Warneck: Tech 9:30-10:20</b>	
<b>Friday</b>	*Phonics-Do More Vowel Sounds & The Sounds of y worksheet (p. 79 & 80)	<b>Guyot: Media Wesley: Gym Warneck: Art 9:30-10:20</b>	

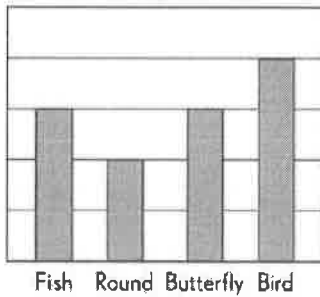
**Name:** \_\_\_\_\_

**Parents/Guardians, please sign indicating that you have checked/reviewed  
the homework with your child. Thank You!**

**Kites Made by the Students**

Fish	     
Round	   
Butterfly	     
Bird	      
Key: Each  stands for 1 kite.	

**Kites Made by the Students**

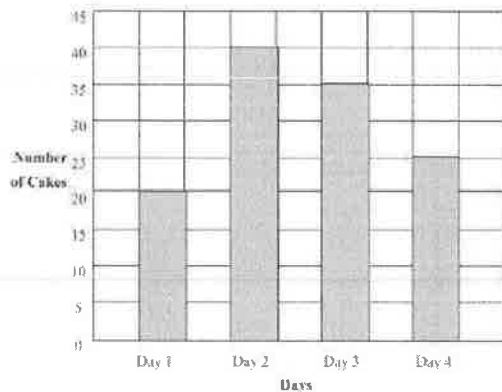


- A. ☐ 1, 2, 3, 4, 5 ✗
- B. ☐ 2, 4, 6, 8, 10 ✓
- C. ☐ 5, 10, 15, 20, 25
- D. ☐ 10, 20, 30, 40, 50

3.MD.3

Item Comment:

7. The bar graph shows the number of cake orders a bakery received in four days.



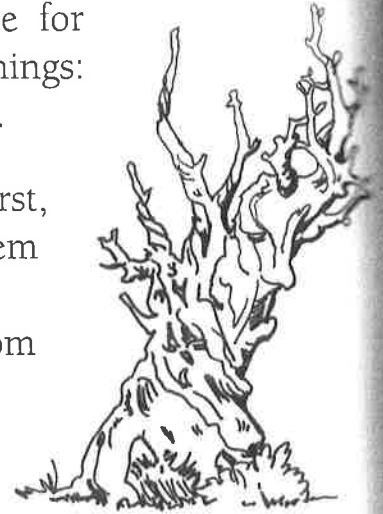
On Days 5 through 8, the total number of cakes ordered was the same as the total of Days 1 through 4. On each of Days 5 through 8, the number of cakes ordered was equal. How many cakes were ordered on Day 5?

- A. ☐ 20 cakes
- B. ☐ 25 cakes ✗
- C. ☐ 30 cakes ✓

## The Mighty Tree

What can live to be 1,000 years old and grow 300 feet tall? A tree! Trees have covered Earth's surface for billions of years. They provide many important things: oxygen, food, shelter, fuel, and building materials.

The life cycle of a tree begins with a seed. First, the **roots** form to anchor the plant. Then the stem begins to grow. As the stem grows, it develops a hard surface called bark. Later, branches grow from the trunk. Then branches grow needles or leaves. Finally, the tree spreads seeds. The seeds start to grow.



A **conifer** is one kind of tree. This tree has needles and cones instead of leaves, fruit, or nuts. Conifer means "having cones." A pinecone holds the seeds of a pine tree. When the cones open, the seeds fall to the ground. Some of the seeds may begin to grow into new trees where they fell. Birds and other animals eat some seeds. Those seeds may be left in animal droppings far from where they fell. They can grow into new trees.

Conifers are known as evergreens because they keep their needles all year long. They are continuously losing and growing new needles at the same time.

The oldest living tree in North America is a pine tree. It is named Methuselah. It lives in the White Mountains of California. The tree is known to be over 4,600 years old. This means the tree is older than the Egyptian pyramids!

Trees have been around for billions of years. Trees are survivors, but they can be damaged and killed. Millions of acres are destroyed by wildfires each year. Extreme heat, drought, lightning, and people can cause fires.



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

Use what you read in the passage to answer the questions.

1. What is the meaning of **conifer** in the passage?

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2. What can grow 300 feet tall?

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3. Why are conifers called evergreens?

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4. What is bark?

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5. Who or what is Methuselah?

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6. How long have trees been around?

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7. Name three ways seeds get from place to place.

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8. What is the meaning of **roots** in this passage?

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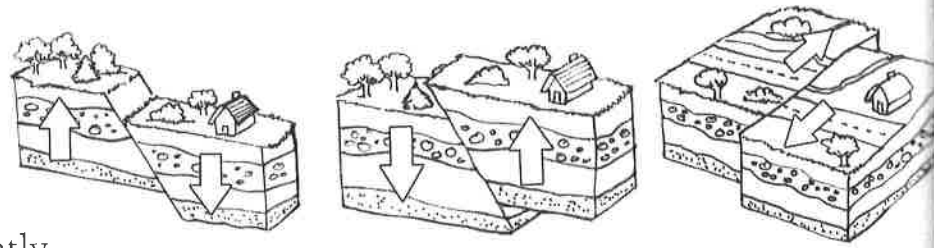
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## Earthquakes

The surface of Earth is constantly changing. Some changes are slow over time and some are immediate. Earthquakes can change Earth in seconds. They can move mountains, soil, trees, water, and everything else!



One such earthquake happened at 5:12 A.M. in April 1906. Most people were still asleep when the city of San Francisco was hit by one of the worst earthquakes on record. In less than one minute, the ground moved more than twenty feet. Dozens of buildings were flattened. Thousands lost their lives. The city burned for days following the earthquake.

Earth has four major layers. The outer layer is the **crust**, and it includes the ground and the ocean floor. The crust is broken up into huge pieces called plates. These plates move all the time. They float on the mantle. The mantle's upper part is red-hot, melted rock.

The crust has many cracks in it. The cracks, or breaks, are called faults. When rocks get stuck along a fault, the plates keep moving. The plates push hard against the rocks. If the rocks break, the plates move suddenly. Then Earth's crust starts to shake. This is an earthquake. Scientists watch larger faults for future earthquake activity.

Earthquakes happen every day on Earth. The force of an earthquake can start landslides and mudslides. Mud, rocks, and trees tumble down slopes. The shape of the land changes. However, most earthquakes are small.

In 1811 and 1812, three very big earthquakes struck near New Madrid, Missouri. They changed Earth's surface more than any other earthquakes in North America. Large areas of land sank, new lakes formed, and forests were destroyed.





Name \_\_\_\_\_

Date \_\_\_\_\_

Use what you read in the passage to answer the questions.

1. According to the passage, when did the San Francisco earthquake happen?

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2. How many layers does Earth have?

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3. How often do earthquakes happen?

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4. Why do scientists watch large faults?

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5. Name one thing that happened in the Missouri earthquakes.

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6. Does the surface of Earth change during an earthquake?

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7. Explain the meaning of the boldfaced word **crust**.

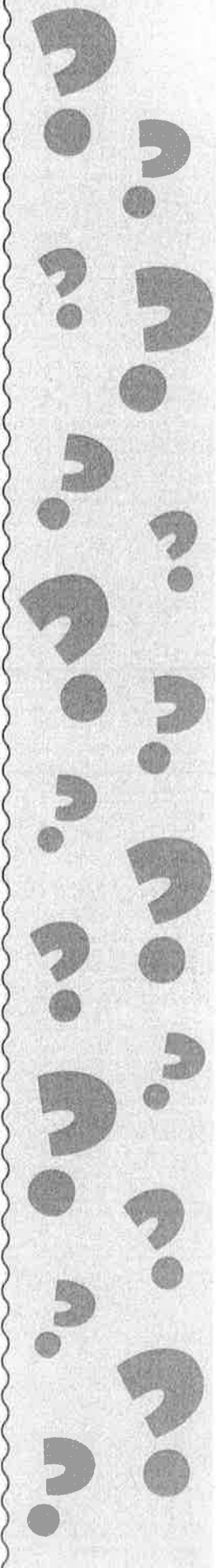
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8. Why do you think the author told about the San Francisco earthquake?

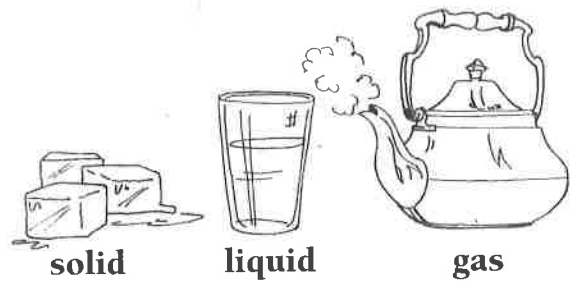
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## Liquids and Gases



Matter exists in three forms: **solid**, liquid, and gas. Think of water. When it's ice in your drink, it's solid. When it pours out of a hose, it's liquid. When it's steam coming from a teakettle, it's gas.

**Liquids:** Liquids are different from solids. A solid keeps its shape, but a liquid takes the shape of whatever it's in. Think about pouring a cup of milk. First the milk is in the shape of the carton. After it's poured, the milk takes the shape of the cup that's holding it. Liquids are different from solids in another way. Liquids flow. If you tip that cup of milk, the cup is a solid so it doesn't change shape. But the milk flows and drips until you wipe it up.

**Gases:** Like solids and liquids, gases are everywhere. And like solids and liquids, gases are matter. But gases are different from solids and liquids. Gases do not have a definite shape. That's why gases are hard to see, taste, or feel. But you can often tell when a gas is around. Hear that hissing sound when you open a can of soda? It is gas escaping from the can. A balloon is just an empty bag until it is filled with your breath, which is a gas. Gases give the balloon its round, full shape.

**Temperature Changes Things:** Most objects are solid matter at low temperatures. As the temperature rises, solids turn into liquids. The temperature at which a solid turns into a liquid is called its melting point. As temperatures keep rising, liquids turn into gases. But different kinds of matter need different temperatures to change their state.

As an example, at room temperature, a rock is a solid. Below Earth's surface, the temperature can rise to 2,200° Fahrenheit (1,205° Celsius). That is hot enough to melt solid rock into a liquid. Liquid rock is called **magma**. When magma cools, it forms into solid rock again.



Name \_\_\_\_\_

Date \_\_\_\_\_

Use what you read in the passage to answer the questions.

1. What is a **solid**?

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2. What is the main idea of the passage?

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3. When a cup of liquid tips, what happens to the solid and the liquid?

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4. When a solid is heated, what happens?

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5. What is **magma** and how is it made?

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6. What is the hissing sound you hear when you open a can of soda? Is that liquid or gas?

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7. Explain the illustrations in your own words.

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8. Is the gasoline that we put in cars a liquid or a gas? How do you know?

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## **M-STEP Vocabulary Words**

### **Set 4**

\*Write the definition of the following M-STEP vocabulary words. Then, review and practice reading and saying their definition with someone at home.

1. Infer

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2. Inform

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3. Information

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4. Topic

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5. Internet

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6. Introduction

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7. Key Details

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8. Lesson/Moral

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9. Main Character

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10. Main Idea

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**Review** More Vowel Sounds

Write the word that names each picture below. Then, write the words from the box under the heading with the same vowel sound.

lawn	bounce	flew	caught	gown	boot
brew	prowl	draw	sauce	zoo	hour




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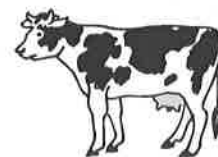



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Read the paragraphs below. Circle the word from each pair in parentheses ( ) that best completes the sentence.

A raptor is a bird, like a (hawk, claw) or an eagle, that preys on other animals. The Carolina Raptor Center is a safe place for these birds when they have been hurt. The people at the center rescue raptors they have (found, proud) and help them heal. Many of the birds they've (sound, caught) are released into the wild once they feel better. Birds that can no longer survive in the wild (avoid, join) the family. There, they will always have a (good, goose) home and (wood, food) to eat.

People can (enjoy, saw) the nature trails and see the birds in large, airy mesh cages. Some birds travel to (blooms, schools) so that children can learn about their interesting habits. An (owl, auto) named *Omar* likes being around people so much, he gets depressed (without, now) them!

**Lesson 1.26** The Sounds of **y**

- At the beginning of a word, the letter **y** can make the sound you hear in **y**ellow and **y**es.
- The letter **y** can make the long **i** sound, as in **sp****y** and **cr****y**.
- It can also make the long **e** sound, as in **bell****y** and **rusty**.

Read each set of words below. Write **y**, long **i**, or long **e** on the line to show what sound the letter **y** makes in all the words in the set.

- |          |          |         |       |
|----------|----------|---------|-------|
| 1. _____ | tiny     | quickly | story |
| 2. _____ | fly      | dry     | my    |
| 3. _____ | sixty    | chilly  | candy |
| 4. _____ | yet      | yak     | yolk  |
| 5. _____ | cry      | sky     | spy   |
| 6. _____ | carry    | windy   | messy |
| 7. _____ | yourself | yogurt  | yank  |

Read the clues below. On the line, write the word that matches each clue. Make sure that the word you choose has the correct sound of **y**.

- I am the number that comes after thirty-nine.  
(long **e**) \_\_\_\_\_
- I am the opposite of *wet*. (long **i**) \_\_\_\_\_
- People eat me on sandwiches with peanut butter. (long **e**) \_\_\_\_\_
- I am the opposite of *old*. (**y**) \_\_\_\_\_
- I am a coin worth one cent. (long **e**) \_\_\_\_\_
- I am the color of lemons and the sun. (**y**) \_\_\_\_\_