

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

DeSoto County Schools  
Distance Learning Packet  
**3<sup>rd</sup> Grade**  
**ELA and Math**

Week 5: April 20<sup>th</sup>- April 24<sup>th</sup>  
Week 6: April 27<sup>th</sup>- May 1<sup>st</sup>

## Using Order to Multiply

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

Write the missing numbers in the boxes to make each multiplication problem true.

$5 \times 6 = \square$

$2 \times 6 = \square$

$4 \times 5 = \square$

$6 \times 5 = \square$

$6 \times 2 = \square$

$5 \times 4 = \square$

$3 \times 8 = \square$

$4 \times 7 = \square$

$5 \times 9 = \square$

$8 \times 3 = \square$

$7 \times 4 = \square$

$9 \times 5 = \square$

$9 \times 2 = \square$

$\square \times 5 = 15$

$7 \times 8 = \square$

$2 \times \square = 18$

$5 \times 3 = \square$

$\square \times 7 = 56$

$\square \times 10 = 70$

$\square \times 5 = 10$

$3 \times \square = 12$

$10 \times \square = 70$

$5 \times \square = 10$

$\square \times 3 = 12$

**1** Look at  $6 \times 5$  and  $5 \times 6$ . How does the order of the factors change the product?

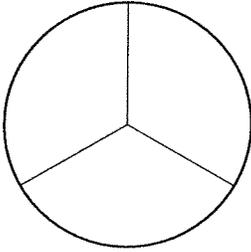
**2** Draw two arrays to show  $4 \times 7$  and  $7 \times 4$ .

# Describing Parts of a Whole with Fractions

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

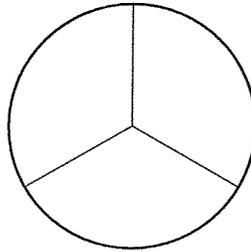
Write the fraction of the figure that is shaded.

1



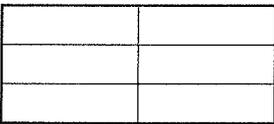
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2



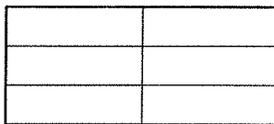
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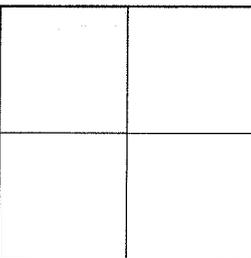
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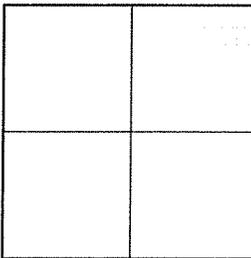
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5



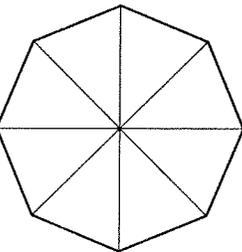
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6



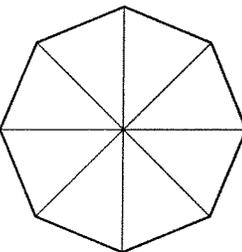
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7



\_\_\_\_\_

8

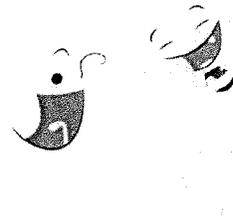


\_\_\_\_\_

# READING



# BINGO



**Directions:** Complete the activities below independently or with an adult. Do five in a row to get B-I-N-G-O!

**B**

Find a new or unique place to read, like outside.

**I**

Search in a book to find words with these prefixes: un-, dis-, re-.

**N**

Use a whisper voice while you read.

**G**

Look at the cover of a book and write three questions you have before reading.

**O**

Read a book you've never read before.

Read a book that someone in your home picks out for you.

Find one word you don't know the meaning of and ask someone what it means.

Read to someone who is older than you.

Tell a friend, family member, or teacher about a book you think they would like, too.

Search in a book to find words that have a double final letter and have one syllable. Hint: words like cliff or buzz.

Call a friend or family member and read to them. Ask them to read a story to you, too!

Re-read your favorite book.

**Free Space**

Make a list of three facts you learned from a nonfiction book.

Read a fiction book and make a list of ways you are similar to and different from the main character.

Listen to someone read to you.

Search in a book to find compound words. Hint: these have two or more words joined together with a single meaning.

Make a timeline for a fiction story. Hint: A timeline is a short list of events in the order they happen.

Read to someone who is younger than you.

Read a fiction book using different voices for each character.

After reading, write or tell something that surprised you.

Write or tell someone about what you learned from a book.

Read a book twice. The second time work on reading smoothly and with expression.

Read a nonfiction book.

Pick a word from a book and write two synonyms for the word.



## Lesson 5

# Adverbs

 **Introduction** An **adverb** is a word that tells something about a verb, or action.

Many adverbs end in *-ly* and tell *how* or *in what way*. When you write, you can use adverbs to help your readers picture clearly what is happening.

The batter quickly ran to first base.      The umpire watched the runner closely.

- The adverb *quickly* describes the verb *ran*. It tells how the batter ran.
- The adverb *closely* describes the verb *watch*. It tells in what way the umpire watched.

 **Guided Practice** Underline the adverb in each sentence. Draw an arrow from the adverb to the verb that it tells about.

**HINT** An adverb can come either before or after the verb it describes. A sentence might say *walked slowly*, or it might say *slowly walked*.

- 1 Jasmine nervously stood at home plate.
- 2 Her family shouted her name loudly.
- 3 She carefully rested the bat against her shoulder.
- 4 The pitcher gripped the ball tightly and then threw it.
- 5 Jasmine hit the ball sharply, and it soared toward left field.
- 6 A player tried to catch the ball but accidentally dropped it.
- 7 Jasmine easily slid into home base.
- 8 Her whole team cheered wildly!

 Independent Practice

For numbers 1–3, choose the word in the sentence that is an adverb.

- 1 The crowd clapped excitedly when Jasmine hit the home run.
- A crowd
  - B clapped
  - C excitedly
  - D hit
- 2 The coach told Jasmine that she had hit the ball perfectly.
- A coach
  - B told
  - C ball
  - D perfectly
- 3 Jasmine's brother waved proudly and jumped from his seat.
- A waved
  - B proudly
  - C jumped
  - D seat

For numbers 4 and 5, choose the word that the underlined adverb describes.

- 4 Jasmine smiled shyly when she saw her family.
- A smiled
  - B saw
  - C Jasmine
  - D family
- 5 She quickly jogged back to the bench and sat down.
- A jogged
  - B back
  - C bench
  - D sat

► **Try It** Reread what you wrote in Part 1. Find several places where you can better describe the action using adverbs. Add those to your story.



## Lesson 11

## Subject-Verb Agreement

**Introduction** The **subject** of a sentence tells whom or what the sentence is about. A subject can tell about one or more than one person, place, or thing. The verb in the sentence must **agree** with, or match in number, the subject. The subject can be singular or plural.

Singular	Plural
<b>subject verb</b> Kenji <u>writes</u> poems for a hobby.	<b>subject verb</b> His <u>brothers</u> write songs.

Follow these rules if the subject is a singular noun or the pronoun *he, she, or it*.

Add -s to the end of most verbs.	Tara <u>collects</u> old trains.
Add -es if the verb ends in <i>ch, sh, ss, or x</i> .	She <u>washes</u> the trains.
Change <i>y</i> to <i>i</i> before adding -es if the verb ends in a consonant and <i>y</i> .	She <u>tries</u> to fix them.

Do not add anything to the verb if the subject is a plural noun or the pronoun *I, you, we, or they*.

Sometimes I help Tara, too. The trains always look beautiful.

**Guided Practice** Cross out each verb that does not agree with its subject. Write the verb correctly above it.

**HINT** If a verb ends in a vowel and *y*, just add -s if the subject is singular. Do not add anything if the subject is plural.

**Example:**

Tina **plays** sports.

We **play**, too.

Many people enjoys hobbies. My friend Simon likes baseball cards. He keep them in a huge box. My sister Kim watch cartoons. Then she draws her favorite characters. My grandparents travel a lot. They saves coins from everywhere. Even our dog finds bones and bury them in our yard.

 Independent Practice

For numbers 1–5, read each sentence. Then choose the correct verb to agree with the subject.

1 My uncle \_\_\_\_\_ for a hobby.

- A fishes
- B fishies
- C fishes
- D fish

2 He \_\_\_\_\_ the fish home in a pail.

- A carrys
- B carries
- C carryes
- D carry

3 My sisters \_\_\_\_\_ to hike.

- A likes
- B likse
- C liks
- D like

4 They \_\_\_\_\_ for interesting flowers and rocks.

- A searchs
- B searches
- C search
- D searchse

5 Dora \_\_\_\_\_ the names of many rocks.

- A knows
- B knowes
- C knowz
- D know

► **Try It** Reread what you wrote in Part 1. Look for times when subjects and verbs don't agree. Fix any places where this happens.



## Lesson 14

## Coordinating Conjunctions

 **Introduction** A **conjunction** is a word that is used to join other words, groups of words, or sentences. The words *and*, *but*, *or*, and *so* are conjunctions.

- Use *and* when you mean “also.”

Birds *and* dogs are my favorite animals.

- Use *but* when you want to show a difference.

Mario’s cat is playful, *but* Lila’s cat likes to sleep.

- Use *or* when you want to show a choice.

Dad says we can have a kitten *or* a puppy.

- Use *so* when you want to give a reason.

I love animals, *so* I like having a lot of pets.

 **Guided Practice** Write the conjunction *and*, *but*, *or*, or *so* to complete each sentence.

**HINT** Sometimes more than one conjunction can make sense in a sentence. Choose the conjunction that makes the meaning clearest.

- 1 Poodles \_\_\_\_\_ collies are both smart dogs.
- 2 I take my dog to the park, \_\_\_\_\_ he can get more exercise.
- 3 Shanti likes cats \_\_\_\_\_ not dogs.
- 4 Pedro wants a dog, \_\_\_\_\_ he does not want a big dog.
- 5 Kim walks her dog \_\_\_\_\_ then feeds him.
- 6 Should we name the puppy Ernie \_\_\_\_\_ Bert?
- 7 Our dog doesn’t obey, \_\_\_\_\_ we need to send him to a dog trainer.
- 8 Pedro might get a dog today, \_\_\_\_\_ he will wait until tomorrow.

 Independent Practice

For numbers 1–5, choose the best conjunction to complete each sentence.

1 Parrots are colorful \_\_\_\_\_ smart birds.

- A and
- B but
- C or
- D so

2 Most parrots live in jungles,  
\_\_\_\_\_ some of them live in  
homes as pets.

- A and
- B but
- C or
- D so

3 Parrots have strong, curved beaks,  
\_\_\_\_\_ they can crack open seeds.

- A and
- B but
- C or
- D so

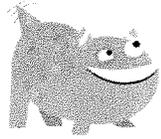
4 Anisa wants a parrot \_\_\_\_\_ no pet  
at all.

- A and
- B but
- C or
- D so

5 I would like to have both a parrot  
\_\_\_\_\_ a parakeet.

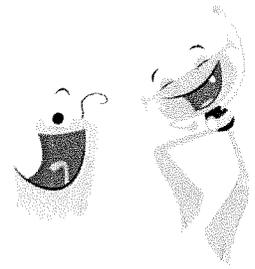
- A and
- B but
- C or
- D so

► **Try It** Reread your Part 1 writing.  
Find sentences that you might combine.  
Revise those sentences using the correct  
conjunctions.



# READING

# B I N G O



**Directions:** Complete the activities below independently or with an adult. Do five in a row to get B-I-N-G-O!

**B**

Find a new or unique place to read, like outside.

**I**

Search in a book to find words with these prefixes: un-, dis-, re-.

**N**

Use a whisper voice while you read.

**G**

Look at the cover of a book and write three questions you have before reading.

**O**

Read a book you've never read before.

Read a book that someone in your home picks out for you.

Find one word you don't know the meaning of and ask someone what it means.

Read to someone who is older than you.

Tell a friend, family member, or teacher about a book you think they would like, too.

Search in a book to find words that have a double final letter and have one syllable. Hint: words like cliff or buzz.

Call a friend or family member and read to them. Ask them to read a story to you, too!

Re-read your favorite book.

**Free Space**

Make a list of three facts you learned from a nonfiction book.

Read a fiction book and make a list of ways you are similar to and different from the main character.

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Search in a book to find compound words. Hint: these have two or more words joined together with a single meaning.

Make a timeline for a fiction story. Hint: A timeline is a short list of events in the order they happen.

Read to someone who is younger than you.

Read a fiction book using different voices for each character.

After reading, write or tell something that surprised you.

Write or tell someone about what you learned from a book.

Read a book twice. The second time work on reading smoothly and with expression.

Read a nonfiction book.

Pick a word from a book and write two synonyms for the word.



## Lesson 8

## Simple Verb Tenses

 **Introduction** The **tense** of a verb helps readers know when something is happening.

- The **present tense** shows that something is happening *now*, or in the present.

I walk on the grass.

- The **past tense** shows that something happened *before*, or in the past. To form the past tense of most verbs, add *-ed* at the end.

In 1969, Neil Armstrong walked on the moon.

- The **future tense** shows what *is going to* happen in the future. To form the future tense, put *will* before the verb.

Maybe someday we will walk on Mars.

Look at the table below. Notice how the verbs change when the tense changes.

<b>Present Tense</b>	look	roam	discover
<b>Past Tense</b>	looked	roamed	discovered
<b>Future Tense</b>	will look	will roam	will discover

 **Guided Practice** Write the correct tense of the verb to complete each sentence.

**HINT** Words and phrases such as *in 1958*, *today*, and *years from now* can help you decide which verb tense to use.

- 1 The NASA space program \_\_\_\_\_ in 1958.  
start
- 2 In 1961, NASA \_\_\_\_\_ a capsule called *Freedom 7*.  
launch
- 3 John Glenn \_\_\_\_\_ Earth in 1962.  
orbit
- 4 Today, astronauts \_\_\_\_\_ on a space station.  
stay
- 5 Years from now, we will \_\_\_\_\_ to other planets.

 Independent Practice

For numbers 1–4, choose the sentence in which the tense of the verb is correct.

- 1 **A** Our class visited Johnson Space Center next Wednesday.  
**B** Our class will visited Johnson Space Center next Wednesday.  
**C** Our class visit Johnson Space Center next Wednesday.  
**D** Our class will visit Johnson Space Center next Wednesday.
- 2 **A** Yesterday we learn about a space rover trip to Mars.  
**B** Yesterday we learned about a space rover trip to Mars.  
**C** Tomorrow we learned about a space rover trip to Mars.  
**D** Yesterday we will learn about a space rover trip to Mars.
- 3 **A** The rover, named *Curiosity*, landed on Mars in August of 2012.  
**B** The rover, named *Curiosity*, land on Mars in August of 2012.  
**C** The rover, named *Curiosity*, will land on Mars in August of 2012.  
**D** The rover, named *Curiosity*, will landed on Mars in August of 2012.
- 4 **A** Right now, videos from *Curiosity* show the surface of Mars.  
**B** Right now, videos from *Curiosity* will showed the surface of Mars.  
**C** In the future, videos from *Curiosity* showed the surface of Mars.  
**D** In the future, videos from *Curiosity* show the surface of Mars.

► **Try It** Reread your story from Part 1. What verb tense did you use? Add a new chapter to your story. This time you are living there in the present.



## Lesson 16

# Subordinating Conjunctions and Complex Sentences

 **Introduction** Simple sentences can be combined using different kinds of conjunctions.

- One way to combine simple sentences is to use a conjunction such as *after*, *because*, *when*, or *while*. When you combine two simple sentences with such conjunctions, you form a **complex sentence**.

**simple sentence**
**simple sentence**  
 [Yasmin did not stay for the game] *although* [she loves soccer.]

- In a complex sentence, the conjunction shows how the ideas in the two simple sentences go together.
- The conjunction can come at the beginning or in the middle of the sentence.

Conjunctions	When to Use	Examples
<i>because</i>	to explain or give a reason	Yasmin went home <i>because</i> she felt ill.
<i>after, before, until, when, while</i>	to show when things happen	She had a snack <i>before</i> she took a nap. <i>When</i> she woke up, she watched TV.
<i>although, unless</i>	to compare or to show an exception	She'll stay home Monday <i>unless</i> she feels better.

 **Guided Practice** Combine each pair of simple sentences to make a complex sentence. Use the conjunction in parentheses ( ).

**HINT** When you begin a sentence with a conjunction, use a comma after the first simple sentence.

**Example:**

**Before** you play soccer, you should stretch.

**1** The soccer players have fun. They practice. (*while*)

---

**2** Kayla works hard. She wants to be a better player. (*because*)

---

**3** Milo was on the team. He got hurt. (*until*)

---

## Independent Practice

For numbers 1–4, first read the simple sentences. Then pick the choice that correctly combines the simple sentences into a complex sentence.

- 1** The game had already begun. We arrived.
- A** The game had already begun because we arrived.
  - B** Although the game had already begun, we arrived.
  - C** The game had already begun when we arrived.
  - D** The game had already begun while we arrived.
- 2** It started to rain. The game was not called off.
- A** Although it started to rain, the game was not called off.
  - B** Because it started to rain, the game was not called off.
  - C** It started to rain when the game was not called off.
  - D** It started to rain unless the game was not called off.
- 3** The Hawks won. They scored the most goals.
- A** The Hawks won unless they scored the most goals.
  - B** The Hawks won before they scored the most goals.
  - C** After the Hawks won, they scored the most goals.
  - D** The Hawks won because they scored the most goals.
- 4** The game was over. We went out for pizza.
- A** Until the game was over, we went out for pizza.
  - B** After the game was over, we went out for pizza.
  - C** The game was over unless we went out for pizza.
  - D** The game was over because we went out for pizza.

- **Try It** Reread your newspaper article. Circle any conjunctions you used to combine sentences. If you didn't use any, find at least two sentences that you can combine. Combine them using the correct conjunction.



## Lesson 19

## Punctuating Dialogue

 **Introduction** When characters in a story talk to each other, this is a **dialogue**. When you write a dialogue, use **quotation marks** (“ ”) before and after each speaker’s words.

Mr. Simons said, “We’re going on a field trip!”

“Hooray!” the class shouted.

When a speaker’s words come last in a sentence, use a **comma** (,) to separate the speaker’s words from the rest of the sentence.

Myra asked, “Where are we going?”

Mr. Simons answered, “We are going to the Natural History Museum.”

 **Guided Practice**

**Read each sentence. Then rewrite the sentence on the line below, adding quotation marks and commas where needed.**

**HINT** The end punctuation after a speaker’s words should be *inside* the quotation marks.

**Correct:** “It’s a dog, isn’t it?”

**Incorrect:** “It’s a dog, isn’t it”?

**1** I am so excited about our trip to the museum! Janie said.

---



---

**2** Carlos asked Do you think it will be boring?

---



---

**3** Then Justin explained It’s a chance to go someplace new.

---



---

**4** I think we’ll have a great time! Tanisha added.

---

 Independent Practice

For numbers 1–4, choose the sentence in each group that uses correct punctuation.

- 1 A "This museum is gigantic"! Anna exclaimed.  
B "This museum is gigantic!" Anna exclaimed.  
C "This museum is gigantic! Anna exclaimed."  
D This museum is gigantic! "Anna exclaimed."
- 2 A Celia said, "Everyone should visit this museum."  
B Celia said "Everyone should visit this museum."  
C Celia said, Everyone should visit this museum.  
D "Celia said" Everyone should visit this museum.
- 3 A Alberto asked. "What is this?"  
B Alberto asked, "What is this"?  
C Alberto asked "What is this"!  
D Alberto asked, "What is this?"
- 4 A I've never seen anything like it! Juanita replied.  
B I've never seen anything like it! "Juanita replied."  
C "I've never seen anything like it!" Juanita replied.  
D "I've never seen anything like it! Juanita replied."

► **Try It** Reread your opening scene for the class play. Be sure that you have used quotation marks and commas in the correct spots. Fix the dialogue as needed.

## Working with Division Facts

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

The answers are mixed up at the bottom of the page. Cross out the answers as you complete the problems.

1  $40 \div 4 =$  \_\_\_\_\_

2  $18 \div 3 =$  \_\_\_\_\_

3  $24 \div 4 =$  \_\_\_\_\_

4  $24 \div 8 =$  \_\_\_\_\_

5  $14 \div 2 =$  \_\_\_\_\_

6  $40 \div 8 =$  \_\_\_\_\_

7  $42 \div 7 =$  \_\_\_\_\_

8  $64 \div 8 =$  \_\_\_\_\_

9  $32 \div 8 =$  \_\_\_\_\_

10  $56 \div 8 =$  \_\_\_\_\_

11  $27 \div 9 =$  \_\_\_\_\_

12  $28 \div 7 =$  \_\_\_\_\_

13  $72 \div 8 =$  \_\_\_\_\_

14  $90 \div 9 =$  \_\_\_\_\_

15  $54 \div 9 =$  \_\_\_\_\_

16  $48 \div 8 =$  \_\_\_\_\_

17  $49 \div 7 =$  \_\_\_\_\_

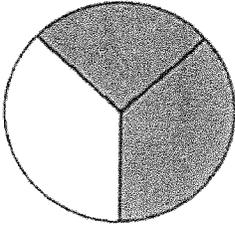
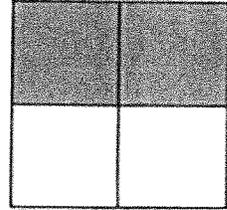
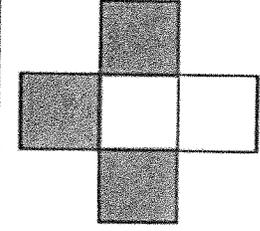
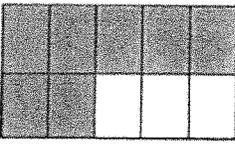
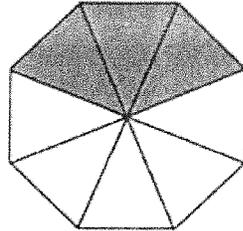
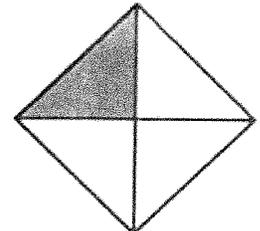
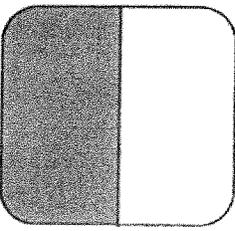
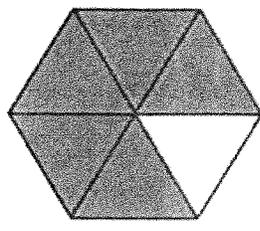
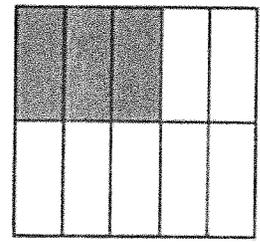
18  $27 \div 3 =$  \_\_\_\_\_

### Answers:

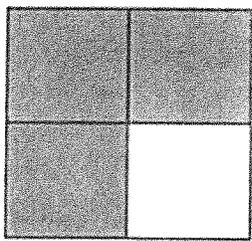
4	4	9	6	7	10
5	10	3	3	6	7
8	6	6	7	6	9

Name \_\_\_\_\_

Write a fraction to show what part is shaded.

 $\frac{\circ}{\circ}$	 $\frac{\circ}{\circ}$	 $\frac{\circ}{\circ}$
 $\frac{\circ}{\circ}$	 $\frac{\circ}{\circ}$	 $\frac{\circ}{\circ}$
 $\frac{\circ}{\circ}$	 $\frac{\circ}{\circ}$	 $\frac{\circ}{\circ}$

Look at the first figure in the row.  
Write the fraction for the shaded part.  
Color the other figures to show the same fraction.

 $\frac{\circ}{\circ}$	