

# Pickens County School District

Elementary  
Third Grade

Extended Learning for Reading  
and Math



# Prefixes



A **prefix** is a group of letters that is added to the beginning of a word. It changes the meaning of the word.

**un-** is a **prefix**      **dis-** is a **prefix**

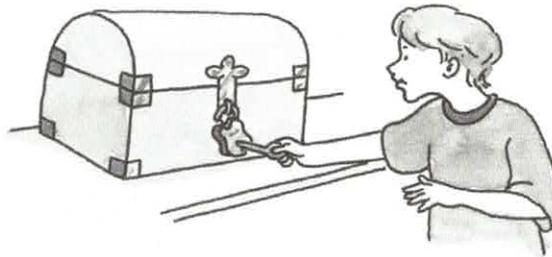
You can add the **prefix un-** to change the meaning of some words.  
un + load = unload      un + dress = undress

You can add the **prefix dis-** to change the meaning of other words.  
dis + obey = disobey

Add **un-** or **dis-** to the words in **bold** to complete the sentences below.

Jim **locks** the box.

Tim ..... it.

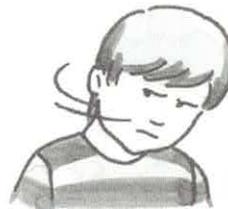


Nina **ties** her laces.

Kitty ..... them!

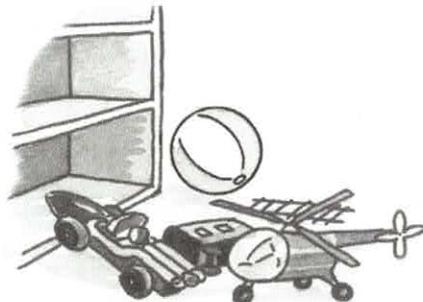
Yes, I **agree**.

No, I .....



he toys are **organized**.

The toys are .....



Wes is **happy**.

Wes is .....



# Suffixes



A **suffix** is a group of letters added to the **end** of a word.

A **suffix** changes the word's meaning.

**-ful** is a suffix

**-ly** is a suffix

Add **suffixes** to the words below, like this: color + ful = colorful

help	+	ful	=	.....
sad	+	ly	=	.....
.....	+	ly	=	badly
care	+	.....	=	careful
.....	+	ful	=	hopeful
friend	+	.....	=	friendly
thought	+	ful	=	.....

Choose words from the box to complete these sentences.

careful quickly quietly loudly slowly

Jim is a quick writer.



He writes .....

"Please be quiet!" said Miss.



"Work ....."

Tim is a slow reader.



He reads .....

Lila takes care with her work.



She is .....

Peter has a loud voice.



He talks .....

# Split suffixes



-ible

-able

-ive

-ion

Make as many real words as you can by adding the **suffixes** above to the list below. Don't forget to check your spelling in a **dictionary** before you write the word!

**Remember:** A **suffix** is a group of letters added to the end of a word.

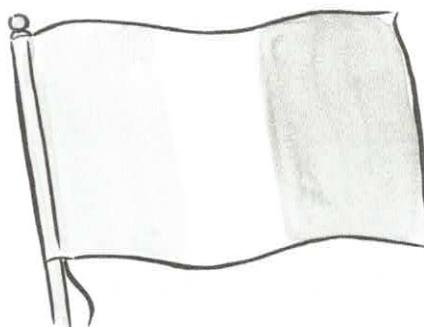
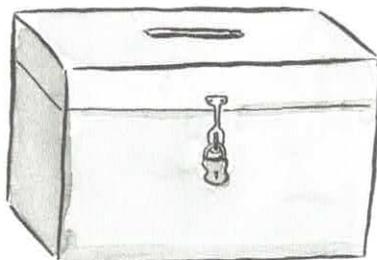
collect .....

nat .....

respons .....

sens .....

port .....



Now write three more words ending with each **suffix**.

-ible .....

-able .....

-ive .....

-ion .....



# A scientific explanation

Here is a **scientific explanation** of the causes of thunder and lightning.

## Thunder and lightning

Thunderclouds are huge and awesomely powerful. Very big thunderclouds tower 16 km (10 miles) or more into the air and contain enough energy to light a small town for a year. No wonder then, that they can unleash such devastating storms.

It takes very strong updraughts of air to build such huge and powerful clouds, which is why they tend to form along “cold fronts”, or over ground heated by strong sunshine. Violent air currents sweep up and down outside the cloud, tearing the water droplets and ice crystals apart and then crashing them together again. These collisions load the cloud particles with static electricity – just as rubbing a balloon on a [sweater] does. Lightning is the sudden release of the charge built up on millions of particles within the thundercloud.

A flash of lightning heats the air along its path so dramatically that it expands at supersonic speed. This expansion causes a deafening crash of thunder.

From *How the Earth Works* by John Farndon

How is static electricity formed in clouds?

.....  
.....  
.....

What happens when the static electricity is released?

.....

Find words that could be used in *Thunder and Lightning* in place of the words below.

huge ..... awesomely .....  
unleash ..... deafening .....

# Marking time



Read this text and then answer the question below.

## Text A: The Part-time Time-traveller

You may find this hard to believe, but **I once** built a time machine. It was made from scrap, which I collected **when** I visited the local recycling center **on weekends**.

**First of all**, I found some old bicycle parts, including a real leather saddle, which you don't often see **nowadays**.

**A week later**, I picked up a huge electric clock, which I had seen **years ago** in the bus station (**before** clocks went digital).

**Meanwhile**, I had a real stroke of luck ...

All the words in **bold type** are doing a similar job. Explain what it is here.

.....

.....

Now read this text.

## Text B: The Part-time Time-traveller

George used to visit the local recycling center on weekends. He was always rifling through the scrap for old bicycle parts and other interesting things. His neighbors thought that he was a bit strange.

One weekend, he was seen struggling home with a horribly heavy old clock that some said had come from the bus station ten years previously.

Then things turned really peculiar ...



Both the texts above tell the same story but in different ways. Explain the difference between text A and text B.

.....

.....

.....



# Labeling a diagram

Reread the texts A and B. Now draw a **diagram** of George's "Time Machine" as you imagine it. **Label** each part of the machine, saying what it is made from and what it does.

**Remember:** A **label** consists of a few words, or even just one word, that tell people about a particular part of a diagram.

# Planning your own story



Look over your work in the previous exercises. **Where** is the story of *The Part-time Time Traveller set*, and how did it **begin**? How would you **complete** the story? **Plan** your story on this page by writing short **notes**.

**Remember:** You do not need to use full sentences when writing **notes**.

Characters: .....

.....

Setting: .....

Beginning: .....

.....

.....

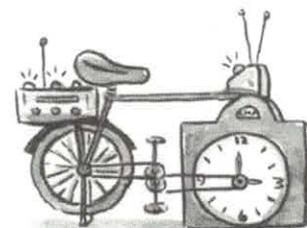
What happens: .....

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.....

.....

.....

Ending: .....

.....

.....



# Writing your story

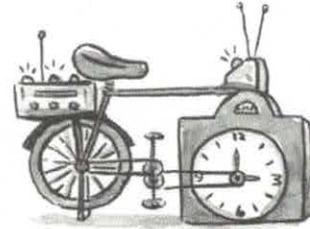
Look over the **notes** you wrote in the previous exercise, then write your story here. Use **paragraphs**, and fit your story into the pattern set out for you.

Either start with:

*You may find this hard to believe, but I once built a time machine. It was made from scrap ...*

or

*George used to visit the local recycling center on weekends. He was always rifling through the scrap ...*



## The Part-time Time-traveller

Start here: .....

.....  
.....  
.....  
.....

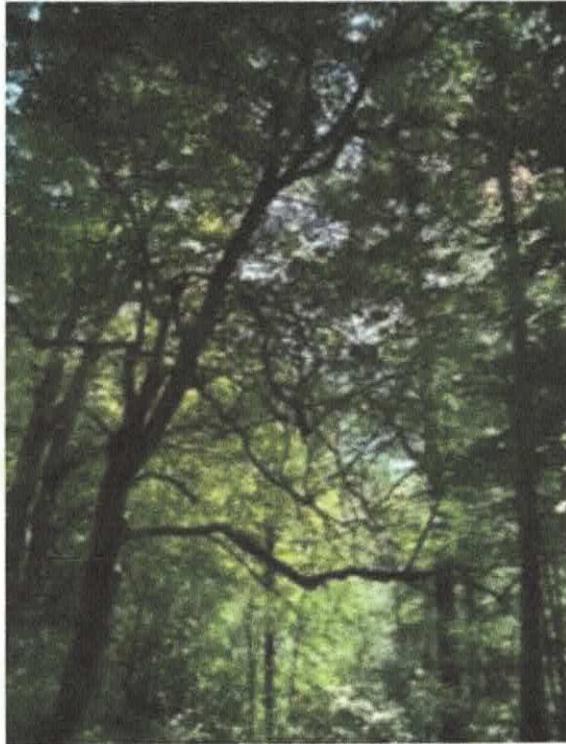
What happens: .....

.....  
.....  
.....  
.....  
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.....  
.....  
.....



# Happy Trails

by ReadWorks



The morning she left for Camp Kanawa, Maria awoke with a lump in her throat and an ache in her stomach. She had gone on plenty of sleepovers. She'd even spent a whole weekend at Aunt Jolie and Uncle Ed's. So why was she so nervous?

*No breakfast today*, she thought, imagining the ache turning into nausea and a horrible road trip after a full meal. Then the smell of French toast wafted upstairs. As usual, Maria's stomach grumbled as soon as the French toast-scented air hit her nostrils. *On the other hand, maybe a good breakfast is exactly what I need.*

She gave her arms and legs a good stretch and ambled downstairs.

"There's my big camper!" her mom said, squeezing Maria's shoulders with one arm the way she did when she wanted to give a hug, but was in too much of a rush for a full embrace. She walked briskly to the stove, placed two pieces of French toast on a plate and tapped a canister above them, powdered sugar snowing down.

**"Just like you like it: super fluffy, slightly crispy..."**

"...and lightly dusted," said Maria, already in position, armed with knife, fork, napkin and full glass of milk.

Maria poured a puddle of maple syrup beside the toast and topped each piece with a little mountain of whipped cream.

"Get started while it's hot. Your father's coming down in a minute. I told him to shave. Don't want the grizzly bear-I mean, grizzly beard-to send your new bunkmates running for the woods."

"Okay, okay," Maria's dad said with a sneaky smile. "Clean as a whistle. Just like you ordered."

"*Just* like I ordered?"

"The mustache stays. Admit it, you love it."

Maria's mom shrugged.

"I think it's hip," Maria said, dipping a bite in some syrup.

"Well, your old man *is* hip," her dad said, moving his head the way he did when he wanted to look like a cool surfer dude but looked more like an Egyptian robot. "In fact, I was the most popular kid at my camp."

"For the record, it was science camp," Maria's mother reminded her, "and his rise to fame was thanks to what was known as The Great Explosion."

"Accident or genius? The world may never know," Maria and her dad said in unison, using their deepest, most mysterious voices. They slowly broke out of character and into laughter.

"In all seriousness, Maria, popularity is not important," her mother said, looking her straight in the eyes. "Finding the people who like you for you-that's what matters."

"Your mom speaks the truth, Sugar," said Maria's dad, wiping his thick mustache with a napkin. "Just be yourself. You'll have a blast."

\* \* \* \* \*

*Just be yourself. Just be yourself.* Maria repeated the words like a mantra as she sat with her new cabin mates in a circle on the grass.

"Cool bracelet," said the skinny, freckled redhead sitting next to her.

"Thanks. I made it in an embroidery class I took this winter."

"Whoa! That's impressive. Can you teach me how?"

"If you teach me how to do a braid just like the one in your hair. I've mastered the art of French toast eating, but *definitely* not French braiding."

A loud whistle hushed the girls' laughter and buzzing all around them. They looked up to see a beautiful older girl blowing into an acorn top between her thumbs. Her skin was tan and eyes were dark brown, like Maria's, but her dirty blonde hair made Maria feel bored of her plain, black hair.

"Hello! I'm Audrey, one of your two cabin counselors."

"And I'm Gina, your other cabin counselor," said the pale girl with curly, brown hair and eyes that were icy blue in color, yet warm.

"And you ladies are the Dragonflies!" Audrey lifted her arms in the air as she announced it. "Each cabin here at Camp Kanawa is named after a different insect."

"The Cockroach boys-age twelve and thirteen like you-think they've got the best mascot. I beg to differ. Dragonfly girls are as tough as dragons and graceful as...well, dragonflies."

"That sounded better when we rehearsed it," Gina said lightheartedly.

The ache in Maria's stomach had officially turned into butterflies-the excited kind.

# camp

# camp

## Definition

### noun

1. an outdoor area where tents or shelters are set up to live in for a time.

*We set up camp on a flat, clear place in the forest.*

2. a place with activities for children when they are not in school. Children stay overnight at some camps.

*My son goes to camp for a few weeks every summer.*

### verb

1. to set up a temporary shelter, such as a tent.

*Let's camp here by the river.*

## Advanced Definition

### noun

1. an outdoor place where tents or temporary shelters are set up.

*We set up our tent in a camp by the lake.*

2. one or a group of cabins, tents, or other rough shelters.

*The refugee camp consists of hundreds of tents and wooden huts.*

3. a place or program that provides activities, and often overnight accommodations in a rustic setting, for children when they are on vacation from school.

*Our son did a lot of outdoor sports and made some good friends while he was at camp last summer.*

4. the people in such cabins, tents, or shelters.

*Howling wolves kept the whole camp awake last night.*

5. a group of persons united by a common idea or belief.

*He's gone over to the Democratic camp.*

### intransitive verb

1. to establish a temporary shelter or camp.

2. to live in a camp (usu. fol. by out).
3. to establish oneself securely in a place.

*We camped on her doorstep until she decided to appear.*

## Spanish cognate

*campo*: The Spanish word *campo* means camp.

## These are some examples of how the word or forms of the word are used:

1. The **camp** was filled with sadness for those who had died. That night the bugler played the "Lights Out" call.
2. My grandmother said that all the Japanese Americans learned a very important lesson. "Even at internment **camp**, I was not alone. I made friends and had family. No matter how difficult times are, there is the goodness of people, the beauty of nature around us, and God."
3. Joey, once again, had taken his entire lunch plate and mixed all the food together. It was his favorite thing to do at **camp**.
4. When I was 7, I went to a violin **camp**. After class, some of the older kids would play fiddle music.
5. On the sixth day, the batteries in the rebels' walkie-talkies died. The leader said he and others would return to the climbers' **camp** to get fresh ones.
6. Ilsa smiled. She liked that her new **camp** friends' families were from so many different places and that she could learn about the weather and climate from them.
7. Disappointed, Fiennes knew he had only one real choice. He had to turn around and go back. This was no small chore either. The return trip to base **camp** was 12 hours long.
8. "Now, Sugar Plum," her mother said, rubbing Lizzie's back. "I know you don't want to go back to **camp**, but think how much fun you'll have. All your friends from last year will be there."

# counselor

coun · se · lor

## Definition

### noun

1. a person who gives advice.

*The school counselor helped my daughter choose her courses.*

## Advanced Definition

### noun

1. someone who gives or is hired to give counsel.

*a guidance counselor*

2. someone hired to supervise children at a camp.
3. an attorney, esp. one who represents clients in court; lawyer.

## Spanish cognate

*consejero*: The Spanish word *consejero* means counselor.

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## These are some examples of how the word or forms of the word are used:

1. Ilsa was excited to meet her camp **counselor** Itzel when she arrived for her first day at The International Camp in Forest Hills, Queens, in New York City.
2. Last year, Patrick saw a classmate getting pushed around at school. He immediately reported the incident to the principal and a guidance **counselor**. The school called the kids in to sort out the problem, he says.
3. Sometimes, relaxing outside can help calm ADHD behaviors. Scientists recently reported that kids with ADHD concentrate better after taking walks in a park. **Counselors** and therapists can help each person come up with strategies to calm down and focus.
4. It's hard to move and start going to a new school. It's even harder for the many children displaced from the states hit hardest by Hurricane Katrina. School guidance **counselors** say that relocating to an unfamiliar school is bound to affect many of the children.
5. After that, they met with the school **counselor**, whose job it was to think of good ideas to help kids who were having problems in school. The counselor suggested that Alex be given two sets of books, one for home and one for school. If his engine revved up after school and he took off without them, he wouldn't fail to do his homework.
6. Tell a trusted adult—such as a parent, a teacher, or a **counselor**—about the bullying. Adults can help by talking with other parents or school officials, or contacting Web sites or cell phone service providers to have messages removed, Hinduja says.

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

1. At the beginning of the story, where is Maria about to go?

- A. a sleepover
- B. Camp Kanawa
- C. Aunt Jolie and Uncle Ed's
- D. school

2. How do Maria's feelings about camp change in the story?

- A. At first Maria is nervous, but then she is excited.
- B. At first Maria is excited, but then she is nervous.
- C. At first Maria is excited, but then she is bored.
- D. At first Maria is nervous, but then she is sad.

3. Maria is anxious and nervous about going to camp. What evidence from the story best supports this statement?

- A. Maria decides to eat French toast for breakfast before going to camp.
- B. Maria's parents give her advice about making friends at camp.
- C. Maria and her mom joke with her dad about being hip and cool.
- D. The morning she leaves for camp, Maria wakes up with a stomach ache.

4. Read the following sentences: "*Just be yourself. Just be yourself.* Maria repeated the words like a mantra as she sat with her new cabin mates in a circle on the grass."

Based on this information, what conclusion can you make?

- A. Maria is confident that she will make friends.
- B. Maria is not sure if she will like her cabin mates.
- C. Maria is nervous about making friends.
- D. Maria has already made some new friends.

5. What is this story mostly about?

- A. Maria goes to camp for the first time.
- B. Maria really loves to eat French toast.
- C. Maria discovers her love for dragonflies.
- D. Maria jokes with her parents over breakfast.

6. Read the following sentences:

She walked briskly to the stove, placed two pieces of French toast on a plate and tapped a canister above them, powdered sugar **snowing down**.

"Just like you like it: super fluffy, slightly crispy..."

"...and lightly dusted," said Maria, already in position, armed with knife, fork, napkin and full glass of milk.

What does the author mean when she describes the powdered sugar as "**snowing down**"?

- A. The powdered sugar was cold like falling snow.
- B. The powdered sugar was wet like falling snow.
- C. The powdered sugar smelled like falling snow.
- D. The powdered sugar looked like snow as it fell.

7. Choose the answer that best completes the sentence below.

\_\_\_\_\_, Maria is nervous about camp, but soon after she arrives, she becomes excited instead.

- A. Finally
- B. Initially
- C. Especially
- D. Although

8. What advice does Maria's mom give her before going to camp?

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9. Maria is nervous about going to camp, but after she arrives at camp she becomes more excited than nervous. What causes Maria's feelings to change?

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10. Based on the information in the story, will Maria likely have a good time at camp? Support your answer using details from the story.

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# I Want a Phone!

by ReadWorks



"I want a phone!" said Myrna.

"I bet you do," said her dad.

"No, but, Dad. You don't understand. I really, really, really want a phone."

"And I really, really, really want a boat. It's not going to happen."

Myrna and her dad were stuck in traffic. To her, it seemed like they were always stuck in traffic. When he took her to school in the morning-traffic. When he picked her up in the afternoon-traffic. Go to the bank, the grocery, a birthday party, and what felt like ten hours of traffic was their reward.

She was bored, because traffic was boring. And when she was bored, she wanted things. Right now, she wanted a phone. She wasn't sure if her dad understood that. She would have to tell him again.

"I. Want. A. Phone."

"N. O."

"What if I was stuck in a cave?"

"What?" asked her dad, trying not to laugh.

"What if I had a kitten, and the kitten ran away, and I had to run after it. What if the kitten ran into a cave, and I ran after the kitten, and in the cave there was a bear, and the bear trapped me, and-"

"And then you were stuck in the cave." Myrna nodded the way she did when she won an argument, but her dad wasn't through fighting. "Is this a momma bear? I hear they're the fiercest."

"Yes. It's a momma bear, and she's very upset, and she's going to eat me unless I have a phone to call for help."

"If it's a momma bear, then you can use her phone. Everyone knows that moms always carry phones."

Dad was laughing as he said this. Myrna didn't think it was very funny. She slammed her hand down on the glove compartment as hard as she could, which wasn't very hard. Now she was angry.

"If I had a phone, I could play games on it!"

"If I had a boat, I could eat steaks on it. That doesn't mean I'm getting one."

"No, but I mean..." Myrna spluttered. When she was very angry, she spluttered. It was embarrassing. "If I could play games, I wouldn't be so bored when we were in traffic. I wouldn't bother you!"

"I don't mind being bothered. I like talking to you."

"Then I won't say anything at all!"

Dad smiled quietly to himself. "I'm going to call Mom to let her know we'll be late." He reached into his pocket. "Oh, heck. My battery's dead."

"You know...if I had a phone, I could call Mom," said Myrna.

"Don't even."

Myrna grinned. She wasn't getting a phone, but she knew she was right, and that was almost as good.

# argument

ar · gu · ment

## Definition

noun

1. an angry discussion by people who disagree.

*Mr. and Mrs. Harris had an argument about money.*

## Advanced Definition

noun

1. a discussion in which there is disagreement along with presentation of various sides of an issue.

*The class was divided in the argument over the primary cause of the war.*

2. a heated discussion; verbal quarrel.

*The husband and wife had had an argument and now refused to speak to each other.*

3. a reason in favor of or against something.

*Her argument in favor of expanding the physical education program was convincing.*

4. a series of steps in reasoning.

*You've presented a very clear argument in this essay, and I cannot find any flaws in your reasoning.*

5. the main topic or theme, as of a written work.

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## These are some examples of how the word or forms of the word are used:

1. The winner wins the game and the **argument**.
2. They know that "winning an **argument**" isn't always worth it.
3. Jason is my best friend, but we're having an **argument**.
4. It started with an **argument** over who got to be which piece.
5. If the issue isn't important to you, let your friend "win" the **argument**.
6. Another way would be if the countries take their **argument** to the United Nations.
7. They try to block the prosecution's **argument** and prove that the person is innocent.
8. They were warriors about to leap at each other's throats and settle their **argument** with violence.
9. While talking to your friend on the phone, you tell him about an **argument** you just had with your mother.

**bored****bored****Definition****adjective**

1. feeling tired because of having to do something that is not interesting.

*I felt bored during the long drive.*

**Advanced Definition****adjective**

1. finding something tedious or dull; uninterested.

*I was bored with the magazine and put it back with the others.*

*The class is too elementary for her, so she gets bored.*

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**These are some examples of how the word or forms of the word are used:**

1. Brendan played with the yo-yo a little bit. Then he got **bored**. He stuck it in his pocket.
2. Rosie was at the park with her family watching the fireworks. Rosie was **bored**. Each firework was the same.
3. Her skin was tan and eyes were dark brown, like Maria's, but her dirty blonde hair made Maria feel **bored** of her plain, black hair.
4. Go to the bank, the grocery, a birthday party, and what felt like ten hours of traffic was their reward. She was **bored**, because traffic was boring.
5. Sometimes, though, Roger got **bored**. He did the same things every day. He saw the same things every day. That's why he got excited when he found the sparkly rock.
6. Matt rode his scooter some more. Then he got **bored**. He looked around the park. Evan was playing with a toy plane. "Hey Evan," Matt said. "Can I try your plane?"
7. Kojo laughed. "Ha! Just kidding," he said. Kojo's Aunt Ama scolded him. "Nobody likes a liar, Kojo." Kojo felt bad for a little while. But he soon got **bored**. A few days later, he did it again.
8. Billy would then go to the nurse's station where there was a quiet room. He would do his homework, then sit and stare at the walls. Billy would try to look as **bored** and as miserable as possible, in the hope someone would notice and convince his mother to let him go home.



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

1. What does Myrna want?

- A. a car
- B. a boat
- C. a phone
- D. a kitten

2. Whom does Myrna have a conflict with in this story?

- A. her dad
- B. her mom
- C. a person driving in front of her and her dad
- D. a person driving behind her and her dad

3. The author describes Myrna as "angry." What evidence in the story supports this description?

- A. Myrna tells her dad that if she had a phone, she could call Mom.
- B. Myrna tells her dad that she wants a phone.
- C. Myrna asks her dad, "What if I was stuck in a cave?"
- D. Myrna slams her hand down on the glove compartment as hard as she can.

**4.** Read these sentences from the text.

She was bored, because traffic was boring. And when she was bored, she wanted things. Right now, she wanted a phone. She wasn't sure if her dad understood that. She would have to tell him again.

'I. Want. A. Phone.'

'N. O.'

'What if I was stuck in a cave?'

'What?' asked her dad, trying not to laugh.

Why might Myrna's dad be trying not to laugh?

- A. because he thinks her question is silly
- B. because he is bored by the traffic
- C. because he thinks it is funny when Myrna is bored
- D. because he thinks phones are silly

**5.** What is a theme of this story?

- A. Being right is almost as good as getting your way.
- B. If you do not give up, you will someday get what you want.
- C. If you use your imagination, you will never be bored.
- D. Being kind is more important than being right.

6. Read these sentences from the text.

No, but I mean...' Myrna spluttered. When she was very angry, she spluttered. It was embarrassing.

Based on these sentences, what does the word "spluttered" probably mean?

- A. had trouble speaking clearly
- B. fell asleep
- C. started to smile
- D. slowly counted to twenty

7. Choose the answer that best completes the sentence.

Myrna slams her hand down on the glove compartment \_\_\_\_\_ her dad laughs.

- A. before
- B. after
- C. then
- D. so

8. Near the end of the story, Myrna's dad wants to call her mom, but his phone's battery is dead. What does Myrna point out that she could do if she had a phone?

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**9.** Explain how Myrna feels about not getting a phone at the end of the story. Support your answer with evidence from the text.

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**10.** Throughout the story, Myrna and her dad argue about her getting a phone. Explain whether or not the argument is resolved by the end of the story. Support your answer with evidence from the text.

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# Playing With Your Health

## Are Video games bad for you?

Many young people like to play games. While playing games, some pretend to fight aliens or evil creatures. Some pretend to be pro athletes.

For years, young people played outdoors with their friends. They used their imagination. Their streets became faraway planets. Their backyards became big-league stadiums.

Today, though, many young people have a different way of playing. They don't play the old-fashioned way. Many play video games instead. Their games take place on their TV, phone, and computer screens.

Video game fans say that their hobby is just good fun. Some people, though, say it is more than that. They say that video games can be bad for people's health.

What do you think? Are video games bad for people's health? Or are they really harmless? Read the arguments below. Then decide for yourself.

## Yes! Video Games Are Bad for People's Health

People weren't made to sit on couches or in front of computers all the time. People were made to be active. Video games are bad for people's health.

To be healthy, young people need to stay active. They need to get outside. They need exercise. People who play video games spend too much time staring at a television or computer screen. They don't spend enough time being active.

Playing video games is also bad for the mind. Time spent playing video games would be better spent reading. Reading helps make people smarter. It helps develop the mind. It helps strengthen the imagination. Besides, reading is also fun.

Making friends also makes people happier and healthier. If young people play video games by themselves, they lose the chance to be with friends. Real life is more fun than playing video games.

# No! Video Games Are Not Bad for People's Health

Too much of anything--even video games--can be bad. But as long as people don't overdo it, there is nothing harmful about video games. Playing video games can even be good for people.

People do need to be active. But they also need to rest. There is nothing wrong with playing some video games while relaxing. People should play video games to help them unwind.

Not all video games are bad for people's minds. Playing a video game can be like solving a puzzle. Many video games can help make minds stronger. They require the player to focus on the game.

Finally, many video games can be played by two or more people at once. Friends can have fun while playing video games together.

No one should spend all of his or her time just playing video games. But spending some time playing video games is not bad for you.

# athlete

ath · lete

## Definition

### noun

1. a person who takes part in sports or other physical activities.

## Advanced Definition

### noun

1. a person who participates in sports or other physical activities, often as a competitor.

*He thinks professional athletes get paid too much money.*

*My father was a college athlete and won a few trophies.*

2. a person with natural talent in sports or other physical activities.

*Your four-year-old is quite an athlete; she does a wonderful handstand!*

## Spanish cognate

*atleta*: The Spanish word *atleta* means athlete.

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## These are some examples of how the word or forms of the word are used:

1. An **athlete** is a person who plays a sport.
2. Be a better and stronger **athlete** by fueling your body properly.
3. Instead of watching the games, I actually get to be the **athlete** this time.
4. Though steroids might help make a person stronger, the drugs also mess with an **athlete's** mind and body.
5. The proposal calls for every **athlete** to undergo random drug testing at least three times during the season and twice during the off-season.

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

1. According to the passage, how do video games prevent young people from being active?

- A. by letting them pretend
- B. by keeping them indoors in front of a screen
- C. by creating another fun hobby for them to enjoy
- D. by taking up time that should be spent reading

2. How does the author organize the evidence for and against playing video games?

- A. The author organizes all the evidence for and against playing video games in groups under appropriate headings.
- B. The author lists the evidence in order of importance, with no regard for whether the evidence is for or against playing video games.
- C. The author describes the evidence in chronological order, with historic evidence described first and current evidence described last.
- D. The author alternates, or switches back and forth, between the evidence for and against playing video games throughout the passage.

3. A person who believes that video games are bad for people's health may also agree that

- A. making friends is easier if you play video games
- B. making friends is harder if you are inside all day
- C. many people make friends with the imaginary characters in video games
- D. most people actually do not even need friends to stay happy

4. The author suggests that young people use their imaginations when they

- A. play outdoors by themselves
- B. read and play outdoors
- C. play video games in which they pretend to be somebody else
- D. play too many video games

5. Read the sentences:

"There is nothing wrong with playing some video games while relaxing. People should play video games to help them **unwind**."

In this sentence the word **unwind** most nearly means

- A. untangle
- B. enjoy
- C. entertain
- D. relax

6. What is this passage mostly about?

- A. the new popularity of video games
- B. the drawbacks of video games
- C. the positive and negative effects of video games
- D. how video games can improve your health

7. Choose the answer that best completes the sentence below.

Young people used to play outside with their friends for fun, \_\_\_\_\_ now they like to play video games inside.

- A. but
- B. also
- C. finally
- D. so

8. How does the text suggest that both reading and video games can improve the mind?

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**9.** Summarize the three main points of the argument "Yes! Video Games Are Bad for People's Health."

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**10.** The section "No! Video Games Are Not Bad for People's Health" does not recommend that young people play video games all the time. What is recommended instead?

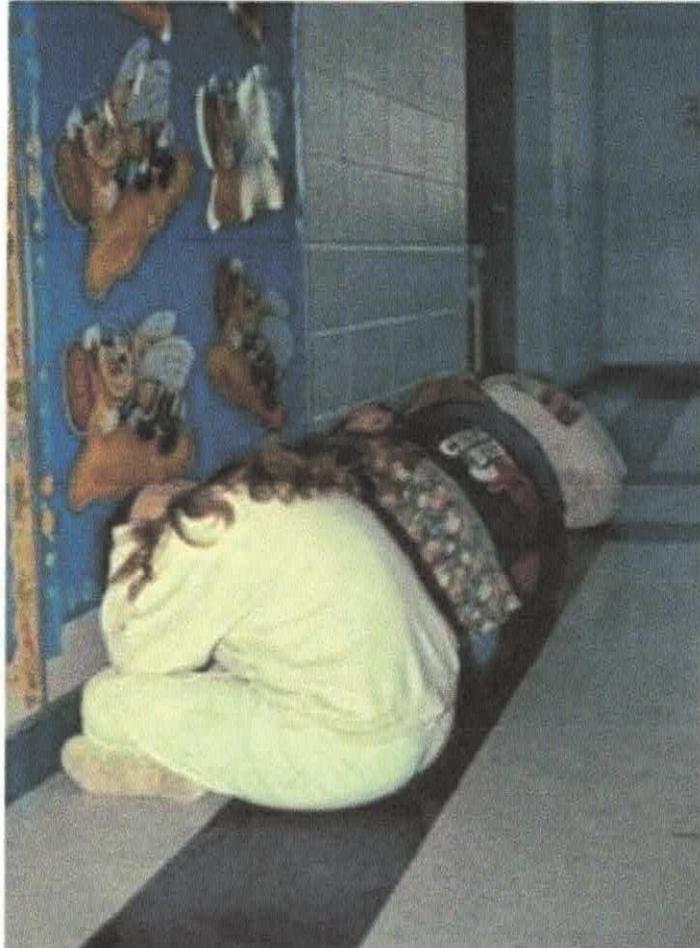
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# The Tornado Drill

by ReadWorks



The alarm went off again. Jonas knew what to do this time. They all had to go out in the hall, sit next to each other, and curl up into a ball. This was in case there was a tornado. Jonas hadn't understood how in the world going into the hall and curling up into a ball would help you if you got hit by a tornado. Then his teacher had told him that they went into the hall to be away from windows that might break during a tornado. Curling up was in case something fell on you. That's why they put their hands over their neck, to protect it in case something sharp fell.

Molly had just joined the class, and she sat next to Jonas. When the alarm went off, Molly hid under her desk. Jonas had to tell her to get out from under there and follow the class in the hall.

It turned out to be a drill, just like last time. After a few minutes, all the students went back into their classroom and sat back down at their desks. After school, Jonas teased Molly about hiding under her desk when the alarm went off. "Scaredy cat!" he said. Molly laughed at him. "I wasn't scared," she replied. Molly explained. She had moved to Oklahoma from California last week. In school in California, when the alarm went off, it was an earthquake drill, not a tornado drill. During the earthquake drill, you were supposed to hide under your desk.

Kanisha overheard them. She told them she had just visited her cousins in Florida, and there they are more likely to face a hurricane instead of a tornado or an earthquake. One time the weather forecaster on the nightly news said that a hurricane had formed near Florida, and that the hurricane would probably impact the area. So school was closed completely the next day.

There are other storms that can be predicted at least a day before they hit, and schools might close if severe weather were likely to impact the areas near the schools. Jonas had cousins in Minnesota. They told him that they had three days in a row with no school because it wouldn't stop snowing. They had known about the snowstorm from a prediction by the weather forecaster the day before it started to snow.

"Any storm is scary, but I think earthquakes and tornadoes are the scariest," Molly said. "The weather forecaster can probably tell you if a hurricane or snowstorm will come. With earthquakes and tornadoes, you never know."



2. Your **alarm** goes off. The room is still dark. You squint at the alarm clock. It's not even 6 a.m.!
3. Gauri Nanda had trouble getting up in the morning. Her **alarm** clock would ring, and she would press the snooze button.
4. The skin has many nerve endings as well. They act like the body's **alarm** system. They are sensitive to cold and heat.
5. Fire officials are **alarmed**. Some lighters are made to look like toys. Parents who think they are toys are buying them for their children.
6. Have an **alarm** inside and outside each bedroom. You should also have a smoke alarm on every level of the home. Push the test button at least once a month. That will let you know whether the alarm is working.

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

1. What do students do during a tornado drill?

- A. go into the basement
- B. go into the hall and curl up in a ball
- C. hide under their desks
- D. stay home from school

2. What is the setting of this story?

- A. a classroom in Oklahoma
- B. a classroom in California
- C. a classroom in Florida
- D. a classroom in Minnesota

3. Read the following sentences: "Molly had just joined the class, and sat next to Jonas. When the alarm went off, Molly hid under her desk. Jonas had to tell her to get out from under there and follow the class in the hall."

Based on the evidence above, what conclusion can be made?

- A. Molly did not know it was a tornado drill at first.
- B. Jonas didn't know what to do in a tornado drill.
- C. Molly was hiding from Jonas because she felt shy.
- D. The teacher forgot about Molly during the drill.

4. Based on the story, what conclusion can be made about emergency drills?

- A. Emergency drills are different depending on the different weather.
- B. All emergency drills are the same.
- C. Emergency drills are different depending on the different school districts.
- D. Emergency drills are different depending on the different countries.

5. What is this story mainly about?

- A. the proper procedures for tornado drills
- B. the differences between Oklahoma and California culture
- C. the best way to make new students feel welcome at school
- D. the different ways people respond to weather across the US

6. Read the following sentences: "Jonas had cousins in Minnesota. They told him that they had three days in a row with no school because it wouldn't stop snowing, but they had known about the snowstorm from a prediction by the weather forecaster the day before it started to snow."

As used in the passage, what does the word "**forecaster**" mean?

- A. someone who reports breaking news stories on TV
- B. someone who makes predictions of the future
- C. someone who gives people instructions for drills
- D. someone who is an expert on snow

7. Choose the answer that best completes the sentence below.

The weather forecaster can probably tell you if a tornado or hurricane will come. \_\_\_\_\_, with earthquakes you never know.

- A. Actually
- B. On the other hand
- C. Finally
- D. For example

**8.** Why did Molly hide under her desk during the tornado drill instead of going into the hall like Jonas?

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**9.** Students in Oklahoma, California, Florida and Minnesota all have different ways of responding to weather in their areas. What evidence from the text supports this conclusion?

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**10.** Why is it important to know what kind of weather is coming into your area? Use information from the story to support your answer.

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Pickens County School District



# Common Core Mathematics Practice for Grade 3

CCSS.Math.Content.3.NF.A.3.b - Worksheet #27711

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

Standard: **CCSS.Math.Content.3.NF.A.3.b**

Description: Recognize and generate simple equivalent fractions, e.g.,  $1/2 = 2/4$ ,  $4/6 = 2/3$ . Explain why the fractions are equivalent, e.g., by using a visual fraction model.

Reduce the fraction to lowest terms:

1. Write $1/8$ in lowest terms	6. Write $9/18$ in lowest terms
2. Write $4/7$ in lowest terms	7. Write $7/18$ in lowest terms
3. Write $8/10$ in lowest terms	8. Write $6/12$ in lowest terms
4. Write $12/16$ in lowest terms	9. Write $6/18$ in lowest terms
5. Write $6/13$ in lowest terms	10. Write $3/18$ in lowest terms

Printable #: 27711-CCSS.Math.Content.3.NF.A.3.b

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## Common Core Mathematics Practice for Grade 3

CCSS.Math.Content.3.NBT.A.2 - Worksheet #22610

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

Standard: **CCSS.Math.Content.3.NBT.A.2**

Description: Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

Complete the 3-Digit Addition Equation:

1.  $\underline{\quad} + 290 = 867$

6.  $838 + \underline{\quad} = 980$

2.  $500 + \underline{\quad} = 740$

7.  $327 + 455 = \underline{\quad}$

3.  $492 + \underline{\quad} = 934$

8.  $691 + 195 = \underline{\quad}$

4.  $\underline{\quad} + 730 = 927$

9.  $\underline{\quad} + 166 = 698$

5.  $792 + 201 = \underline{\quad}$

10.  $559 + 306 = \underline{\quad}$

Printable #: 22610-CCSS.Math.Content.3.NBT.A.2

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# Common Core Mathematics Practice for Grade 3

CCSS.Math.Content.3.NBT.A.2 - Worksheet #22303

**Name:****Standard: CCSS.Math.Content.3.NBT.A.2**

Description: Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

## Subtract 2-Digit from 3-Digit Number With Regrouping:

1. $235 - 57 =$	6. $542 - 53 =$
2. $226 - 67 =$	7. $951 - 82 =$
3. $850 - 99 =$	8. $317 - 49 =$
4. $802 - 88 =$	9. $713 - 44 =$
5. $802 - 46 =$	10. $601 - 53 =$

Printable #: 22303-CCSS.Math.Content.3.NBT.A.2

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# Common Core Mathematics Practice for Grade 3

CCSS.Math.Content.3.NBT.A.1 - Worksheet #7510

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

Standard: **CCSS.Math.Content.3.NBT.A.1**

Description: Use place value understanding to round whole numbers to the nearest 10 or 100.

## Round 3-Digit Whole Number to Nearest Ten:

<b>1. Round 293:</b>	<b>6. Round 544:</b>
<b>2. Round 572:</b>	<b>7. Round 437:</b>
<b>3. Round 358:</b>	<b>8. Round 135:</b>
<b>4. Round 842:</b>	<b>9. Round 194:</b>
<b>5. Round 525:</b>	<b>10. Round 596:</b>

Printable #: 7510-CCSS.Math.Content.3.NBT.A.1

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# Common Core Mathematics Practice for Grade 3

CCSS.Math.Content.3.MD.A.1 - Worksheet #10811

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

Standard: **CCSS.Math.Content.3.MD.A.1**

Description: Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.

## Word Problems: Time to Minutes Within Hour:

<p><b>1.</b> Lucas is cleaning his bedroom. He finished at 2:42 after 56 minutes. When did he start?</p>	<p><b>6.</b> Abigail is taking a test. She starts at 8:06 and continues taking a test for 59 minutes. When did she finish?</p>
<p><b>2.</b> Easton is planting a garden. He finished at 10:09 after 45 minutes. When did he start?</p>	<p><b>7.</b> Taylor is studying for a quiz. She starts at 1:19 and continues studying for a quiz for 25 minutes. When did she finish?</p>
<p><b>3.</b> Molly is playing wall ball for lacrosse. She finished at 3:42 after 12 minutes. When did she start?</p>	<p><b>8.</b> Natalie is completing a reading assignment. She starts at 7:40 and continues completing a reading assignment for 19 minutes. When did she finish?</p>
<p><b>4.</b> Brooklyn is raking leaves. She starts at 9:45 and continues raking leaves for 14 minutes. When did she finish?</p>	<p><b>9.</b> Alice is peeling potatoes. She finished at 10:28 after 19 minutes. When did she start?</p>
<p><b>5.</b> Sydney is practicing free throws. She starts at 2:44 and continues practicing free throws for 20 minutes. When did she finish?</p>	<p><b>10.</b> Landon is listening to music. He finished at 9:12 after 43 minutes. When did he start?</p>

Printable #: 10811-CCSS.Math.Content.3.MD.A.1

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# Common Core Mathematics Practice for Grade 3

CCSS.Math.Content.3.MD.A.1 - Worksheet #11501

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

Standard: **CCSS.Math.Content.3.MD.A.1**

Description: Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.

## Word Problems: Driving Between Cities < 12 Hours Apart:

<p><b>1.</b> Charlotte is driving from Elk Grove, CA to West Jordan, UT. She starts at 5:54 AM and continues driving for 670 minutes. When did she finish?</p>	<p><b>6.</b> Isabella is driving from Norfolk, VA to Augusta, GA. She starts at 4:39 AM and continues driving for 455 minutes. When did she finish?</p>
<p><b>2.</b> Jayden is driving from El Monte, CA to Pasadena, CA. He starts at 10:20 AM and continues driving for 19 minutes. When did he finish?</p>	<p><b>7.</b> Caroline is driving from Fargo, ND to Kansas City, MO. She starts at 4:37 AM and continues driving for 601 minutes. When did she finish?</p>
<p><b>3.</b> Jackson is driving from Garden Grove, CA to Murrieta, CA. He finished at 5:52 PM after 61 minutes. When did he start?</p>	<p><b>8.</b> Evelyn is driving from Daly City, CA to Pasadena, CA. She finished at 7:52 PM after 389 minutes. When did she start?</p>
<p><b>4.</b> Eli is driving from Santa Clarita, CA to Palmdale, CA. He finished at 4:03 PM after 37 minutes. When did he start?</p>	<p><b>9.</b> William is driving from Richardson, TX to McAllen, TX. He finished at 8:11 PM after 527 minutes. When did he start?</p>
<p><b>5.</b> Clara is driving from Lexington, KY to Washington, DC. She starts at 6:50 AM and continues driving for 538 minutes. When did she finish?</p>	<p><b>10.</b> Chloe is driving from Erie, PA to Springfield, MA. She finished at 5:04 PM after 460 minutes. When did she start?</p>

Printable #: 11501-CCSS.Math.Content.3.MD.A.1

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