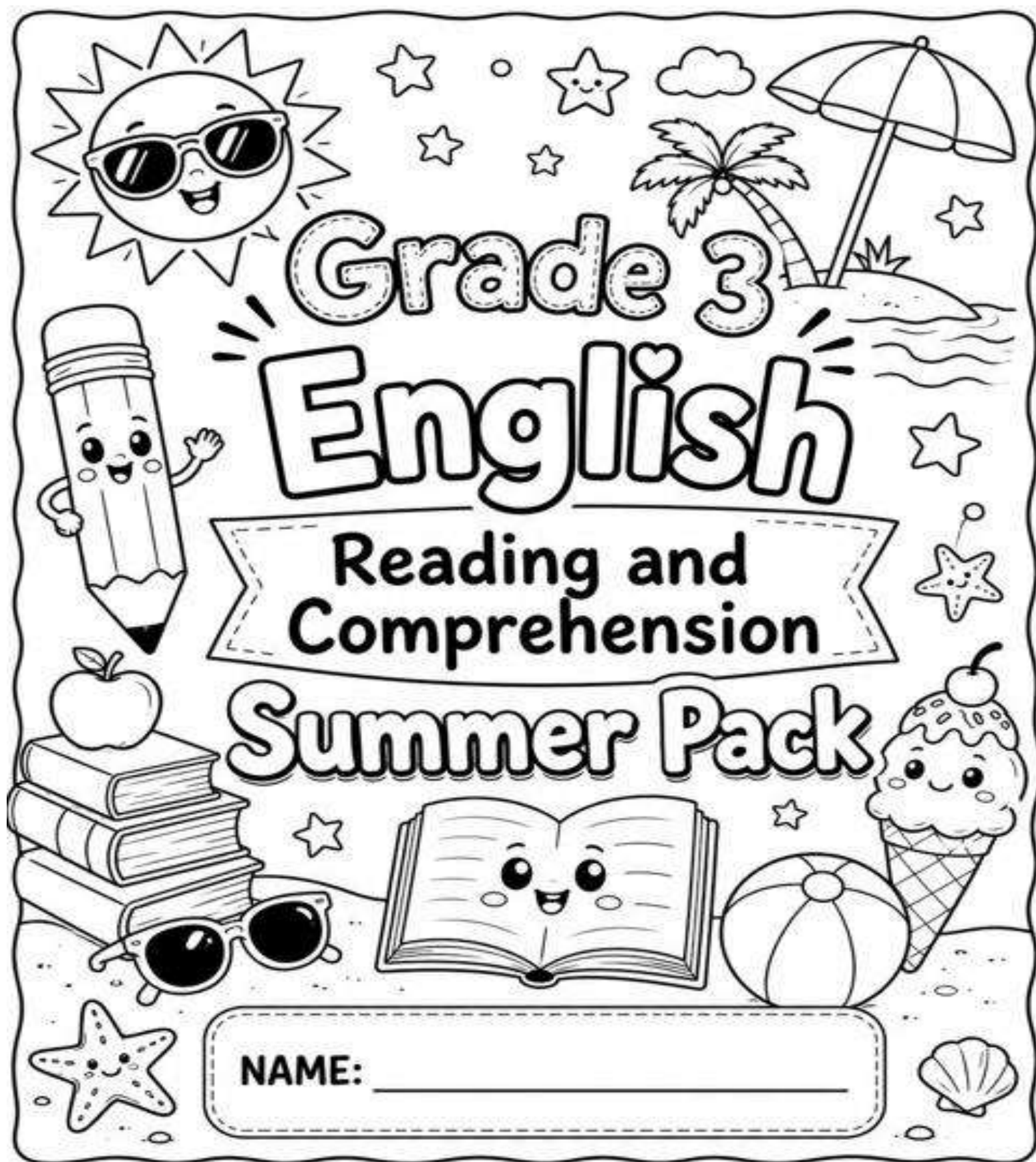
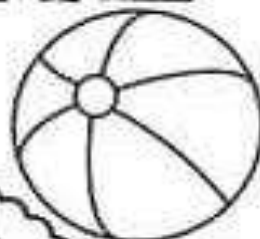




SUMMERTIME FUN!



A drawing of my
favorite summer
activity:



This summer
I will:



My summer goals:

My favorite summer
treat:



Cause and effect are about how one thing can cause something else to happen.

The **cause** is *why* something happened.

The **effect** is *what* happened.

~~~~~

Here is a story about why birds build their nests differently. Think about **cause** and **effect** as you read.

### The Magpie's Nest

Of all the birds in the air, the magpie builds the very best nest. Long ago, all the birds came to Magpie and asked her to teach them how to build nests. So Magpie got them all together and began to show them how to do it.

First, she took some mud and patted it into the shape of a pancake. "Ah ha!" said Thrush, and away she flew. So Thrush still builds her nest out of mud.

Then Magpie arranged some twigs around in the mud. "Well of course," said Owl, and away she flew. Owls have never made better nests than that.

Magpie turned the edges of the pancake up into a bowl shape, and put more twigs around the outside. "What a good idea!" said Sparrow, and Sparrow makes messy nests to this day.

And so it went on. Each bird took away some knowledge of how to build nests, but none of them waited to the end. Finally, only silly Turtle-dove was left, and she hadn't been paying any attention all along. She had just been sitting there saying her silly cry. "Take two, take two-o-o-o. Take two, take two-o-o-o."

Magpie was adding the last twig to her lovely nest. "Take two, take two-o-o-o" cried Turtle-dove.

Magpie looked at Turtle-dove. "One's enough," she said.

But the Turtle-dove kept on saying, "Take two, take two-o-o-o."

Then Magpie got angry. "One's enough, I tell you."

Still Turtle-dove repeated, "Take two, take two-o-o-o. Take two, take two-o-o-o."

At last, Magpie got even angrier. No one but silly Turtle-dove was left to see her lovely nest that she had worked so long to build. She flew away to find some worms, and refused to show the birds how to build a nest again. And that is why different birds build their nests differently.

In this story, what is the **effect** of each **cause**? Circle your answer.

| cause                                                                                         | effect                                                                 |
|-----------------------------------------------------------------------------------------------|------------------------------------------------------------------------|
| 1. Magpie makes the very best nest.<br>What happened because Magpie makes the very best nest? | Long ago, all the birds asked Magpie to teach them how to build nests. |
|                                                                                               | Magpie did not want to teach the other birds how to build nests.       |

| cause                                                                                                                                                     | effect                                         |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|
| 2. Thrush watched Magpie pat some mud into a pancake shape, and flew away.<br>What happened because Thrush flew away after watching Magpie shape the mud? | Thrush still makes her nest out of mud.        |
|                                                                                                                                                           | Thrush still doesn't know how to build a nest. |

| cause                                                                                                                                 | effect                                    |
|---------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|
| 3. Sparrow flew away before Magpie's nest was finished.<br>What happened because Sparrow flew away before Magpie's nest was finished? | Sparrow still makes messy nests.          |
|                                                                                                                                       | Sparrow came back and said she was sorry. |

~~~~~

4. Here is a **cause**: Each bird took away some knowledge of how to build nests, but none of them except silly Turtle-dove waited until the end.
What was the **effect**?

5. Here is a **cause**: No one but silly Turtle-dove was left to see the lovely nest that Magpie had worked so hard to build.
What was the **effect**?

Answer Key

1. Long ago, all the birds asked Magpie to teach them how to build nests.
2. Thrush still makes her nest out of mud.
3. Sparrow still makes messy nests.
4. Accept any reasonable response, such as, none of the birds learned to build a nest as nice as Magpie's.
5. Accept any reasonable response, such as, Magpie got angry, and refused to show the birds how to build a nest again.



Compare and contrast

Reading Comprehension Worksheet

Practice

A parent or tutor should read along with the student, helping as needed.

~~~~~  
When we **compare** two things, we tell how they are *alike*.

~~~~~  
When we **contrast** two things, we tell how they are *different*.

~~~~~  
Here are two stories. As you read, think about how the stories are *alike*, and how they are *different*.

#### Fox and Bear

Fox saw the field being planted with corn. He went to visit Bear, and suggested that they share the field. Fox said he would have the tops of the crop, and Bear would have the roots. When the crop was grown, Bear did not like having only the roots of the corn plants. But it was what they had agreed. The next year, Fox saw the field being planted with turnips. He went to visit Bear. He said that, to be fair, this year Bear would have the tops of the crop, and Fox would have the roots. When the crops were grown, Bear was unhappy again. He had only the bitter tops, while fox had the nice sweet turnips. But it was what they had agreed. However, Bear never agreed to share the field with Fox again.

#### Camel and Pig

Camel said being tall was best, and Pig said being short was best. Camel said if he was wrong, he would give up his hump. Pig said if he was wrong, he would give up his curly tail. They came to a garden inside a low wall. Camel reached his long neck over the wall and ate his fill. Pig could not even see over the wall. Then they came to a garden inside a high wall, with a covered gate. Pig went through the gate and ate his fill. Camel was too tall to go through the gate. They thought about all this, and decided that Camel would keep his hump, and Pig would keep his curly tail, because, as Pig said, "Tall is good when tall is needed; of short, the same is true."

Some of these details are true of just one of the two stories. Some are true of both stories. Some are not true of either story. Read each detail, and select the best answer.

1. The characters are animals.  
A. "Fox and Bear" only                      C. Both stories  
B. "Camel and Pig" only                      D. Neither story
2. Someone learns a lesson.  
A. "Fox and Bear" only                      C. Both stories  
B. "Camel and Pig" only                      D. Neither story
3. One character is smarter than another.  
A. "Fox and Bear" only                      C. Both stories  
B. "Camel and Pig" only                      D. Neither story
4. The characters disagree about something in the beginning.  
A. "Fox and Bear" only                      C. Both stories  
B. "Camel and Pig" only                      D. Neither story
5. The characters agree about something in the beginning.  
A. "Fox and Bear" only                      C. Both stories  
B. "Camel and Pig" only                      D. Neither story
6. The setting is indoors.  
A. "Fox and Bear" only                      C. Both stories  
B. "Camel and Pig" only                      D. Neither story
7. One character tricks another.  
A. "Fox and Bear" only                      C. Both stories  
B. "Camel and Pig" only                      D. Neither story
8. The characters never agree about anything.  
A. "Fox and Bear" only                      C. Both stories  
B. "Camel and Pig" only                      D. Neither story

~~~~~

9. What is one other detail that is *alike* or *different* in the two stories?

Answer Key

1. C
2. C
3. A
4. B
5. A
6. C
7. A
8. D
9. Accept any reasonable response.



Main idea and summarizing

Reading Comprehension Worksheet

Practice

A parent or tutor should read along with the student, helping as needed.

~~~~~

The **main idea** of a paragraph is what the whole paragraph is *mostly about*.

The **details** are *small pieces of information* that make the paragraph more interesting.

A **summary** includes the **main idea** of *each of the paragraphs* in a story. It does not include the **details** of the paragraphs.

~~~~~

As you read this story, look for the **main idea** of each paragraph. These can be put together to make a **summary** of the whole story.

Anthony's teacher, Mr. Rivera, gave the class a different kind of homework assignment. The assignment was to watch the weather report on television every night for a week. Mr. Rivera told the students some things to listen for as they watched each night's report. He also gave them a worksheet to fill out while they watched.

Mr. Rivera said to look at the large weather map that they would see behind the weather reporter. He told them that they might see a large blue line or a large red line on the map. There might be both a blue line and a red line. He said that a blue line is a high pressure area that usually brings dry weather. A red line is a low pressure area that usually brings wet weather. When blue and red lines meet, there usually is stormy weather on the way.

On the worksheet there was a box to fill in with the expected high temperature for the next day. There were other boxes to check if it was expected to rain, or to be cloudy, or to be windy.

Anthony watched the weather report and filled in the worksheet each night. He noticed that the next day was usually a lot like the report said it would be. One day's weather map showed a blue line right next to a red line, and the next day there was a rainstorm. Anthony decided that he liked this kind of homework assignment.

1. What is the main idea of the first paragraph?
 - A. Anthony's teacher is Mr. Rivera.
 - B. Anthony's homework was to watch the weather report for a week.
 - C. Anthony likes to watch the weather report on television.
2. What is the main idea of the second paragraph?
 - A. Mr. Rivera told the students what to watch for on the weather report.
 - B. Mr. Rivera said the blue lines usually brings dry weather.
 - C. Mr. Rivera said to look at the weather map behind the reporter.
3. What is the main idea of the third paragraph?
 - A. The worksheet had a box to fill in with the expected high temperature for the next day.
 - B. The worksheet had a box to check if it was going to rain.
 - C. Mr. Rivera gave the students a worksheet to fill in.
4. What is the main idea of the fourth paragraph?
 - A. Anthony liked the homework assignment.
 - B. One day after Anthony watched the report there was a rainstorm.
 - C. Anthony noticed that the weather report was usually right.
5. Write the number 1 through 4 in the boxes beside the events to show the sequence of what happened, from *first to last*.

1-4?

Mr. Rivera told the students what to watch for on the weather report.	
Anthony's homework was to watch the weather report.	
Mr. Rivera gave the students a worksheet to fill in.	
Anthony noticed that the weather report was usually right.	

~~~~~

6. What would be a good title for this whole story?

---

### **Answer Key**

1. B
2. A
3. C
4. C
5. 2, 1, 3, 4
6. Accept any reasonable response, such as "A Different Kind of Homework Assignment."



## Sequencing

### Reading Comprehension Worksheet

#### Practice

A parent or tutor should read along with the student, helping as needed.

~~~~~

Sequencing is putting things in order, *from first to last*.

~~~~~

Here are some examples. Write the number 1 in the box beside what happened *first*. Write the number 2 in the box beside what happens *second*. Write the number 3 in the box beside what happens *third*. Write the number 4 in the box beside what happens *last*.

1. What happened *first, second, third, and fourth*? 1-4?

|                                                                |  |
|----------------------------------------------------------------|--|
| The birds wanted Magpie to teach them how to build a nest.     |  |
| None of the birds stayed the whole time, and Magpie was angry. |  |
| Next, Magpie added some twigs to the nest.                     |  |
| Magpie made a mud pancake.                                     |  |

2. What happened *first, second, third, and fourth*? 1-4?

|                                                                  |  |
|------------------------------------------------------------------|--|
| Hans traded his gold coins for a horse.                          |  |
| Hans took his bag of gold coins and set out to visit his mother. |  |
| Hans traded his goose for an ordinary stone.                     |  |
| Hans traded his horse for a cow, and his cow for a goose.        |  |

3. What happened *first, second, third, and fourth*? 1-4?

|                                                               |  |
|---------------------------------------------------------------|--|
| Camel reached over low wall, and Pig went through a low gate. |  |
| Next, Pig heard Camel, and said that being short is best.     |  |
| First, Camel said that being tall is best.                    |  |
| Camel and Pig decided that both tall and short can be best.   |  |

4. What happened *first, second, third, and fourth*? 1-4?

|                                                                |  |
|----------------------------------------------------------------|--|
| Bear decided never to share the field with Fox again.          |  |
| The next year, Fox had the turnips and Bear had only the tops. |  |
| The first year, Fox had the corn and Bear had only the roots.  |  |
| Fox and Bear decided to share the crops in the field.          |  |

5. What happened *first, second, third, and fourth*? 1-4?

|                                                                                          |  |
|------------------------------------------------------------------------------------------|--|
| Finally, the Mother Crab saw that she had been foolish to tell her son to walk straight. |  |
| Then the Mother Crab tried and tried, but she could not walk straight forward.           |  |
| The Mother Crab told her son that he should walk straight forward.                       |  |
| So the Young Crab asked his mother to show him how to walk straight forward.             |  |

~~~~~

6. What clues can you use to understand the **sequence** of events in a story?

Answer Key

1. 1, 4, 3, 2
2. 2, 1, 4, 3
3. 3, 2, 1, 4
4. 4, 3, 2, 1
5. 4, 1, 3, 2
6. Accept any reasonable response, such as, look for words like “first,” “next,” “then,” and “finally.”

Story elements

Reading Comprehension Worksheet

Practice

A parent or tutor should read along with the student, helping as needed.

~~~~~

Stories have a beginning, a middle, and an ending.

The beginning of a story tells you *who* the story is mostly about, and *where* the story mostly takes place.

The **characters** are *who* the story is mostly about.

The **setting** is *where* the story mostly takes place.

The middle of a story tells you the *things that happen* in the story.

The **events** are the *things that happen* in the story.

The **plot** is *all of the events* in the story. The plot usually includes some kind of *problem*.

The ending of a story tells *how the problem is solved*.

The **problem solution** is *how the problem is solved*.

~~~~~

Think about these **story elements** as you listen to this story.

The Golden Fish Keeps a Promise

By L. M. Gask

Upon a certain island in the middle of the sea lived a fisherman and his wife. They were so poor they often went without bread when the fishing did not go well.

One day when the man had been fishing for many hours without any luck, he hooked a small golden fish with eyes as bright as diamonds.

"Let me go, kind fisherman," the little creature cried. "I would not even make a single mouthful for your dinner."

The man was so moved by the beauty of the golden fish that he let him go. Before he swam away, the fish promised that he would come back if the fisherman ever needed help.

The fisherman laughed, for he could not think how a little fish could help him, other than providing a bit of food. He went home and told his wife about his adventure.

"What!" she cried. "You let him go? We have not a scrap of food in the house, and I suppose that now we must starve."

The fisherman's wife continued to fuss at him until, finally, he decided to go and put the little fish to the test. He hurried down to the seashore, and stood at the edge of the waves.

"Golden Fish, Golden Fish! Come and help me, please," he called. The last word was not out of his mouth when the little fish popped its head up out of the water.

"You see I have kept my promise," said the fish. "How can I help you, my friend?" And when the fisherman made his request, the fish simply said, "Don't worry about that. There will be plenty of food when you get home."

And strangely enough, when the fisherman arrived home, there was a basket of bread on the table, and cheese and fruit as well.

Now let's think about the **story elements**.

1. **Characters:** *Who* is this story mostly about?

- A. a little golden fish
- B. a fisherman, his wife, and a little golden fish
- C. a fisherman's wife and a little golden fish

2. **Setting:** *Where* does this story mostly take place?

- A. in a small cabin
- B. on a beach
- C. on an island

3. **Problem:** What *problem* does one or more of the story characters have?

- A. The fisherman and his wife do not have much food to eat.
- B. The fisherman does not want to let the golden fish go free.
- C. The golden fish does not keep his promise to help the fisherman.

4. **Event 1:** Which event happens *first* in this story?
- A. The fisherman's wife fusses at him for letting the fish go free.
 - B. The fisherman catches a small golden fish.
 - C. The fisherman calls for the golden fish to come and help him.
5. **Event 2:** Which event happens *second* in this story?
- A. The fisherman's wife fusses at him for letting the fish go free.
 - B. The fisherman catches a small golden fish.
 - C. The fisherman calls for the golden fish to come and help him.
6. **Event 3:** Which event happens *third* in this story?
- A. The fisherman's wife fusses at him for letting the fish go free.
 - B. The fisherman catches a small golden fish.
 - C. The fisherman calls for the golden fish to come and help him.
7. **Problem Solution:** How is one of the characters' problem *solved*?
- A. The fisherman catches the golden fish again.
 - B. The fisherman asks the golden fish for help, and food appears on the table.
 - C. The fisherman's wife asks the golden fish for help.

~~~~~

8. How does thinking about **story elements** help you to understand the story better?

---

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### **Answer Key**

1. B
2. C
3. A
4. B
5. A
6. C
7. B
8. Accept any reasonable answers. For example, paying attention to the setting, the characters, the problem, and the events in the story can help you picture what is happening. This helps you understand and remember what is most important in the story.

---

young planks photographs  
attic ladder insulation

## A House of Memories

Eddie does not like cleaning, but over the past few days, he has had to stuff his old toys into garbage bags and the new ones into boxes. He tossed out old, dried-up Silly Putty, puzzles he once glued together, plush animals and more. Eddie's family is about to move to a new house, and they need their home clean for the next family who will live in it.

"Won't they want our stuff?" Eddie asked his mother. "Who wouldn't want toys?"

"They'll bring their own toys," she answered. "Come on, Eddie. We're nearly done. All that's left to clean is the attic."



Eddie looked around his home. Without any furniture, the house looked big, empty and strange. It made Eddie feel a little sad. He liked this house and his friends, and he did not really want to move.

---

Eddie followed his mother to the foot of the rickety ladder that led to the attic. Eddie's father was already up there, looking through boxes of old photographs.

"One step at a time, please. This ladder is older than me," Eddie's mother warned.

Eddie carefully climbed up the ladder. At the top, Eddie was surprised to find a big, dark and dusty room. The ceiling was slanted, and the floor was made of rows of wooden planks with strange pink fluff in between the planks.

"You'll have to walk on the wooden beams," Eddie's father said from deep in the room.

"The pink stuff between the beams is called insulation. If you step on that, you'll fall through the floor and wind up in the kitchen!"

With the help of his mother, Eddie balanced on a wooden beam and slowly walked through the attic. He reached his father, who handed Eddie a small and dusty picture. It did not have much color left, but showed a young boy playing baseball in his backyard.

"Is this me when I was younger?" Eddie asked.



"That is me, Eddie, when I was your age," his father replied.

"I found it in one of these old boxes."

"Look, here's one of me," Eddie's mother said, handing Eddie another photograph.

This picture showed a young girl playing hopscotch on a sidewalk. Eddie put the two pictures side by side on the wooden beam he was balanced on.

"You guys were kids?" Eddie asked.

"We weren't born this old," Eddie's mother said, laughing.

Eddie looked at the pictures some more. He had never seen his dad or mom playing baseball or hopscotch or other games. They were always working, cooking, cleaning, driving and doing other adult things. It was hard to imagine them as kids playing in their backyards.



Eddie followed his mother to the corner of their attic where a dusty window was notched into the wall. Looking out, Eddie could see his back yard with a swing set, a tiny tricycle and a machine that made giant bubbles. Eddie had been playing with those toys for as long as he could remember.

“Soon, a new family is going to make this house their own,” Eddie’s mother whispered from over Eddie’s shoulder. “And we’re going to have a new yard to make our own, too.”

Eddie looked back out the dusty window. He liked the swing set, and he did have a lot of fun in that back yard, but he was not a little kid anymore. At the new house, he would be going to a new school. He wanted to try out for the school soccer team and maybe join the drama club. Maybe it was a good time to move after all.

Eddie and his parents finished cleaning the attic and climbed down the old ladder, into their now almost-empty house. Eddie picked up their camera, took it to his parents and said, “Mom, Dad, could you take a picture of me playing in our back yard?”





---

## A House of Memories (exercises)

### 1. Pick the correct answer.

Eddie is helping clean out his (basement / attic).

Eddie is shown pictures of his (grandparents / parents) while they were younger.

Eddie's family is moving to (a new house / Australia).

The picture of Eddie's father shows him playing (soccer / baseball) when he was younger.

### 2. Write 1, 2, 3 and 4 to put the story events in order.

\_\_\_\_\_ Eddie looks at his old back yard.

\_\_\_\_\_ Eddie's father explains what insulation is in their attic.

\_\_\_\_\_ Eddie follows his mother up the ladder to their attic.

\_\_\_\_\_ Eddie sees what his home looks like without any furniture.

---

**3. Answer in sentences.**

- a. At the start of the story, how does Eddie feel about moving?

---

- b. Why is Eddie surprised to see the pictures of his parents?

---

- c. What is Eddie looking forward to doing after he moves?

---

**4. If you moved, what sorts of things would you fill a new back yard with? Write your answers below.**

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# A House of Memories (answers)

## 1. Pick the correct answer:

Eddie is helping clean out his (basement / attic).

Eddie is shown pictures of his (grandparents / parents) while they were younger.

Eddie's family is moving to (a new house / Australia).

The picture of Eddie's father shows him playing (soccer / baseball) when he was younger.

## 2. Write 1, 2, 3 and 4 to put the story events in order.

4 Eddie looks at his old back yard.

3 Eddie's father explains what insulation is in their attic.

2 Eddie follows his mother up the ladder to their attic.

1 Eddie sees what his home looks like without any furniture.

## 3. Answer in sentences:

- a. Eddie felt a little sad.
- b. Because he saw his parents as kids.
- c. He wanted to try out for the school soccer team and maybe join the drama club.

## 4. Answers may vary.

|        |            |             |
|--------|------------|-------------|
| yeast  | directions | ingredients |
| recipe | croutons   | measuring   |

## A Loaf of Croutons

Mimi and her little sister Claire are each baking a loaf of bread to go with their family's dinner.

"I'm following Grandma's old bread recipe," Claire announces. She has lined up all sorts of measuring cups and measuring spoons in front of her. Behind them are bags of flour, sugar, salt and yeast. In the middle of her workspace, Claire has a wrinkled piece of paper which has her grandmother's recipe written on it.

Clair follows the directions. "It says to put a pinch of yeast into four cups of warm water, and then add five cups of flour," Claire reads out loud, while measuring the precise amount of flour she needs and dumping it into her bowl.



"Well, I'm going to make my own special bread. I have the recipe right up here," Mimi says, pointing to her head.

Mimi starts dumping ingredients into her bowl without measuring them. A handful of flour goes in, followed by a large spoonful of sugar, a small spoonful of salt, a tiny bit of yeast and a coffee mug of water. Mimi starts kneading these ingredients together, but they are not sticking together very well.

"I don't think bread works like that," Claire says. Claire adds exactly one teaspoon of sugar and one-half a teaspoon of salt to her bowl, and then she starts working the mixture into a round ball of sticky dough.



"Well, this is how my bread works," Mimi says, still struggling with the mess in her bowl. "It's supposed to be dry and gloppy like this, and then it all comes together perfectly in the end."

"Whatever you say, Mimi."

Claire shapes her dough into a perfect ball, then coats it with olive oil, just like the recipe says. She places a kitchen towel over her bowl and sets it by the window.

"It's not going to bake by the window, Claire. The sun isn't hot enough," Mimi points out to her sister in her best grown-up voice.

"I'm not baking it yet. The recipe says you have to wait half an hour," Claire answers. "Grandma says the yeast needs time to make the dough rise. It's supposed to double in size before you bake it."

"My dough's perfect just like it is," Mimi declares. The ingredients in her bowl are barely clinging together, but Mimi plops them onto a baking tray, and into the oven they go. She turns around and smiles at Claire, quite satisfied with her efforts.

"We'll see, Mimi. None of that looked right to me," Claire says.

An hour later, the sisters compare their loaves of bread. Claire's dough has risen beautifully in the oven and has gained a fine and golden crust. Mimi's dough, on the other hand, has turned into something dense and hard. Her bread looks like a short, sand-colored brick.



"You should have just followed the recipe and waited for the yeast to rise," Claire says. She shrugs her shoulders and rests her perfect loaf on the kitchen table.

Mimi tries to cut her bread, but it is too hard. It breaks into small pieces.

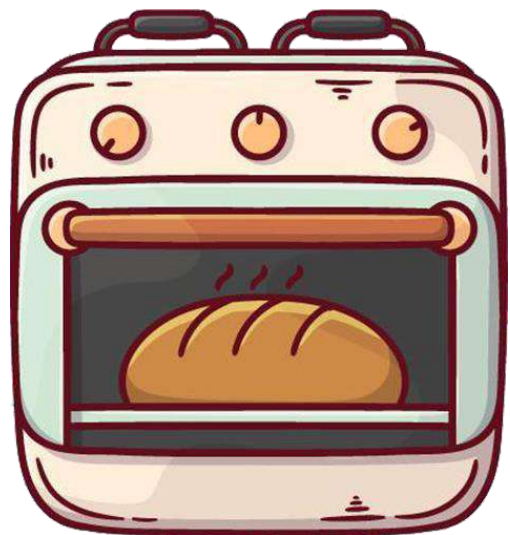
"Be careful, you might break the knife," Claire says, laughing.

"I think next time I'll follow a recipe," Mimi says, sighing.

Just then, the girls' mother walks in and winks at Claire. "Did someone make croutons?" their mother asks. "We need them for the salad."

Mimi lifts up the baking tray with her dense and hefty bread. "Fresh croutons, right here!" she answers.

"Oh, it was you, Mimi," her mother exclaims, looking surprised. "I never knew you could bake! These croutons are perfect!"



# A Loaf of Croutons (exercises)

1. Look back through the story. List three different ingredients that either Mimi or Claire used to bake their bread.

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

2. True (T) or False (F)? Circle the right answer.

|                                                             |   |   |
|-------------------------------------------------------------|---|---|
| Mimi waited for her dough to rise before baking it.         | T | F |
| The recipe Claire followed was for her grandmother's bread. | T | F |
| It helps to follow recipes closely when you bake.           | T | F |



- 3. Do you think Mimi's mom really wanted croutons for dinner? Why did she say the croutons were perfect?**

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## A Loaf of Croutons (answers)

1. Look back through the story. List three different ingredients that either Mimi or Claire used to bake their bread. (Answers may vary)

(yeast, water, flour, sugar, salt...)

2. True (T) or False (F)? Circle the right answer.

|                                                             |                                    |                                    |
|-------------------------------------------------------------|------------------------------------|------------------------------------|
| Mimi waited for her dough to rise before baking it.         | T                                  | <input checked="" type="radio"/> F |
| The recipe Claire followed was for her grandmother's bread. | <input checked="" type="radio"/> T | F                                  |
| It helps to follow recipes closely when you bake.           | <input checked="" type="radio"/> T | F                                  |

3. Do you think Mimi's mom really wanted croutons for dinner? Why did she say the croutons were perfect?

Answers may vary.

---

|       |         |          |
|-------|---------|----------|
| prank | squeaky | shampoo  |
| ladle | raisins | alphabet |

## May the Best Prankster Win

When Perla found out she would be spending a few days at her grandparents' house, she squealed with excitement. Her grandpa was a real prankster. For several years, they had been in an intense prank war.



As soon as she arrived, Perla began plotting her first prank. The next morning, Grandpa sat down to eat his breakfast of Raisin Bran and orange juice as usual. When he went to take a bite, however, he noticed that his regular spoon had been replaced by a giant ladle! Even worse, all the raisins had disappeared from his cereal.

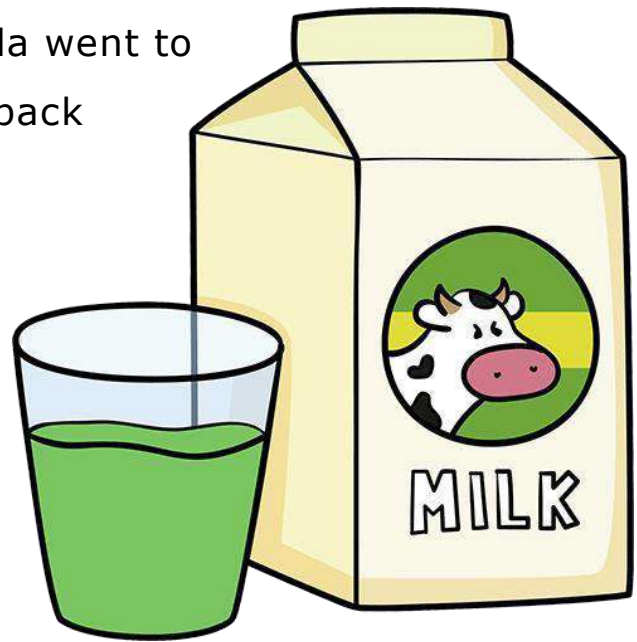
"Who took my raisins?!" Grandpa bellowed. He looked around and saw Perla hiding a few feet away. Pretending to be upset, he began to chase her around the house. After he caught her, he held her upside down over the table as she giggled. He pried the raisins from her fingers one by one until her palms were empty and the bowl was full. Then he sat down and ate his cereal using the big ladle.

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Later that night, Perla found her favorite doll wrapped in toilet paper. It was sitting on her bed next to a sign that read, "I want my Mummy."

The next morning, Grandpa found plastic ants in his shampoo when he went to wash his hair.

That same day, after dinner, Perla went to pour a glass of milk and jumped back in shock when it came out green! Grandpa stood smiling a few feet away. He was holding a box of food coloring in his hand.



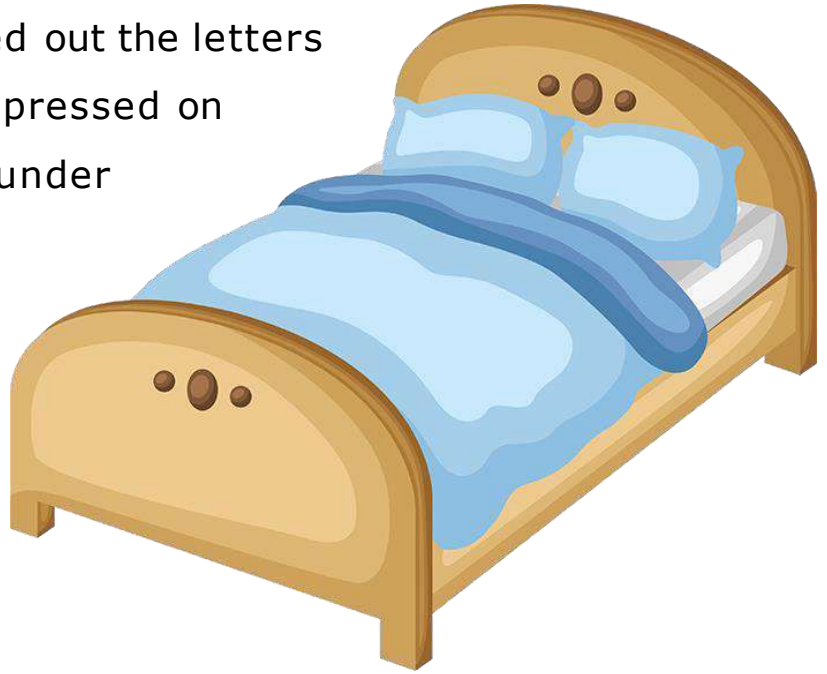
Several hours later, Perla woke up in the middle of the night to a loud squeal. She looked around, startled by the noise. Her heart was pounding hard. After a moment, though, she realized what had happened. Grandpa had placed a squeaky dog toy under her pillow.

Perla spent the next day trying to think of the perfect final prank. She would be leaving the next morning and needed something good. Finally, she had an idea.

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She went to the closet where her old toys were kept and began digging. She pulled out several dolls and dress-up clothes before she found what she was looking for. It was a toy keyboard that sounded out the letters of the alphabet when you pressed on them. Smiling, she put it under Grandpa's pillow.

The next morning at breakfast, she asked Grandpa how he had slept. She smiled innocently.



Grandpa scowled, pretending to pout. He continued to eat his Raisin Bran, full of raisins this time, in silence.

Anxious to hear if her prank had worked, Perla turned to her grandmother. "Grandma, how did he sleep?"

"Oh, you wouldn't believe it!" Grandma hollered from the other side of the room. "He woke up at 2:00 am singing the ABC's!"

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## May the Best Prankster Win (exercises)

### 1. Short Answer.

a. What did Perla put in Grandpa's shampoo?

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b. What color did Grandpa dye Perla's milk?

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c. What did the sign say on Perla's doll?

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d. What kind of cereal was Grandpa eating?

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- 
2. **True (T) or False (F)? Circle the right answer. If the story does not say the answer, circle (X).**

|                                                       |   |   |   |
|-------------------------------------------------------|---|---|---|
| Grandpa wrapped Perla's doll in toilet paper.         | T | F | X |
| Perla cried whenever Grandpa played a prank on her.   | T | F | X |
| Perla arrived at her grandparents' house on a Friday. | T | F | X |
| Grandpa pretended to be mad about Perla's pranks.     | T | F | X |

3. **Multiple Choice.**

What was Grandpa doing when he woke up at 2 am?

- a. Dancing the Macarena
- b. Singing the Star-Spangled Banner
- c. Reciting the Pledge of Allegiance
- d. Singing the ABCs

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What did Grandpa put under Perla's pillow?

- a. A bowl of cereal.
- b. A dog.
- c. A squeaky dog toy.
- d. A toy keyboard.

What kind of juice did Grandpa drink with his cereal?

- a. Apple
- b. Orange
- c. Cranberry
- d. Prune

- 4. If you were going to play a prank on a family member, what would you do? (Remember that you do not want anyone to get hurt!)**

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# May the Best Prankster Win (answers)

## 1. Short Answer.

- a. Plastic ants
- b. Green
- c. "I want my mummy"
- d. Raisin bran

## 2. True (T) or False (F)? Circle the right answer. If the story doesn't say the answer, circle (X).

|                                                       |                                    |                                    |                                    |
|-------------------------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| Grandpa wrapped Perla's doll in toilet paper.         | <input checked="" type="radio"/> T | <input type="radio"/> F            | <input type="radio"/> X            |
| Perla cried whenever Grandpa played a prank on her.   | <input type="radio"/> T            | <input checked="" type="radio"/> F | <input type="radio"/> X            |
| Perla arrived at her grandparents' house on a Friday. | <input type="radio"/> T            | <input type="radio"/> F            | <input checked="" type="radio"/> X |
| Grandpa pretended to be mad about Perla's pranks.     | <input checked="" type="radio"/> T | <input type="radio"/> F            | <input type="radio"/> X            |

## 3. Multiple choice.

What was Grandpa doing when he woke up at 2 am?

- d. Singing the ABCs

What did Grandpa put under Perla's pillow?

- c. A squeaky dog toy

What kind of juice did Grandpa drink with his cereal?

- b. Orange

## 4. Answers will vary.

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scientist  
slavery

agricultural  
productive

discrimination  
circumstances

## The Plant Doctor

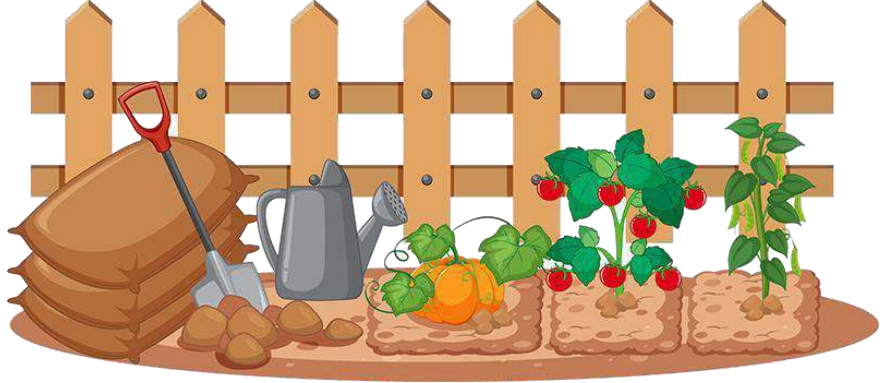
George Washington Carver was an agricultural scientist who became one of America's most well-known inventors. His accomplishments are even more remarkable when we learn how his life began.

George certainly did not have an easy start to life. He was born into slavery just one year before it was made illegal in America. As a child, he lived with his mother's previous owners, the Carvers, who owned a farm in Missouri. There, Mrs. Carver taught him how to read and write and how to work the land.



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From a young age, George was naturally curious. He loved art, music, and science. He was especially interested in farming



and enjoyed experimenting with soil and plants. He had a knack for understanding how to protect crops from pests and diseases. He became so skilled that neighboring farmers recruited him to help them with their orchards and farms. George soon became known in the area as the "Plant Doctor."

Though he was already quite an expert at a young age, Carver was hungry to learn more. "I wanted to know the name of everything," he said. "Every stone and flower and insect and bird and beast. I wanted to know where it got its color, where it got its life. But there was no one to tell me."

At age eleven, Carver left the farm to seek his education elsewhere. For the next ten years, Carver attended various schools across the Midwest, working to support himself financially. He faced a lot of discrimination in these years, and he was often turned away from educational opportunities because of his skin color.

---

Eventually, he was accepted at Iowa State College. There, he became the first African American to earn his master's degree in Agriculture. George then left Iowa to teach at a school for black students in Alabama. He wanted to help students rise out of their difficult circumstances. Education, he believed, was "the key to unlock the golden door of freedom."

In Alabama, he taught farmers a thing or two as well. Carver saw that the southern soil had been worn out from growing cotton year after year. He believed it could be made healthier by growing other crops during certain seasons. He encouraged farmers to grow peanuts, soybeans, and sweet potatoes.

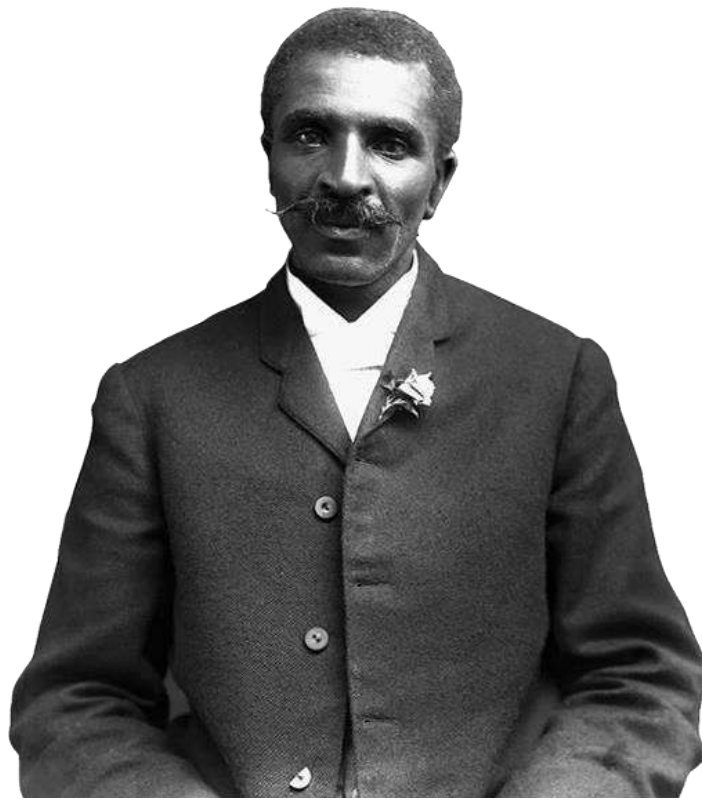
His plan worked perfectly. By rotating crops, the soil became more productive. The Plant Doctor was alive and well. The local farmers were ecstatic. Not only were their cotton crops better than ever, but they now had a surplus of potatoes and peanuts!



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Carver also used his creative genius to invent over 150 uses for sweet potatoes, including flour, vinegar, paint, and ink. Carver is best known today for also inventing over 300 uses for peanuts. These included milk, oil, paper, and makeup.

George's lasting reputation, though, did not come easily. As an African American living at a time when slavery had just ended, he faced many unjust obstacles and dangers. However, through education and hard work, Carver achieved his goals. His passion for plants and people led him from slavery to success.



*George Washington Carver (1864 - 1943)*

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# The Plant Doctor (exercises)

## 1. Multiple Choice.

Which of the following is NOT one of the crops George encouraged farmers to grow in Alabama?

- a. soybeans
- b. sweet potatoes
- c. peanuts
- d. broccoli

Based on what you know about George, which of the following was probably his favorite school subject?

- a. English
- b. science
- c. history
- d. recess

Which of the following was George sometimes called during his lifetime?

- a. The Tree Hugger
- b. The Plant Doctor
- c. The Flower Child
- d. The Nutcracker

2. **True (T) or False (F)? Circle the right answer. If the story does not say the answer, circle (X).**

|                                                                                                          |   |   |   |
|----------------------------------------------------------------------------------------------------------|---|---|---|
| Today, George is best known for what he did with sweet potatoes.                                         | T | F | X |
| George's plan for farming in Alabama worked, and the soil and the cotton crops were healthier than ever. | T | F | X |
| George liked farming in Alabama better than in Iowa.                                                     | T | F | X |
| George did not really enjoy learning, and he often slacked off in school.                                | T | F | X |

# The Plant Doctor (answers)

## 1. Multiple Choice.

- d. broccoli
- b. science
- b. The Plant Doctor

## 2. True (T) or False (F)? Circle the right answer. If the story does not say the answer, circle (X).

|                                                                                                          |                                    |                                    |                                    |
|----------------------------------------------------------------------------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| Today, George is best known for what he did with sweet potatoes.                                         | T                                  | <input checked="" type="radio"/> F | X                                  |
| George's plan for farming in Alabama worked, and the soil and the cotton crops were healthier than ever. | <input checked="" type="radio"/> T | F                                  | X                                  |
| George liked farming in Alabama better than in Iowa.                                                     | T                                  | F                                  | <input checked="" type="radio"/> X |
| George did not really enjoy learning, and he often slacked off in school.                                | T                                  | <input checked="" type="radio"/> F | X                                  |

## 3. In the fourth paragraph of the story, there is a quotation from George Carver. Write out the quotation below.

"I wanted to know the name of everything. Every stone and flower and insect and bird and beast. I wanted to know where it got its color, where it got its life. But there was no one to tell me."

## 4. Is there something you would like to learn about as much as George wanted to learn about plants and nature?

Answers will vary.



- 
- 3. In the fourth paragraph of the story, there is a quotation from George Carver. Write out the quotation below.**

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- 4. Is there something you would like to learn about as much as George wanted to learn about plants and nature?**

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|              |                 |                   |
|--------------|-----------------|-------------------|
| gust<br>lead | hoists<br>pulse | harness<br>course |
|--------------|-----------------|-------------------|

## Ada Falls

Today, on the final day of summer camp, Ada and Lilly stand below The Bear Crawl, the camp's highest, hardest rope course. They watch the rope ladder, with its wooden rungs and rope sides, sway in the wind between two tall pines.

Ada's pulse is racing, and her hands feel clammy, but she is relieved to hear Lilly volunteer to go first. Pauline, the camp counselor who always wears a purple jacket, purple hat and purple pants, nods and helps Lilly get ready.

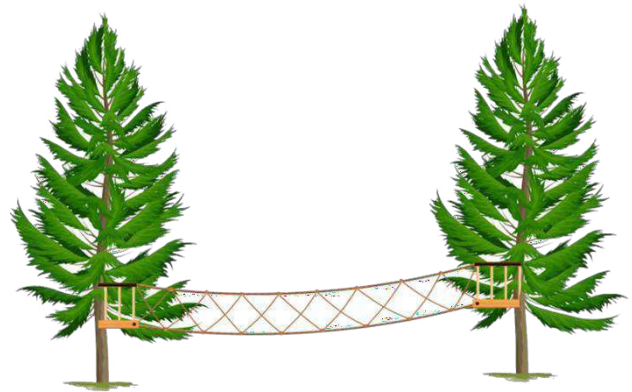
Pauline tugs on Lilly's harness and makes sure her helmet is snug. The safety cable runs from Lilly's harness up to a pulley and then back down to Pauline's purple harness.



Ada watches Lilly grow smaller and smaller as Pauline hoists  
her up to the wooden platform at one end of the Bear  
Crawl. Then, hands before feet, Lilly begins her frightening  
crawl across the rope ladder. The wind blows Lilly's ponytail  
back and forth and the ladder sways, but Lilly grips tight.

"Go, Lilly, go! You're a champion. You've got this!" Ada  
cheers from below. When Lilly makes it all the way across,  
completing the challenge, Ada feels relieved for her friend  
but also nervous: it is her turn now. Pauline checks Ada's  
helmet and harness, and she hoists Ada up to the platform.

On the platform, Ada surveys the whole camp. Lilly and  
Pauline look so tiny down below! Ada stretches her arms out  
to the first rung on the rope ladder. Her arms feel shaky as  
she feels the ladder twist a little  
under her weight. She carefully  
walks her hands forward to the  
next rung.



About halfway across the Bear  
Crawl, Ada is starting to feel a little more confident. She  
can hear the wind whistling down into the valley and over  
the lake. The delicate hairs at the nape of her neck rustle in  
the strong breeze, tickling her. With every rung, she is  
getting closer to the opposite platform. She can do this!

---

Ada purposefully reaches out for the next rung with her left hand, just as a stronger gust of breeze makes the rope ladder sway. Ada's hand does not grasp the wood rung. Instead, her hand hits only air and continues downward, followed by her arm, her shoulder and the rest of her body!

Almost immediately, the harness catches her. Pauline slowly lowers Ada to the ground, letting the rope out bit by bit. Ada can see all the other kids staring up at her. Ada's face burns from embarrassment; she feels like a red traffic light dangling above an intersection with everyone's eyes on her. When she finally reaches the ground, she looks at her sneakers and the ground around them.

"Can I try again?" Ada whispers, laboring to hold in hot tears.

Pauline glances at her watch. "I'm sorry, Ada, we don't have time."

On the bus home, Ada rests her forehead against the window watching trees flash by as the bus leaves camp. Her body feels slow and heavy, like lead. Beside her, Lilly sits silent and thoughtful.



"Hey Ada?" Lilly says. "I couldn't have made it across the  
ladder without you. I got so terrified in the middle, but then  
you shouted my name and I kept going."

"You got scared?"

Lilly nods vigorously, her eyes widening. "Super scared. I'm  
surprised I didn't faint or throw up on everybody below."

Ada smiled a little.

"You were just unlucky such a big wind came up. It felt like  
a hurricane or something. I thought all the trees were going  
to fall over and squish us like pancakes," continued Lilly.

"Can you imagine what a Pauline pancake would look  
like?"

Ada giggled.

"Pauline the purple pancake," Lilly said  
softly

Ada burst out laughing. She knew her  
friend was just trying to cheer her up,  
but suddenly falling off the ladder did  
not seem so important anymore. Having  
good friends was more important.



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# Ada Falls (exercises)

## 1. Multiple Choice.

Why does Ada fall?

- a. A knot forms in her throat.
- b. She tries to swat a fly and misses.
- c. Lilly pushes her.
- d. Her hand misses the rung of the ladder.

How does Lilly cheer Ada up?

- a. She convinces Pauline to let her try again.
- b. She watches the trees flash by the bus window.
- c. She starts a food fight at lunch.
- d. She makes her laugh.

Where are Ada and Lilly when they try The Bear Crawl?

- a. On a field trip
- b. At a family reunion
- c. At summer camp
- d. Lost in the woods

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**2. True or False.**

|                                                  |      |       |
|--------------------------------------------------|------|-------|
| Lilly and Ada sit together on the bus ride home. | True | False |
| Pauline is the bus driver.                       | True | False |
| Lilly is kind and thoughtful to her friend.      | True | False |

**3. An old expression is that “laughter is the best medicine.” What do you think that means?**

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## Ada Falls (answers)

### 1. Multiple Choice.

Why does Ada fall?

d. Her hand misses the rung of the ladder.

How does Lilly cheer Ada up?

d. She makes her laugh.

Where are Ada and Lilly when they try The Bear Crawl?

c. At summer camp

### 2. True or False.

|                                                  |                                       |                                        |
|--------------------------------------------------|---------------------------------------|----------------------------------------|
| Lilly and Ada sit together on the bus ride home. | <input checked="" type="radio"/> True | <input type="radio"/> False            |
| Pauline is the bus driver.                       | <input type="radio"/> True            | <input checked="" type="radio"/> False |
| Lilly is kind and thoughtful to her friend.      | <input checked="" type="radio"/> True | <input type="radio"/> False            |

### 3. An old expression is that "Laughter is the best medicine". What do you think that means?

Answers may vary.





Grammar!

Phonics!

# English Grammar & Phonics Summer Pack

Grade 3

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

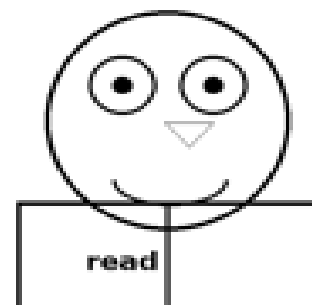
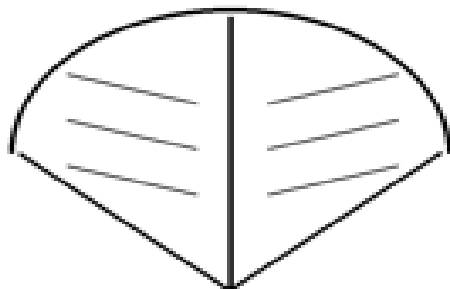
Class: \_\_\_\_\_

cat

ship

star

A B C



Have a fun learning summer!



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

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

### Identifying Four Kinds of Sentences Worksheet

There are four kinds of sentences in the English language.

1. Imperative- gives a command (.)
2. Declarative- makes a statement (.)
3. Interrogative- asks a question (?)
4. Exclamatory- expresses strong feeling (!)

Directions: Read each sentence and add the correct punctuation mark. Then, label it; **imperative, declarative, interrogative** or **exclamatory**.

*Example A: You did an excellent job*

*Answer: You did an excellent job. Declarative*

1. How was your day in school \_\_\_\_\_
2. Do your assignments in class on time \_\_\_\_\_
3. I'm so excited I passed the test \_\_\_\_\_
4. Walking up that mountain is dangerous \_\_\_\_\_
5. Who is the most popular singer \_\_\_\_\_
6. You need to get with the program \_\_\_\_\_
7. He is the leader of the group \_\_\_\_\_
8. What is your favorite magazine \_\_\_\_\_
9. Congratulations on your achievement \_\_\_\_\_
10. That was a physical game \_\_\_\_\_
11. Can you cancel the concert \_\_\_\_\_
12. What chapter are we reading \_\_\_\_\_



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

## Fun Singular and Plural Possessive Nouns

- A possessive noun shows ownership.
- To make a singular noun possessive, add an **apostrophe and s**.  
*the book of the teacher → the teacher's book*
- To make a regular plural noun possessive, just add an **apostrophe**.  
*the books of the teachers → the teachers' books*
- To make an irregular plural noun that does not end in *s* possessive, add an **apostrophe and s**.  
*the toys of the Children → the Children's toys*

Write the possessive form of each noun on the line using an ('s or ').

1. the jerseys of the team                      the \_\_\_\_\_ jerseys
2. the stories of the elders                      the \_\_\_\_\_ stories
3. the game of Jonathan                      \_\_\_\_\_ game
4. the points of the classes                      the \_\_\_\_\_ points
5. the lawns of the neighbors                      the \_\_\_\_\_ lawns
6. the eggs of the chicken                      the \_\_\_\_\_ eggs

Write the possessive form of each noun in parentheses to complete each sentence.

7. The \_\_\_\_\_ pinecones were scattered across the yard.  
(trees)
8. Mr. \_\_\_\_\_ car is bright yellow.  
(Chu)



The **simple present tense** expresses an action that is currently going on or habitually performed, or a general truth.

**Choose the correct present tense to complete each sentence.**

1. Kim \_ \_ \_ **braids** \_ \_ \_ her hair in the morning. (braided, braids)
2. The tree \_ \_ \_ \_ \_ in the wind. (will sway, sways)
3. Paul \_ \_ \_ \_ \_ off the light. (turns, turn)
4. I \_ \_ \_ \_ \_ that show. (watches, watch)
5. We \_ \_ \_ \_ \_ to the beach. (travel, traveles)
6. She always \_ \_ \_ \_ \_ . (yell, yells)
7. Matt \_ \_ \_ \_ \_ me a question. (asks, asked)
8. The door \_ \_ \_ \_ \_ . (closes, closing)
9. She \_ \_ \_ \_ \_ at the joke. (laughs, laughed)
10. I \_ \_ \_ \_ \_ in the haunted house. (scream, screams)
11. The air \_ \_ \_ \_ \_ fresh. (smells, smell)
12. Brian \_ \_ \_ \_ \_ off the bench. (jumps, jumped)
13. Gabriel \_ \_ \_ \_ \_ on the radio. (turned, turns)



## Linking Verbs

Remember, **linking verbs** are words that **help** the action verb. Linking verbs can include forms of **be, can, do, has, will, shall, may** and **might**.

|     |      |       |       |
|-----|------|-------|-------|
| is  | are  | has   | will  |
| was | were | had   | may   |
| can | be   | do    | might |
| am  | have | shall |       |

Complete each sentence with a word from the box.

1. Olaf \_\_\_\_\_ go to the store alone.
2. Jennifer \_\_\_\_\_ running across the field.
3. Marsha \_\_\_\_\_ laughing at his joke.
4. Jeanine \_\_\_\_\_ like the new present.
5. The mailman \_\_\_\_\_ jump over the dog.
6. The girl \_\_\_\_\_ skinned her knee last night.
7. The boys \_\_\_\_\_ go to the movie tomorrow.
8. We \_\_\_\_\_ swimming with the fish!
9. I \_\_\_\_\_ going snorkeling tomorrow.
10. He \_\_\_\_\_ ask her tomorrow.



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

## Collective Nouns for Things

Collective nouns are groups of people, things, or places.

a stick of butter

**Direction:** Match the collective noun to the noun it goes with.

- |                    |   |             |
|--------------------|---|-------------|
| 1. a bowl of       | • | • coins     |
| 2. a collection of | • | • pizza     |
| 3. a bold of       | • | • hay       |
| 4. a bouquet of    | • | • rice      |
| 5. a slice of      | • | • lightning |
| 6. a bale of       | • | • flowers   |
- 
- |                 |   |              |
|-----------------|---|--------------|
| 7. a chest of   | • | • stairs     |
| 8. a cloud of   | • | • bread      |
| 9. a stack of   | • | • drawers    |
| 10. a flight of | • | • papers     |
| 11. a tube of   | • | • dust       |
| 12. a loaf of   | • | • toothpaste |





## Verbs

**Action verbs** are words that describe action, or what something is doing.

|         |          |          |
|---------|----------|----------|
| washed  | dove     | read     |
| played  | slept    | solved   |
| climbed | examined | found    |
| hiked   | sang     | listened |

Use an action verb from the box to complete each sentence appropriately.

1. Izabella \_\_\_\_\_ the song beautifully.
2. We \_\_\_\_\_ the mystery of the missing cookie!
3. Mike \_\_\_\_\_ the trail from the beginning to end.
4. Marcus was very tired after he \_\_\_\_\_ to the peak of the mountain.
5. The doctor \_\_\_\_\_ his patient quickly.
6. The children \_\_\_\_\_ at the playground.
7. Mom \_\_\_\_\_ my football uniform last night.
8. The girls \_\_\_\_\_ to the concert intently.
9. I \_\_\_\_\_ that book last week!
10. The dog \_\_\_\_\_ peacefully through our ruckus.

For more worksheets visit [www.letsshareknowledge.com](http://www.letsshareknowledge.com)



## Simple and compound sentences

Grade 3 Sentences Worksheet

Write "S" for simple sentences and "C" for compound sentences.

*Emily won the game. (S)*

*Emily won the game, so she received a medal. (C)*

- S   1. Clocks go forward in the spring.
2. They left early, so they arrived first.
3. Danny practices the guitar every day.
4. They did not brush their teeth, nor did they comb their hair.
5. This building has several elevators and stairwells.
6. We took the city bus, but it was crowded.
7. Some grocery stores are open on Sundays.
8. I did not eat any cookies, yet there are none left.
9. The ferry does not operate at night.
10. He finished his book, and he has nothing left to read.
11. The birds are singing in the trees and the bushes.
12. They do not fear ghosts, nor do they fear monsters.







## Irregular plural nouns

Grade 3 Nouns Worksheet

Write the singular and plural words in the correct columns.

foot   child   ox   woman   men  
 tooth   goose   teeth   person   cacti  
 oxen   die   children   man   people  
 dice   feet   geese   cactus   women

Hint:

*You can make most nouns plural by adding "s" or "es", but irregular nouns are different!*

*mouse - mice*

| Singular | Plural |
|----------|--------|
| foot     | feet   |
|          |        |
|          |        |
|          |        |
|          |        |
|          |        |
|          |        |
|          |        |
|          |        |
|          |        |
|          |        |
|          |        |





Complete the sentence by choosing the appropriate word from the given choices

1. Have you eaten \_\_\_\_\_ the sweets? (as all and)
2. \_\_\_\_\_ did all the work. (She He Her)
3. Did you eat a cake \_\_\_\_\_ in the park? (at in out)
4. The book is under the \_\_\_\_\_ chair. (but above black)
5. I need \_\_\_\_\_ go to school today. (to for then)
6. The cat is very \_\_\_\_\_. (all because little)
7. We played a \_\_\_\_\_ game of chess. (hard slowly hardy)
8. Put the bird in its \_\_\_\_\_. (cage house room)
9. They \_\_\_\_\_ finished eating. (are have not)
10. Ravi lost \_\_\_\_\_ shoes. (about because his)



The **simple future tense** expresses an action that has not yet happened.

**Choose the correct future tense to complete each sentence.**

1. Our family \_\_\_\_\_ a dog. (will adopt, adopt)
2. My brother \_\_\_\_\_ at my joke. (will laugh, laughs)
3. In math today, we \_\_\_\_\_ two-digit numbers. (will add, add)
4. The mailman \_\_\_\_\_ my letter. (will deliver, delivers)
5. At the game, we \_\_\_\_\_ for my sister. (will cheer, cheer)
6. At the grocery store, Mom \_\_\_\_\_ chips and bread. (buys, will buy)
7. After swimming, I \_\_\_\_\_ off. (will dry, dry)
8. If you go outside in the winter with no shoes on, you \_\_\_\_\_ a cold.  
(will catch, catch)
9. Cory \_\_\_\_\_ to music. (listens, will listen)
10. My grandparents \_\_\_\_\_ us. (will visit, visit)
11. Do you think she \_\_\_\_\_? (will jump, jumps)
12. Kevin \_\_\_\_\_ the door. (closes, will close)
13. I think I \_\_\_\_\_ a garden. (will plant, plant)

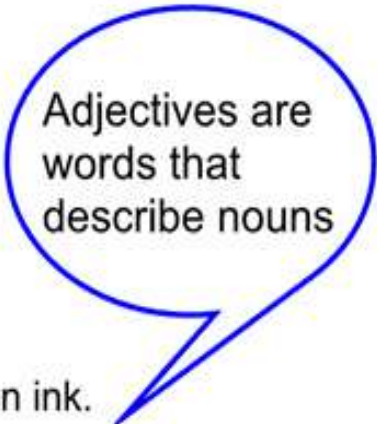


## Identifying adjectives

### Grade 3 Grammar Worksheet

Circle the adjectives and underline the nouns they describe.  
There may be more than one of each!

1. The large fan blew a cool breeze on us.
2. Bill rode his yellow skateboard down the steep hill.
3. We like pink lemonade better than regular lemonade.
4. The rocking chair is comfortable.
5. My dog has a plaid collar with his name on it.
6. Grandpa swept the dirty porch.
7. Pasta is Abby's favorite food.
8. Skunks are black and white.
9. The car's gas tank is empty.
10. I have a pen with red, blue and green ink.
11. My mom loves how peaceful the lake is.
12. Early morning is the best time to catch fish.



Adjectives are  
words that  
describe nouns



A. Circle the word that has a short *a* or a short *i* vowel sound. Then write it on the line to complete the sentence.

1. I need a \_\_\_\_\_ for my letter.

box                      stamp                      pen

2. We saw the man \_\_\_\_\_ his bus.

drive                      miss                      get

3. How far can you \_\_\_\_\_ the ball?

kick                      throw                      take

4. The \_\_\_\_\_ will march in the parade.

mayor                      team                      band

B. Words in the same word family have a common spelling pattern. Sort the words in the box by placing them in the correct word family.

|      |       |       |       |       |       |
|------|-------|-------|-------|-------|-------|
| glad | click | spill | stand | bill  | hand  |
| camp | ramp  | mad   | pink  | stick | think |

1. *-ill*

\_\_\_\_\_  
\_\_\_\_\_

3. *-amp*

\_\_\_\_\_  
\_\_\_\_\_

5. *-ad*

\_\_\_\_\_  
\_\_\_\_\_

2. *-and*

\_\_\_\_\_  
\_\_\_\_\_

4. *-ink*

\_\_\_\_\_  
\_\_\_\_\_

6. *-ick*

\_\_\_\_\_  
\_\_\_\_\_



## Short Vowels e, o, u/Inflectional Endings

Name \_\_\_\_\_

A. Circle the word with the correct short vowel sound to complete each sentence.

1. I like to \_\_\_\_\_ down the hill when it snows.

short e                      slide                      sled                      run

2. Did you find your missing \_\_\_\_\_?

short o                      sock                      coat                      cup

3. He runs and \_\_\_\_\_ when he plays basketball.

short u                      leaps                      shoots                      jumps

4. The farmer planted the \_\_\_\_\_ in April.

short o                      corn                      crops                      oats

5. Everyone helped clean the \_\_\_\_\_ in the city park.

short e                      mess                      stream                      seats

B. Write the correct -s, -ed, and -ing forms to complete each set.

|         | + s   | + ed    | + ing    |
|---------|-------|---------|----------|
| 1. tap  | _____ | tapped  | _____    |
| 2. stop | stops | _____   | _____    |
| 3. clap | _____ | _____   | clapping |
| 4. step | _____ | stepped | _____    |
| 5. skip | _____ | _____   | _____    |





## Final e/Inflectional Endings

Name \_\_\_\_\_

**A. Read each sentence. Underline the word that has a long vowel sound and a final e.**

1. Each summer they camp at the lake.
2. The plane should land at noon today.
3. The boy read about the life of his hero.
4. Our teacher pointed to each continent on the globe.
5. The woman plans to skate on the pond this winter.

**B. Circle the word with the correct *-ed* or *-ing* spelling to complete each sentence. Then write it on the line.**

1. I am \_\_\_\_\_ my money to spend on vacation.  
saveing      saving
2. He \_\_\_\_\_ the broccoli and liked it.  
tasted      tasteed
3. We are \_\_\_\_\_ plans to visit our grandparents.  
making      makeing
4. The teacher \_\_\_\_\_ the spelling tests last night.  
gradeed      graded
5. I have been \_\_\_\_\_ ever since I heard the good news.  
smilling      smiling
6. The artist \_\_\_\_\_ the clay into a small bowl.  
shaped      shapped



### Long a/Plurals

Name \_\_\_\_\_

A. Read each sentence. Circle the word that has a long *a* sound spelled *ai*, *ay*, or *ei*. Write the word on the line and underline the long *a* spelling.

1. The snail left a slimy path across the sidewalk. \_\_\_\_\_
2. The wind caused the trees to sway wildly. \_\_\_\_\_
3. The farmer planted the grain to grow wheat. \_\_\_\_\_
4. Please weigh the apples because we need two pounds. \_\_\_\_\_
5. My new winter coat is gray and blue. \_\_\_\_\_

B. Read each sentence and circle the plural nouns. Underline the *-s* or *-es* ending in each plural word.

1. The girls found many seashells on the beach.
2. The artist bought new oils and paintbrushes.
3. The boys helped me stack the boxes.
4. I wrote the addresses on each of the pages.
5. She won free passes to all the games.
6. The camels have long eyelashes.





## Long o/Compound Words

Name \_\_\_\_\_

A. Read each sentence. Circle the word that has the long o sound and underline the long o spelling. Write the word on the line.

1. What time will you be home? \_\_\_\_\_
2. It is too cold to play outside. \_\_\_\_\_
3. My aunt lives near the coast in California. \_\_\_\_\_
4. Can you show me how to do this math problem? \_\_\_\_\_
5. I hurt my toe playing soccer. \_\_\_\_\_

B. Use the words from the box to make the best compound word. Write the compound word on the line.

time

bowl

book

crow

boat

made

- |          |   |       |   |       |
|----------|---|-------|---|-------|
| 1. home  | + | _____ | = | _____ |
| 2. fish  | + | _____ | = | _____ |
| 3. over  | + | _____ | = | _____ |
| 4. motor | + | _____ | = | _____ |
| 5. note  | + | _____ | = | _____ |
| 6. scare | + | _____ | = | _____ |



Long *i* *u*/Plurals with *y* to *i*

Name \_\_\_\_\_

**A. Read each sentence and circle the word with the long *i* or long *u* sound. Write the word on the line.**

1. The sun is very bright today. \_\_\_\_\_
2. I made a few clay animals in art class. \_\_\_\_\_
3. She tied a string around the box. \_\_\_\_\_
4. The gray kitten is so cute. \_\_\_\_\_
5. He can see that the sky will be gray. \_\_\_\_\_

**B. Write the plural form of each noun on the line. Use the correct plural form from the word box. Mark the incorrectly spelled plural forms in the box with an X.**

|        |        |        |        |
|--------|--------|--------|--------|
| armies | ladies | ponies | relays |
| relays | armys  | ladys  | cities |
| playes | cityes | plays  | ponys  |

1. lady - y + ies = \_\_\_\_\_
2. relay + s = \_\_\_\_\_
3. army - y + ies = \_\_\_\_\_
4. pony - y + ies = \_\_\_\_\_
5. play + s = \_\_\_\_\_
6. city - y + ies = \_\_\_\_\_



## Long e/Inflectional Endings

Name \_\_\_\_\_

A. Read each set of words and listen for the long e sound. Circle all the words with the long e sound in each row.

- |           |        |       |        |
|-----------|--------|-------|--------|
| 1. street | freeze | pest  | mend   |
| 2. spend  | creek  | when  | weak   |
| 3. field  | heel   | shelf | cream  |
| 4. lend   | green  | fresh | speaks |
| 5. bean   | bent   | seal  | team   |

B. Circle the word with the inflectional ending that is spelled correctly. Write the word on the line.

1. He \_\_\_\_\_ his name and address on the line.

copyd      copyed      copied

2. The wet laundry \_\_\_\_\_ on the clothesline.

dries      drys      dryies

3. We are \_\_\_\_\_ than we have ever been.

happyer      happier      happyier

4. That is the \_\_\_\_\_ sink I have ever seen!

leakyest      leakyiest      leakiest

5. Have you \_\_\_\_\_ to the party invitation yet?

replyed      replied      replyd



## Silent Letters/Possessives

Name \_\_\_\_\_

**A. Read each sentence. Circle the word that begins with a silent letter. Write the word on the line and place an X over the silent letter.**

1. I know how to ice-skate. \_\_\_\_\_
2. I wrote my name on the paper. \_\_\_\_\_
3. I saw the mouse gnaw on the cheese. \_\_\_\_\_
4. I will knit a scarf for my mom. \_\_\_\_\_
5. A wren made a nest in the tree. \_\_\_\_\_

**B. Read each sentence. Circle the word that is the correct singular or plural possessive noun.**

1. The (dog's, dogs') bowl needs more water.
2. The (mens', men's) softball game is today.
3. This is my (friends's, friend's) bike.
4. All the (people's, peoples') work was amazing.
5. My (mom's, moms') car is in the garage.



### Three-Letter Blends/Closed Syllables

Name \_\_\_\_\_

#### A. Circle the word with a three-letter blend to complete each sentence.

1. Please use a \_\_\_\_\_ to drink your orange juice.

cup                  straw                  glass

2. Dad \_\_\_\_\_ the car with soap and water to clean it.

washes                  soaks                  scrubs

3. We should go outside and \_\_\_\_\_ the ball around.

throw                  toss                  kick

4. Our hamster likes to \_\_\_\_\_ when he is hungry.

chatter                  squeak                  click

5. I will \_\_\_\_\_ this orange in half if you want to share it.

divide                  slice                  split

#### B. Write the word that has two closed syllables. Draw a slanted line (/) between the syllables.

1. basket                  bonus                  \_\_\_\_\_

2. sudden                  acorn                  \_\_\_\_\_

3. baby                  mitten                  \_\_\_\_\_

4. napkin                  pilot                  \_\_\_\_\_

5. major                  magnet                  \_\_\_\_\_



## Digraphs/Open Syllables

Name \_\_\_\_\_

**A. Circle the word with a digraph to complete each sentence. Underline the digraph in that word. Write the word on the line.**

1. I got a new \_\_\_\_\_ for my birthday.

coat      watch      bike

2. We fed the baby \_\_\_\_\_ at the farm.

chicks      ponies      cows

3. This year for the talent show, I plan to \_\_\_\_\_

juggle      dance      sing

4. My grandpa has a huge \_\_\_\_\_ collection.

coin      shell      art

5. I got purple paint on my \_\_\_\_\_

thumb      elbow      face

**B. An open syllable has a CV pattern and usually has a long vowel sound. Circle the word that has one or more open syllables. Then write the syllables on the lines.**

1. private      rabbit      \_\_\_\_\_      \_\_\_\_\_

2. napkin      fable      \_\_\_\_\_      \_\_\_\_\_

3. moment      minute      \_\_\_\_\_      \_\_\_\_\_

4. follow      tiger      \_\_\_\_\_      \_\_\_\_\_





## *r*-Controlled Vowels/Contractions

Name \_\_\_\_\_

**A. Read each sentence and underline the word with an *r*-controlled vowel sound. Write the word on the line and circle the vowel + *r* combination that makes the sound.**

1. Today is the third day of my vacation. \_\_\_\_\_
2. At camp we will learn to row a canoe. \_\_\_\_\_
3. Will you help me serve lunch today? \_\_\_\_\_
4. It hurt to find out that the team lost again. \_\_\_\_\_
5. I plan to move the fern to a sunny window. \_\_\_\_\_

**B. Read each pair of words below. Then write the contraction from the box that matches each pair.**

didn't

can't

I'm

he's

isn't

we'll

1. is not \_\_\_\_\_
2. we will \_\_\_\_\_
3. can not \_\_\_\_\_
4. I am \_\_\_\_\_
5. did not \_\_\_\_\_
6. he is \_\_\_\_\_



## r-Controlled Vowels/Prefixes

Name \_\_\_\_\_

**A. Read each sentence. Underline the word that has the /är/ or /ôr/ vowel sound. Then circle the letters in the word that make the sound.**

1. We counted five trees in the yard.
2. After walking three miles my legs became sore.
3. Ice hockey is his favorite sport.
4. I can see a shark in the distance.
5. It is better to share than it is to hoard.
6. The man uses only wood to carve the boxes.

**B. The prefix *pre-* means *before*. The prefix *re-* means *again*. The prefix *un-* means *not*. Read each question. Circle the correct answer.**

1. Which word means "heat before"?

preheat

heater

reheat

2. Which word means "not kind"?

kindly

unkind

kindness

3. Which word means "read again"?

reread

preread

reader

4. Which word means "not usual"?

unusual

usually

reuse

5. Which word means "pay before"?

repay

payment

prepay





## r-Controlled Vowels/Suffixes

Name \_\_\_\_\_

A. Read each word in the box and listen for the /*är*/ or /*ir*/ sound. Then write the word under the correct heading.

|        |         |       |          |
|--------|---------|-------|----------|
| gear   | stairs  | there | career   |
| shared | pear    | bear  | dear     |
| peer   | careful | pair  | anywhere |

*air* as in *chair*

\_\_\_\_\_

\_\_\_\_\_

*are* as in *care*

\_\_\_\_\_

\_\_\_\_\_

*ear* as in *wear*

\_\_\_\_\_

\_\_\_\_\_

*ear* as in *fear*

\_\_\_\_\_

\_\_\_\_\_

*ere* as in *where*

\_\_\_\_\_

\_\_\_\_\_

*eer* as in *cheer*

\_\_\_\_\_

\_\_\_\_\_

B. Write a word with the suffix *-y* or *-ly* on the line to match the meaning of each underlined phrase.

1. My teacher speaks in a quiet way in the library. \_\_\_\_\_

2. The day was full of rain, but we still had fun. \_\_\_\_\_

3. I walked in a sad way after we lost the game. \_\_\_\_\_

4. The baby was having a mess and dropped the food. \_\_\_\_\_

5. The bus driver drives in a slow way down my street. \_\_\_\_\_



## Prefixes/Final e Syllables

Name \_\_\_\_\_

A. The prefix *pre-* means "before." The prefix *dis-* means "not." The prefix *mis-* means "bad" or "wrong." Read each set of words and circle the word that has a prefix. Write its meaning on the line.

- |             |          |         |       |
|-------------|----------|---------|-------|
| 1. problem  | paper    | preheat | _____ |
| 2. daily    | distrust | darling | _____ |
| 3. memory   | misspell | messy   | _____ |
| 4. parting  | pencil   | preview | _____ |
| 5. mistreat | misty    | mindful | _____ |

B. Read each sentence and underline the word that has a VCe pattern in the final syllable. Write the word on the line and circle the letters that make the pattern.

1. I think we will retake the photos. \_\_\_\_\_
2. I had to fly in an airplane last year. \_\_\_\_\_
3. When do you think our friends will arrive? \_\_\_\_\_
4. They will plan a surprise party for Mom. \_\_\_\_\_
5. The sunshine is pouring through the window. \_\_\_\_\_



Name \_\_\_\_\_

A. Read each word in the box. Sort the words by writing each under the correct heading.

found

clown

down

enjoy

join

toys

noise

moist

joyful

loud

pounce

prowl

*oy* as in *boy*

---

---

---

*ou* as in *house*

---

---

---

*oi* as in *boil*

---

---

---

*ow* as in *cow*

---

---

---

B. The prefixes *un-*, *dis-*, and *non-* mean “not” or “the opposite of.” Read each word pair. Circle the word that has a prefix. Write its meaning on the line.

- |               |          |       |
|---------------|----------|-------|
| 1. disagree   | dishes   | _____ |
| 2. uncle      | unknown  | _____ |
| 3. nonfiction | notebook | _____ |
| 4. understand | unhappy  | _____ |
| 5. daily      | distrust | _____ |



### Variant Vowels /ū/ and /û//Roots in Related Words

Name \_\_\_\_\_

A. Read each word in the box. Sort the words by writing each under the correct heading.

|       |       |      |        |
|-------|-------|------|--------|
| true  | booth | look | glue   |
| shook | tube  | grew | should |
| would | spoon | flew | tune   |

*oo as in moon*

\_\_\_\_\_  
\_\_\_\_\_

*ew as in chew*

\_\_\_\_\_  
\_\_\_\_\_

*u\_e as in rude*

\_\_\_\_\_  
\_\_\_\_\_

*ue as in due*

\_\_\_\_\_  
\_\_\_\_\_

*oo as in book*

\_\_\_\_\_  
\_\_\_\_\_

*ou as in could*

\_\_\_\_\_  
\_\_\_\_\_

B. Related words have a common root or base word. Read each set of words. Circle the related words.

- |              |          |            |
|--------------|----------|------------|
| 1. metal     | metallic | melted     |
| 2. company   | counting | companion  |
| 3. able      | action   | actor      |
| 4. telephone | totally  | television |
| 5. reality   | real     | railroad   |



## Plural Words/Vowel Team Syllables

Name \_\_\_\_\_

**A. Read each sentence below. Circle the word that has the correct plural spelling.**

1. Last summer my family visited five (states, stateses).
2. How many (lunchs, lunches) should we make for the field trip?
3. After the forest fire, the trees were reduced to (ashes, ashs).
4. We need several (trays, trayes) to clear the tables.
5. People were surprised that the (twines, twins) looked so different.
6. My puppy grew two more (inchs, inches) since his last vet visit.

**B. Read each word in bold. Circle the letter that shows the word correctly divided into syllables. Then underline each vowel team in the correctly divided word.**

- |                    |                |                   |
|--------------------|----------------|-------------------|
| 1. <b>teacher</b>  | a. teach / er  | b. te / acher     |
| 2. <b>explain</b>  | a. expl / ain  | b. ex / plain     |
| 3. <b>railroad</b> | a. rail / road | b. ra / il / road |
| 4. <b>reaches</b>  | a. re / aches  | b. reach / es     |
| 5. <b>seeing</b>   | a. see / ing   | b. se / eing      |



Variant Vowel /ô//Greek and Latin Roots

Name \_\_\_\_\_

A. Read each word in the box and listen for the vowel sound. Then write each word under the correct heading.

|         |       |         |        |
|---------|-------|---------|--------|
| chalk   | halt  | small   | crawl  |
| thought | stalk | brought | lawn   |
| caused  | malt  | halls   | paused |

*aw* as in *straw*

\_\_\_\_\_

\_\_\_\_\_

*alt* as in *salt*

\_\_\_\_\_

\_\_\_\_\_

*all* as in *ball*

\_\_\_\_\_

\_\_\_\_\_

*au* as in *haul*

\_\_\_\_\_

\_\_\_\_\_

*alk* as in *walk*

\_\_\_\_\_

\_\_\_\_\_

*ough* as in *bought*

\_\_\_\_\_

\_\_\_\_\_

B. Read each sentence and underline the word with the root *graph* or *aud*. Then write the word on the line and circle the root.

1. The president's autograph is very valuable. \_\_\_\_\_
2. The audience clapped after the great performance. \_\_\_\_\_
3. I read a biography about a famous astronaut. \_\_\_\_\_
4. She had a great audition and won the lead role. \_\_\_\_\_
5. I read a graphic novel about a family from outer space. \_\_\_\_\_



### Homophones/r-Controlled Vowel Syllables

Name \_\_\_\_\_

**A. Circle the correct homophone to complete each sentence. Write the word on the line.**

1. I think \_\_\_\_\_ report was very interesting.  
your                                      you're
2. We slowly \_\_\_\_\_ the canoe down the river.  
road                                      rowed
3. Do you think \_\_\_\_\_ going to be here on time?  
their                                      they're
4. I found the missing \_\_\_\_\_ of the jigsaw puzzle.  
piece                                      peace
5. I plan to buy the game once it goes on \_\_\_\_\_.  
sail                                      sale

**B. Read the words in each row. Underline the word that has an r-controlled vowel syllable. Then circle the two letters that make the r-controlled vowel sound.**

- |            |           |          |
|------------|-----------|----------|
| 1. people  | really    | person   |
| 2. sharpen | slowing   | safety   |
| 3. willow  | working   | waiting  |
| 4. horses  | homemade  | hopeful  |
| 5. sudden  | sprouting | surprise |





Soft *c* and *g*/Words with *-er* and *-est*

Name \_\_\_\_\_

A. Read each sentence. Underline the word with the soft *c* or soft *g* sound.

1. I learned to ice skate last winter.
2. We saw giant trees in the redwood forest.
3. Mom bought celery for the salad.
4. It was fun to sing on stage last night.
5. He drew a perfect circle on his paper.

B. Read each sentence. Write the correct form of the word shown below each line. Use *-er* or *-est* to complete the sentence.

1. Oak Park is \_\_\_\_\_ than Blue Lake Park.

big

2. Mr. Landon's house is the \_\_\_\_\_ house in our entire town.

old

3. January is always our \_\_\_\_\_ month.

cold

4. Who is \_\_\_\_\_, you or your sister?

young

5. I think this apple is \_\_\_\_\_ than the one I ate yesterday.

sweet





### Compound Words/Consonant + le Syllables

Name \_\_\_\_\_

A. Make a compound word by adding a word part from the word box to the underlined word in each sentence. Write the word parts and compound word on the lines.

paper

walks

basket

day

bare

1. It's fun to take off our shoes and go foot at the beach.

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

2. Where can I buy today's news?

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

3. His dad will be the new ball coach.

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

4. I earn extra money by shoveling snow from the side.

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

5. Let's find the lost dog while we still have plenty of light.

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

B. Circle the word in each pair that has a consonant + *le*, *el*, *al*, or *il* final syllable. Write the word with a slash to divide the syllables.

1. pencil

weekly

\_\_\_\_\_

2. bowl

final

\_\_\_\_\_

3. bugle

glass

\_\_\_\_\_

4. angel

lately

\_\_\_\_\_



## Inflectional Endings/Suffixes

Name \_\_\_\_\_

A. Add the ending *-s*, *-ed*, or *-ing* to each word. Write the new word on the line.

1. name + ing = \_\_\_\_\_

2. hope + ed = \_\_\_\_\_

3. dance + s = \_\_\_\_\_

4. drop + ing = \_\_\_\_\_

5. wrap + ed = \_\_\_\_\_

B. Match a word in the box to each correct meaning below.  
Write the word on the line. Not all words will be used.

helpful

usable

useful

meaningful

painful

colorless

cheerful

colorful

meaningless

careful

painless

useless

1. full of cheer \_\_\_\_\_

2. can be used \_\_\_\_\_

3. without meaning \_\_\_\_\_

4. full of color \_\_\_\_\_

5. without pain \_\_\_\_\_



## Closed Syllables/Related Words

Name \_\_\_\_\_

**A. When a syllable ends in a consonant, it is called a closed syllable. Circle the words that have two closed syllables. Then write the syllables on the lines.**

- |           |         |       |       |
|-----------|---------|-------|-------|
| 1. basket | refill  | _____ | _____ |
| 2. lesson | robot   | _____ | _____ |
| 3. tiny   | problem | _____ | _____ |
| 4. diner  | napkin  | _____ | _____ |
| 5. rabbit | army    | _____ | _____ |
| 6. tiger  | number  | _____ | _____ |

**B. Related words have a common root or base word. Read each set of words. Circle the related words.**

- |            |           |             |
|------------|-----------|-------------|
| 1. pedal   | scouting  | pedestrian  |
| 2. geology | geography | graceful    |
| 3. matter  | magnify   | magnificent |
| 4. bicycle | tricycle  | automobile  |
| 5. remain  | renumber  | numeral     |



### Inflectional Endings/Suffixes

Name \_\_\_\_\_

**A. Add the endings to each word. Write the new word on the line. Pay attention to possible spelling changes.**

1. try + ing = \_\_\_\_\_

2. dry + ed = \_\_\_\_\_

3. hurry + s = \_\_\_\_\_

4. play + ing = \_\_\_\_\_

5. study + ed = \_\_\_\_\_

**B. Match a word in the box to each meaning below. Write the word on the line. Not all words will be used.**

liveliness

respectful

delightful

respectless

colorless

happiness

colorful

soundless

1. without color \_\_\_\_\_

2. state of being happy \_\_\_\_\_

3. full of delight \_\_\_\_\_

4. without sound \_\_\_\_\_

5. state of being lively \_\_\_\_\_

6. full of respect \_\_\_\_\_



### Open Syllables/Prefixes and Suffixes

Name \_\_\_\_\_

A. Read the words in each row. Circle the word in the row that has one or more open syllables. Then write the circled word's syllables on the lines.

- |            |         |       |       |
|------------|---------|-------|-------|
| 1. giant   | silver  | _____ | _____ |
| 2. parking | paper   | _____ | _____ |
| 3. legal   | flutter | _____ | _____ |
| 4. pillow  | notice  | _____ | _____ |
| 5. photo   | curtain | _____ | _____ |
| 6. pencil  | polar   | _____ | _____ |

B. Read the words in the box below. Match each word to the correct meaning by writing the word on the line.

usable

remake

carefully

unwilling

cheerful

respectful

- |                     |       |
|---------------------|-------|
| 1. not willing      | _____ |
| 2. to make again    | _____ |
| 3. able to be used  | _____ |
| 4. in a careful way | _____ |
| 5. full of cheer    | _____ |
| 6. full of respect  | _____ |



## Prefixes/Roots in Related Words

Name \_\_\_\_\_

**A. Read each sentence. Underline the word that has a prefix. Write the meaning of the word on the line.**

1. My model ship fell off the table, and now I have to rebuild it.

\_\_\_\_\_

2. Of all the vegetables on the table, I dislike peas the most.

\_\_\_\_\_

3. Before my sister started kindergarten, she went to preschool.

\_\_\_\_\_

4. When I fell into the mud puddle, I knew I was having an unlucky day.

\_\_\_\_\_

5. I lost my copy of the story, so I need to reprint it before class.

\_\_\_\_\_

**B. Related words have a common root or base word. Read each set of words. Circle the words that have a common root or base word.**

- |            |         |         |
|------------|---------|---------|
| 1. alike   | unlike  | click   |
| 2. precook | pretty  | cooking |
| 3. halfway | unhappy | happily |
| 4. review  | viewing | voting  |
| 5. unlucky | cluck   | luckily |



### Consonant + *le* Syllables/Latin Suffixes

Name \_\_\_\_\_

A. Read each pair of words. Underline the word that has a final consonant + *-le*, *-el*, or *-al* syllable. Then circle the final syllable. Write the word on the line.

1. able                      below                      \_\_\_\_\_

2. glowing                eagle                      \_\_\_\_\_

3. purple                    planning                      \_\_\_\_\_

4. valley                    squirrel                      \_\_\_\_\_

5. metal                    melted                      \_\_\_\_\_

B. Add the suffix to each base word. Write the word on the line. Pay attention to spelling changes.

1. use + able = \_\_\_\_\_

2. fury + ous = \_\_\_\_\_

3. ice + y = \_\_\_\_\_

4. wash + able = \_\_\_\_\_

5. poison + ous = \_\_\_\_\_





## *r*-Controlled Vowel Syllables/Latin Suffixes

Name \_\_\_\_\_

**A.** Read each sentence. Underline the word with an *r*-controlled vowel syllable. Write the word on the line. Then circle the *r*-controlled vowel syllable.

1. She put the canned fruit in the cool cellar. \_\_\_\_\_
2. The author read from his new book. \_\_\_\_\_
3. I hope to go to the skating rink later. \_\_\_\_\_
4. My dad is helping his friend restore an old truck. \_\_\_\_\_
5. The circus was in town last week. \_\_\_\_\_

**B.** Read the words with the Latin suffixes *-able* and *-ment* in the box. Match a word from the box to each meaning below. Write the word on the line. Not all words will be used.

|          |           |            |               |
|----------|-----------|------------|---------------|
| movement | usable    | excitement | argument      |
| adorable | enjoyable | agreeable  | encouragement |

1. an act of arguing \_\_\_\_\_
2. able to be used \_\_\_\_\_
3. an act of moving \_\_\_\_\_
4. able to be adored \_\_\_\_\_
5. an act of encouraging \_\_\_\_\_
6. able to be enjoyed \_\_\_\_\_





### Suffixes/Frequently Misspelled Words

Name \_\_\_\_\_

A. Read the words with the suffixes *-less*, *-ful*, and *-ly* in the word box. Match each word to the correct meaning below. Write the word on the line. Not all words will be used.

|         |          |          |          |
|---------|----------|----------|----------|
| wisely  | hopeful  | finally  | careless |
| endless | adorable | argument | pitiful  |

1. full of pity \_\_\_\_\_
2. in a final way \_\_\_\_\_
3. without care \_\_\_\_\_
4. in a wise way \_\_\_\_\_
5. without end \_\_\_\_\_
6. full of hope \_\_\_\_\_

B. Read each sentence below. Choose the correct word from the word box to complete each sentence. Write the word on the line. Not all the words will be used. Use a dictionary to check your answers.

|          |          |          |         |
|----------|----------|----------|---------|
| thorough | your     | scissors | through |
| sissors  | journey  | you're   | weather |
| gourney  | perswade | persuade | minute  |

1. Mom found \_\_\_\_\_ coat under the bed.
2. We will need \_\_\_\_\_ for this art project.
3. We did a \_\_\_\_\_ job cleaning the kitchen.
4. The speaker told us about her exciting \_\_\_\_\_ to India.
5. An advertisement tries to \_\_\_\_\_ you to buy something.
6. The clock ticked down to the final \_\_\_\_\_ of the game.



# Answer Key

## Identifying Four Kinds of Sentences Worksheet

There are four kinds of sentences in the English language.

1. Imperative- gives a command (.)
2. Declarative- makes a statement (.)
3. Interrogative- asks a question (?)
4. Exclamatory- expresses strong feeling (!)

Directions: Read each sentence and add the correct punctuation mark. Then, label it; **imperative, declarative, interrogative** or **exclamatory**.

*Example A: You did an excellent job*

*Answer: You did an excellent job. Declarative*

1. How was your day in school \_\_\_\_\_

Interrogative

2. Do your assignments in class on time \_\_\_\_\_

Imperative

3. I'm so excited I passed the test \_\_\_\_\_

Declarative

4. Walking up that mountain is dangerous \_\_\_\_\_

Exclamatory

5. Who is the most popular singer \_\_\_\_\_

Interrogative

6. You need to get with the program \_\_\_\_\_

Imperative

7. He is the leader of the group \_\_\_\_\_

Declarative

8. What is your favorite magazine \_\_\_\_\_

Interrogative

9. Congratulations on your achievement \_\_\_\_\_

Declarative

10. That was a physical game \_\_\_\_\_

Exclamatory

11. Can you cancel the concert \_\_\_\_\_

Imperative

12. What chapter are we reading \_\_\_\_\_

Interrogative



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

## Fun Singular and Plural Possessive Nouns

- A possessive noun shows ownership.
- To make a singular noun possessive, add an **apostrophe and s**.

*the book of the teacher → the teacher's book*

- To make a regular plural noun possessive, just add an **apostrophe**.

*the books of the teachers → the teachers' books*

- To make an irregular plural noun that does not end in *s* possessive, add an **apostrophe and s**.

*the toys of the Children → the Children's toys*

Write the possessive form of each noun on the line using an ('s or ').

1. the jerseys of the team

the teams' jerseys

2. the stories of the elders

the elders' stories

3. the game of Jonathan

Jonathan's game

4. the points of the Classes

the Classes' points

5. the lawns of the neighbors

the Neighbors' lawns

6. the eggs of the chicken

the chicken's eggs

Write the possessive form of each noun in parentheses to complete each sentence.

7. The Tree's pinecones were scattered across the yard.  
(trees)

8. Mr. Chu' car is bright yellow.  
(Chu)



The **simple present tense** expresses an action that is currently going on or habitually performed, or a general truth.

**Choose the correct present tense to complete each sentence.**

1. Kim braids her hair in the morning. (braided, braids)
2. The tree \_\_\_\_\_ in the wind. (will sway, sways)
3. Paul Sways off the light. (turns, turn)
4. I Turns that show. (watches, watch)
5. We Watch to the beach. (travel, traveles)
6. She all Travel. (yell, yells)
7. Matt \_\_\_\_\_ Yell a question. (asks, asked)
8. The do Asks. (closes, closing)
9. She \_\_\_\_\_ Closes the joke. (laughs, laughed)
10. I Laughs in the haunted house. (scream, screams)
11. The a Scream ash. (smells, smell)
12. Brian \_\_\_\_\_ Smells off the bench. (jumps, jumped)
13. Gabrie Jumps on the radio. (turned, turns)

turns

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## Linking Verbs

Remember, **linking verbs** are words that **help** the action verb. Linking verbs can include forms of be, can, do, has, will, shall, may and might.

|     |      |       |       |
|-----|------|-------|-------|
| is  | are  | has   | will  |
| was | were | had   | may   |
| can | be   | do    | might |
| am  | have | shall |       |

Complete each sentence with a word from the box.

- Olaf  go to the store alone.
- Jennifer  running across the field.
- Marsha  laughing at his joke.
- Jeanine  like the new present.
- The mailman  jump over the dog.
- The girl  skinned her knee last night.
- The boys  go to the movie tomorrow.
- We  swimming with the fish!
- I  going snorkeling tomorrow.
- He  ask her tomorrow.

For more worksheets visit [www.letsshareknowledge.com](http://www.letsshareknowledge.com)



Circle the adverbs and underline the verbs that they describe:

1. We finally got our grades from the test.
2. Jack walked his dog to the park quickly.
3. The balloon rose quickly in the sky.
4. We danced merrily around the school yard.
5. Lisa watched the ball game closely.
6. The player boldly ran from base to base.
7. My mom cares deeply about me.
8. I almost ate a rotten apple.
9. Tom plays football outside.
10. I already finished my homework.

Write a sentence, underline the verbs and circle the adverbs.

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

## Collective Nouns for Things

Collective nouns are groups of people, things, or places.

a stick of butter

**Direction:** Match the collective noun to the noun it goes with.

- |                    |   |   |           |
|--------------------|---|---|-----------|
| 1. a bowl of       | • | • | coins     |
| 2. a collection of | • | • | pizza     |
| 3. a bold of       | • | • | hay       |
| 4. a bouquet of    | • | • | rice      |
| 5. a slice of      | • | • | lightning |
| 6. a bale of       | • | • | flowers   |

- |                 |   |   |            |
|-----------------|---|---|------------|
| 7. a chest of   | • | • | stairs     |
| 8. a cloud of   | • | • | bread      |
| 9. a stack of   | • | • | drawers    |
| 10. a flight of | • | • | papers     |
| 11. a tube of   | • | • | dust       |
| 12. a loaf of   | • | • | toothpaste |



## Verbs

**Action verbs** are words that describe action, or what something is doing.

|         |          |          |
|---------|----------|----------|
| washed  | dove     | read     |
| played  | slept    | solved   |
| climbed | examined | found    |
| hiked   | sang     | listened |

Use an action verb from the box to complete each sentence appropriately.

1. Izabella \_\_\_\_\_ the song beautifully.  
Sang
2. We \_\_\_\_\_ the mystery of the missing cookie!  
Solved
3. Mike \_\_\_\_\_ the trail from the beginning to end.  
Hiked
4. Marcus was very tired after he \_\_\_\_\_ to the peak of the mountain.  
climbed
5. The doctor \_\_\_\_\_ his patient quickly.
6. The children \_\_\_\_\_ at the playground.  
Examined
7. Mom \_\_\_\_\_ my football uniform last night.  
Played
8. The girl \_\_\_\_\_ to the concert intently.  
Washed
9. I \_\_\_\_\_ that book last week!  
Listened
10. The \_\_\_\_\_ peacefully through our ruckus.  
Read

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Slept





## Irregular plural nouns

Grade 3 Nouns Worksheet

Write the singular and plural words in the correct columns.

|       |       |          |        |        |
|-------|-------|----------|--------|--------|
| foot  | child | ox       | woman  | men    |
| tooth | goose | teeth    | person | cacti  |
| oxen  | die   | children | man    | people |
| dice  | feet  | geese    | cactus | women  |

Hint:

*You can make most nouns plural by adding "s" or "es", but irregular nouns are different!*

*mouse - mice*

| Singular | Plural   |
|----------|----------|
| foot     | feet     |
|          |          |
|          |          |
| ox       | Oxen     |
| Child    | Children |
| Goose    | Geese    |
| Die      | Dice     |
| Cactus   | Cacti    |
| Person   | People   |
| Woman    | Women    |





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

### Present to Past Tense Verbs Worksheet (Part 1)

The present tense of a verb names an action that happens now. The past tense of a verb names an action that already happened.

Directions: Write the past tense form of each present tense verb listed below.

Example A- arise- *arose*

- |            |                    |       |
|------------|--------------------|-------|
| 1. awake-  | <div>Awaked</div>  | _____ |
| 2. begin-  | <div>Began</div>   | _____ |
| 3. bend-   | <div>Bended</div>  | _____ |
| 4. bleed-  | <div>Bleeded</div> | _____ |
| 5. blow-   | <div>Blew</div>    | _____ |
| 6. break-  | <div>Broke</div>   | _____ |
| 7. bring-  | <div>Brought</div> | _____ |
| 8. catch-  | <div>Catched</div> | _____ |
| 9. choose- | <div>Chose</div>   | _____ |



The **simple future tense** expresses an action that has not yet happened.

**Choose the correct future tense to complete each sentence.**

1. Our family \_\_\_\_\_ a dog. (will adopt, adopt)  
Will adapt
2. My brother \_\_\_\_\_ at my joke. (will laugh, laughs)  
Will laugh
3. In math today, we \_\_\_\_\_ two-digit numbers. (will add, add)  
Will add
4. The mailman \_\_\_\_\_ my letter. (will deliver, delivers)  
Will deliver
5. At the game, we \_\_\_\_\_ for my sister. (will cheer, cheer)  
Will cheer
6. At the grocery store, Mom \_\_\_\_\_ chips and bread. (buys, will buy)  
Will buy
7. After swimming, I \_\_\_\_\_ off. (will dry, dry)  
Will dry
8. If you go outside in the winter with no shoes on, you \_\_\_\_\_ a cold.  
(will catch, catch) Will catch
9. Cory \_\_\_\_\_ to music. (listens, will listen)  
Will listen
10. My grandparents \_\_\_\_\_ us. (will visit, visit)  
Will visit
11. Do you think she \_\_\_\_\_ ? (will jump, jumps)  
Will jump
12. Kevin \_\_\_\_\_ the door. (closes, will close)  
Will close
13. I think I \_\_\_\_\_ a garden. (will plant, plant)  
Will plant

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## Short Vowels a, i Word Families

Name \_\_\_\_\_

A. Circle the word that has a short *a* or a short *i* vowel sound. Then write it on the line to complete the sentence.

1. I need a stamp for my letter.

box                      stamp                      pen

2. We saw the man miss his bus.

drive                      miss                      get

3. How far can you kick the ball?

kick                      throw                      take

4. The band will march in the parade.

mayor                      team                      band

B. Words in the same word family have a common spelling pattern. Sort the words in the box by placing them in the correct word family.

|      |       |       |       |       |       |
|------|-------|-------|-------|-------|-------|
| glad | click | spill | stand | bill  | hand  |
| camp | ramp  | mad   | pink  | stick | think |

1. -ill

bill  
spill

3. -amp

camp  
ramp

5. -ad

glad  
mad

2. -and

hand  
stand

4. -ink

pink  
think

6. -ick

stick  
click



### Short Vowels e, o, u / Inflectional Endings

Name \_\_\_\_\_

**A. Circle the word with the correct short vowel sound to complete each sentence.**

1. I like to \_\_\_\_\_ down the hill when it snows.

short e      slide      sled      run

2. Did you find your missing \_\_\_\_\_?

short o      sock      coat      cup

3. He runs and \_\_\_\_\_ when he plays basketball.

short u      leaps      shoots      jumps

4. The farmer planted the \_\_\_\_\_ in April.

short o      corn      crops      oats

5. Everyone helped clean the \_\_\_\_\_ in the city park.

short e      mess      stream      seats

**B. Write the correct -s, -ed, and -ing forms to complete each set.**

|         | + s          | + ed           | + ing           |
|---------|--------------|----------------|-----------------|
| 1. tap  | <u>taps</u>  | tapped         | <u>tapping</u>  |
| 2. stop | stops        | <u>stopped</u> | <u>stopping</u> |
| 3. clap | <u>claps</u> | <u>clapped</u> | clapping        |
| 4. step | <u>steps</u> | stepped        | <u>stepping</u> |
| 5. skip | <u>skips</u> | <u>skipped</u> | <u>skipping</u> |



### Final e/Inflectional Endings

Name \_\_\_\_\_

A. Read each sentence. Underline the word that has a long vowel sound and a final e.

1. Each summer they camp at the lake.
2. The plane should land at noon today.
3. The boy read about the life of his hero.
4. Our teacher pointed to each continent on the globe.
5. The woman plans to skate on the pond this winter.

B. Circle the word with the correct *-ed* or *-ing* spelling to complete each sentence. Then write it on the line.

1. I am saving my money to spend on vacation.  
saveing    saving
2. He tasted the broccoli and liked it.  
tasted    tasteed
3. We are making plans to visit our grandparents.  
making    makeing
4. The teacher graded the spelling tests last night.  
gradeed    graded
5. I have been smiling ever since I heard the good news.  
smilling    smiling
6. The artist shaped the clay into a small bowl.  
shaped    shapped

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Long a/Plurals

Name \_\_\_\_\_

A. Read each sentence. Circle the word that has a long a sound spelled *ai*, *ay*, or *eigh*. Write the word on the line and underline the long a spelling.

1. The snail left a slimy path across the sidewalk. snail
2. The wind caused the trees to sway wildly. sway
3. The farmer planted the grain to grow wheat. grain
4. Please weigh the apples because we need two pounds. weigh
5. My new winter coat is gray and blue. gray

B. Read each sentence and circle the plural nouns. Underline the -s or -es ending in each plural word.

1. The girls found many seashells on the beach.
2. The artist bought new oils and paintbrushes.
3. The boys helped me stack the boxes.
4. I wrote the addresses on each of the pages.
5. She won free passes to all the games.
6. The camels have long eyelashes.





### Long o/Compound Words

Name \_\_\_\_\_

A. Read each sentence. Circle the word that has the long o sound and underline the long o spelling. Write the word on the line.

1. What time will you be home? home
2. It is too cold to play outside. cold
3. My aunt lives near the coast in California. coast
4. Can you show me how to do this math problem? show
5. I hurt my toe playing soccer. toe

B. Use the words from the box to make the best compound word. Write the compound word on the line.

time  
crow

bowl  
boat

book  
made

- |          |   |             |   |                  |
|----------|---|-------------|---|------------------|
| 1. home  | + | <u>made</u> | = | <u>homemade</u>  |
| 2. fish  | + | <u>bowl</u> | = | <u>fishbowl</u>  |
| 3. over  | + | <u>time</u> | = | <u>overtime</u>  |
| 4. motor | + | <u>boat</u> | = | <u>motorboat</u> |
| 5. note  | + | <u>book</u> | = | <u>notebook</u>  |
| 6. scare | + | <u>crow</u> | = | <u>scarecrow</u> |



Name \_\_\_\_\_

A. Read each sentence and circle the word with the long i or long u sound. Write the word on the line.

1. The sun is very bright today. bright
2. I made a few clay animals in art class. few
3. She tied a string around the box. tied
4. The gray kitten is so cute. cute
5. He can see that the sky will be gray. sky

B. Write the plural form of each noun on the line. Use the correct plural form from the word box. Mark the incorrectly spelled plural forms in the box with an X.

|                   |                   |                  |                   |
|-------------------|-------------------|------------------|-------------------|
| armies            | ladies            | ponies           | <del>relays</del> |
| relays            | <del>armys</del>  | <del>ladys</del> | cities            |
| <del>playes</del> | <del>cityes</del> | plays            | <del>ponys</del>  |

1. lady - y + ies = ladies
2. relay + s = relays
3. army - y + ies = armies
4. pony - y + ies = ponies
5. play + s = plays
6. city - y + ies = cities



# Long e/Inflectional Endings

Name \_\_\_\_\_

A. Read each set of words and listen for the long e sound. Circle all the words with the long e sound in each row.

1. street freeze pest mend
2. spend creek when weak
3. field heel shelf cream
4. lend green fresh speaks
5. bean bent seal team

B. Circle the word with the inflectional ending that is spelled correctly. Write the word on the line.

1. He \_\_\_\_\_ copied \_\_\_\_\_ his name and address on the line.  
copyd copied copied
2. The wet laundry \_\_\_\_\_ dries \_\_\_\_\_ on the clothesline.  
dries dries drys dryies
3. We are \_\_\_\_\_ happier \_\_\_\_\_ than we have ever been.  
happyer happier happyier
4. That is the \_\_\_\_\_ leakiest \_\_\_\_\_ sink I have ever seen!  
leakyest leakyiest leakiest
5. Have you \_\_\_\_\_ replied \_\_\_\_\_ to the party invitation yet?  
replyed replied replyd



## Silent Letters/Possessives

Name \_\_\_\_\_

A. Read each sentence. Circle the word that begins with a silent letter. Write the word on the line and place an X over the silent letter.

1. I know how to ice-skate. know
2. I wrote my name on the paper. wrote
3. I saw the mouse gnaw on the cheese. gnaw
4. I will knit a scarf for my mom. knit
5. A wren made a nest in the tree. wren

B. Read each sentence. Circle the word that is the correct singular or plural possessive noun.

1. The (dog's, dogs') bowl needs more water.
2. The (mens', men's) softball game is today.
3. This is my (friends's, friend's) bike.
4. All the (people's, peoples') work was amazing.
5. My (mom's, moms') car is in the garage.



### Three-Letter Blends/Closed Syllables

Name \_\_\_\_\_

#### A. Circle the word with a three-letter blend to complete each sentence.

1. Please use a \_\_\_\_\_ to drink your orange juice.

cup

straw

glass

2. Dad \_\_\_\_\_ the car with soap and water to clean it.

washes

soaks

scrubs

3. We should go outside and \_\_\_\_\_ the ball around.

throw

toss

kick

4. Our hamster likes to \_\_\_\_\_ when he is hungry.

chatter

squeak

click

5. I will \_\_\_\_\_ this orange in half if you want to share it.

divide

slice

split

#### B. Write the word that has two closed syllables. Draw a slanted line (/) between the syllables.

1. basket

bonus

bas / ket

2. sudden

acorn

sud / den

3. baby

mitten

mit / ten

4. napkin

pilot

nap / kin

5. major

magnet

mag / net





Name \_\_\_\_\_

A. Circle the word with a digraph to complete each sentence. Underline the digraph in that word. Write the word on the line.

1. I got a new watch for my birthday.

coat      watch      bike

2. We fed the baby chicks at the farm.

chicks      ponies      cows

3. This year for the talent show, I plan to sing.

juggle      dance      sing

4. My grandpa has a huge shell collection.

coin      shell      art

5. I got purple paint on my thumb.

thumb      elbow      face

B. An open syllable has a CV pattern and usually has a long vowel sound. Circle the word that has one or more open syllables. Then write the syllables on the lines.

1. private      rabbit      pri      vate

2. napkin      fable      fa      ble

3. moment      minute      mo      ment

4. follow      tiger      ti      ger



## r-Controlled Vowels/Contractions

Name \_\_\_\_\_

A. Read each sentence and underline the word with an *r*-controlled vowel sound. Write the word on the line and circle the vowel + *r* combination that makes the sound.

1. Today is the third day of my vacation. third
2. At camp we will learn to row a canoe. learn
3. Will you help me serve lunch today? serve
4. It hurt to find out that the team lost again. hurt
5. I plan to move the fern to a sunny window. fern

B. Read each pair of words below. Then write the contraction from the box that matches each pair.

didn't      can't      I'm      he's      isn't      we'll

1. is not      isn't
2. we will      we'll
3. can not      can't
4. I am      I'm
5. did not      didn't
6. he is      he's





### r-Controlled Vowels/Prefixes

Name \_\_\_\_\_

A. Read each sentence. Underline the word that has the /är/ or /ör/ vowel sound. Then circle the letters in the word that make the sound.

1. We counted five trees in the yärd.
2. After walking three miles my legs became söre.
3. Ice hockey is his favorite sört.
4. I can see a shäk in the distance.
5. It is better to share than it is to höard.
6. The man uses only wood to cärve the boxes.

B. The prefix *pre-* means *before*. The prefix *re-* means *again*. The prefix *un-* means *not*. Read each question. Circle the correct answer.

1. Which word means "heat before"?

preheat                      heater                      reheat

2. Which word means "not kind"?

kindly                      unkind                      kindness

3. Which word means "read again"?

reread                      preread                      reader

4. Which word means "not usual"?

unusual                      usually                      reuse

5. Which word means "pay before"?

repay                      payment                      prepay



## r-Controlled Vowels/Suffixes

Name \_\_\_\_\_

A. Read each word in the box and listen for the /âr/ or /îr/ sound. Then write the word under the correct heading.

|        |         |       |          |
|--------|---------|-------|----------|
| gear   | stairs  | there | career   |
| shared | pear    | bear  | dear     |
| peer   | careful | pair  | anywhere |

*air as in chair*

stairs

pair

*are as in care*

shared

careful

*ear as in wear*

pear

bear

*ear as in fear*

gear

dear

*ere as in where*

there

anywhere

*eer as in cheer*

career

peer

B. Write a word with the suffix -y or -ly on the line to match the meaning of each underlined phrase.

1. My teacher speaks in a quiet way in the library. quietly
2. The day was full of rain, but we still had fun. rainy
3. I walked in a sad way after we lost the game. sadly
4. The baby was having a mess and dropped the food. messy
5. The bus driver drives in a slow way down my street. slowly



Name \_\_\_\_\_

A. The prefix *pre-* means "before." The prefix *dis-* means "not." The prefix *mis-* means "bad" or "wrong." Read each set of words and circle the word that has a prefix. Write its meaning on the line.

- |                    |                 |                |                             |
|--------------------|-----------------|----------------|-----------------------------|
| 1. problem         | paper           | <u>preheat</u> | <u>to heat before</u>       |
| 2. daily           | <u>distrust</u> | darling        | <u>to not trust</u>         |
| 3. memory          | <u>misspell</u> | messy          | <u>to spell incorrectly</u> |
| 4. parting         | pencil          | <u>preview</u> | <u>to view before</u>       |
| 5. <u>mistreat</u> | misty           | mindful        | <u>to treat badly</u>       |

B. Read each sentence and underline the word that has a VCe pattern in the final syllable. Write the word on the line and circle the letters that make the pattern.

1. I think we will retake the photos. retake
2. I had to fly in an airplane last year. airplane
3. When do you think our friends will arrive? arrive
4. They will plan a surprise party for Mom. surprise
5. The sunshine is pouring through the window. sunshine



## Diphthongs/Prefixes

Name \_\_\_\_\_

A. Read each word in the box. Sort the words by writing each under the correct heading.

|        |       |        |       |
|--------|-------|--------|-------|
| found  | clown | down   | enjoy |
| join   | toys  | noise  | moist |
| joyful | loud  | pounce | prowl |

*oy* as in *boy*

joyful

toys

enjoy

*ou* as in *house*

found

loud

pounce

*oi* as in *boil*

join

noise

moist

*ow* as in *cow*

clown

down

prowl

B. The prefixes *un-*, *dis-*, and *non-* mean "not" or "the opposite of." Read each word pair. Circle the word that has a prefix. Write its meaning on the line.

- |               |          |                     |
|---------------|----------|---------------------|
| 1. disagree   | dishes   | to not agree        |
| 2. uncle      | unknown  | not known           |
| 3. nonfiction | notebook | opposite of fiction |
| 4. understand | unhappy  | not happy           |
| 5. daily      | distrust | to not trust        |



### Variant Vowels /ū/ and /û//Roots in Related Words

Name \_\_\_\_\_

A. Read each word in the box. Sort the words by writing each under the correct heading.

|       |       |      |        |
|-------|-------|------|--------|
| true  | booth | look | glue   |
| shook | tube  | grew | should |
| would | spoon | flew | tune   |

*oo* as in *moon*

booth  
spoon

*ew* as in *chew*

grew  
flew

*u\_e* as in *rude*

tube  
tune

*ue* as in *due*

true  
glue

*oo* as in *book*

look  
shook

*ou* as in *could*

should  
would

B. Related words have a common root or base word. Read each set of words. Circle the related words.

- |                     |                 |                   |
|---------------------|-----------------|-------------------|
| 1. <u>metal</u>     | <u>metallic</u> | melted            |
| 2. <u>company</u>   | counting        | <u>companion</u>  |
| 3. able             | <u>action</u>   | <u>actor</u>      |
| 4. <u>telephone</u> | totally         | <u>television</u> |
| 5. <u>reality</u>   | <u>real</u>     | railroad          |





# Plural Words/Vowel Team Syllables

Name \_\_\_\_\_

**A. Read each sentence below. Circle the word that has the correct plural spelling.**

1. Last summer my family visited five (states stateses).
2. How many (lunchs, lunches) should we make for the field trip?
3. After the forest fire, the trees were reduced to (ashes ashs).
4. We need several (trays trayes) to clear the tables.
5. People were surprised that the (twines, twins) looked so different.
6. My puppy grew two more (inchs, inches) since his last vet visit.

**B. Read each word in bold. Circle the letter that shows the word correctly divided into syllables. Then underline each vowel team in the correctly divided word.**

- |             |                                       |                              |
|-------------|---------------------------------------|------------------------------|
| 1. teacher  | <u>a.</u> <u>te</u> ach / er          | b. te / acher                |
| 2. explain  | a. expl / ain                         | <u>b.</u> ex / <u>plai</u> n |
| 3. railroad | <u>a.</u> <u>rai</u> l / <u>roa</u> d | b. ra / il / road            |
| 4. reaches  | a. re / aches                         | <u>b.</u> <u>reac</u> h / es |
| 5. seeing   | <u>a.</u> <u>see</u> / ing            | b. se / eing                 |



Variant Vowel /ɒ//Greek and Latin Roots

Name \_\_\_\_\_

A. Read each word in the box and listen for the vowel sound. Then write each word under the correct heading.

|         |       |         |        |
|---------|-------|---------|--------|
| chalk   | halt  | small   | crawl  |
| thought | stalk | brought | lawn   |
| caused  | malt  | halls   | paused |

*aw* as in *straw*

crawl

lawn

*alt* as in *salt*

halt

malt

*all* as in *ball*

small

halls

*au* as in *haul*

caused

paused

*alk* as in *walk*

chalk

stalk

*ough* as in *bought*

thought

brought

B. Read each sentence and underline the word with the root *graph* or *aud*. Then write the word on the line and circle the root.

1. The president's autograph is very valuable. autograph
2. The audience clapped after the great performance. audience
3. I read a biography about a famous astronaut. biography
4. She had a great audition and won the lead role. audition
5. I read a graphic novel about a family from outer space. graphic





### Homophones/r-Controlled Vowel Syllables

Name \_\_\_\_\_

**A. Circle the correct homophone to complete each sentence. Write the word on the line.**

1. I think your report was very interesting.  
your                      you're
2. We slowly rowed the canoe down the river.  
road                      rowed
3. Do you think they're going to be here on time?  
their                      they're
4. I found the missing piece of the jigsaw puzzle.  
piece                      peace
5. I plan to buy the game once it goes on sale.  
sail                      sale

**B. Read the words in each row. Underline the word that has an r-controlled vowel syllable. Then circle the two letters that make the r-controlled vowel sound.**

- |                    |                 |                  |
|--------------------|-----------------|------------------|
| 1. people          | really          | <u>per</u> son   |
| 2. <u>shar</u> pen | slowing         | safety           |
| 3. willow          | <u>work</u> ing | waiting          |
| 4. <u>hor</u> ses  | homemade        | hopeful          |
| 5. sudden          | sprouting       | <u>surpr</u> ise |



Soft *c* and *g*/Words with *-er* and *-est*

Name \_\_\_\_\_

**A. Read each sentence. Underline the word with the soft *c* or soft *g* sound.**

1. I learned to ice skate last winter.
2. We saw giant trees in the redwood forest.
3. Mom bought celery for the salad.
4. It was fun to sing on stage last night.
5. He drew a perfect circle on his paper.

**B. Read each sentence. Write the correct form of the word shown below each line. Use *-er* or *-est* to complete the sentence.**

1. Oak Park is bigger than Blue Lake Park.  
big
2. Mr. Landon's house is the oldest house in our entire town.  
old
3. January is always our coldest month.  
cold
4. Who is younger, you or your sister?  
young
5. I think this apple is sweeter than the one I ate yesterday.  
sweet



### Compound Words/Consonant + /e Syllables

Name \_\_\_\_\_

A. Make a compound word by adding a word part from the word box to the underlined word in each sentence. Write the word parts and compound word on the lines.

paper      walks      basket      day      bare

1. It's fun to take off our shoes and go foot at the beach. **bare**

bare + foot = barefoot

2. Where can I buy today's news? **paper**

news + paper = newspaper

3. His dad will be the new ball coach. **basket**

basket + ball = basketball

4. I earn extra money by shoveling snow from the side. **walks**

side + walks = sidewalks

5. Let's find the lost dog while we still have plenty of light. **day**

day + light = daylight

B. Circle the word in each pair that has a consonant + /e, e/, al/, or il final syllable. Write the word with a slash to divide the syllables.

1. pencil      weekly      pen / cil

2. bowl      final      fi / nal

3. bugle      glass      bu / gle

4. angel      lately      an / gel



### Inflectional Endings/Suffixes

Name \_\_\_\_\_

A. Add the ending *-s*, *-ed*, or *-ing* to each word. Write the new word on the line.

1. name + ing = naming

2. hope + ed = hoped

3. dance + s = dances

4. drop + ing = dropping

5. wrap + ed = wrapped

B. Match a word in the box to each correct meaning below. Write the word on the line. Not all words will be used.

|             |           |          |            |
|-------------|-----------|----------|------------|
| helpful     | usable    | useful   | meaningful |
| painful     | colorless | cheerful | colorful   |
| meaningless | careful   | painless | useless    |

1. full of cheer cheerful

2. can be used usable

3. without meaning meaningless

4. full of color colorful

5. without pain painless



# Closed Syllables/Related Words

Name \_\_\_\_\_

A. When a syllable ends in a consonant, it is called a closed syllable. Circle the words that have two closed syllables. Then write the syllables on the lines.

- |           |         |      |     |
|-----------|---------|------|-----|
| 1. basket | refill  | bas  | ket |
| 2. lesson | robot   | les  | son |
| 3. tiny   | problem | prob | lem |
| 4. diner  | napkin  | nap  | kin |
| 5. rabbi  | army    | rab  | bit |
| 6. tiger  | number  | num  | ber |

B. Related words have a common root or base word. Read each set of words. Circle the related words.

- |            |           |             |
|------------|-----------|-------------|
| 1. pedal   | scouting  | pedestrian  |
| 2. geology | geography | graceful    |
| 3. matter  | magnify   | magnificent |
| 4. bicycle | tricycle  | automobile  |
| 5. remain  | renumber  | numeral     |





### Inflectional Endings/Suffixes

Name \_\_\_\_\_

A. Add the endings to each word. Write the new word on the line. Pay attention to possible spelling changes.

1. try + ing = trying

2. dry + ed = dried

3. hurry + s = hurries

4. play + ing = playing

5. study + ed = studied

B. Match a word in the box to each meaning below. Write the word on the line. Not all words will be used.

liveliness

respectful

delightful

respectless

colorless

happiness

colorful

soundless

1. without color colorless

2. state of being happy happiness

3. full of delight delightful

4. without sound soundless

5. state of being lively liveliness

6. full of respect respectful



# Open Syllables/Prefixes and Suffixes

Name \_\_\_\_\_

A. Read the words in each row. Circle the word in the row that has one or more open syllables. Then write the circled word's syllables on the lines.

- |                 |               |            |             |
|-----------------|---------------|------------|-------------|
| 1. <u>giant</u> | silver        | <u>gi</u>  | <u>ant</u>  |
| 2. parking      | <u>paper</u>  | <u>pa</u>  | <u>per</u>  |
| 3. <u>legal</u> | flutter       | <u>le</u>  | <u>gal</u>  |
| 4. pillow       | <u>notice</u> | <u>no</u>  | <u>tice</u> |
| 5. <u>photo</u> | curtain       | <u>pho</u> | <u>to</u>   |
| 6. pencil       | <u>polar</u>  | <u>po</u>  | <u>lar</u>  |

B. Read the words in the box below. Match each word to the correct meaning by writing the word on the line.

usable  
unwilling

remake  
cheerful

carefully  
respectful

- |                     |                   |
|---------------------|-------------------|
| 1. not willing      | <u>unwilling</u>  |
| 2. to make again    | <u>remake</u>     |
| 3. able to be used  | <u>usable</u>     |
| 4. in a careful way | <u>carefully</u>  |
| 5. full of cheer    | <u>cheerful</u>   |
| 6. full of respect  | <u>respectful</u> |





=

## Prefixes/Roots in Related Words

Name \_\_\_\_\_

A. Read each sentence. Underline the word that has a prefix.  
Write the meaning of the word on the line.

1. My model ship fell off the table, and now I have to rebuild it.  
build again
2. Of all the vegetables on the table, I dislike peas the most.  
do not like
3. Before my sister started kindergarten, she went to preschool.  
before school
4. When I fell into the mud puddle, I knew I was having an unlucky day.  
not lucky
5. I lost my copy of the story, so I need to reprint it before class.  
print again

B. Related words have a common root or base word.  
Read each set of words. Circle the words that have a common root or base word.

- |                   |                |                |
|-------------------|----------------|----------------|
| 1. <u>alike</u>   | <u>unlike</u>  | click          |
| 2. <u>precook</u> | pretty         | <u>cooking</u> |
| 3. halfway        | <u>unhappy</u> | <u>happily</u> |
| 4. <u>review</u>  | <u>viewing</u> | voting         |
| 5. <u>unlucky</u> | cluck          | <u>luckily</u> |



Consonant + le Syllables/Latin Suffixes

Name \_\_\_\_\_

A. Read each pair of words. Underline the word that has a final consonant + *-le*, *-el*, or *-al* syllable. Then circle the final syllable. Write the word on the line.

- |                  |                 |                             |
|------------------|-----------------|-----------------------------|
| 1. <u>able</u>   | below           | _____ <u>able</u> _____     |
| 2. glowing       | <u>eagle</u>    | _____ <u>eagle</u> _____    |
| 3. <u>purple</u> | planning        | _____ <u>purple</u> _____   |
| 4. valley        | <u>squirrel</u> | _____ <u>squirrel</u> _____ |
| 5. <u>metal</u>  | melted          | _____ <u>metal</u> _____    |

B. Add the suffix to each base word. Write the word on the line. Pay attention to spelling changes.

- |                   |                              |
|-------------------|------------------------------|
| 1. use + able =   | _____ <u>usable</u> _____    |
| 2. fury + ous =   | _____ <u>furious</u> _____   |
| 3. ice + y =      | _____ <u>icy</u> _____       |
| 4. wash + able =  | _____ <u>washable</u> _____  |
| 5. poison + ous = | _____ <u>poisonous</u> _____ |



### Vowel-Team Syllables/Greek and Latin Roots

Name \_\_\_\_\_

**A. Read each sentence. Underline the word with a vowel-team syllable. Then circle the vowel-team syllable.**

1. He explained how to get to the lake from his home.
2. She is reading the novel that you gave me.
3. He repeats the sentence so we can write it correctly.
4. Mom had to presoak the shirt to remove all the dirt.
5. I think we forgot to tell him that important detail.

**B. Read each sentence. Underline the word with the root *astro*, *graph*, *photo*, or *tele*. Write the word on the line and circle the root(s).**

1. The astronaut told us about his space mission. astronaut
2. I checked out a biography on Thomas Edison at the library. biography
3. When I go to college, I want to take a photography class. photography
4. I hope to get a telescope for my birthday. telescope
5. We really enjoyed the pictures in this graphic novel. graphic



*r*-Controlled Vowel Syllables/Latin Suffixes

Name \_\_\_\_\_

A. Read each sentence. Underline the word with an *r*-controlled vowel syllable. Write the word on the line. Then circle the *r*-controlled vowel syllable.

1. She put the canned fruit in the cool cellar.      cellar
2. The author read from his new book.      author
3. I hope to go to the skating rink later.      later
4. My dad is helping his friend restore an old truck.      restore
5. The circus was in town last week.      circus

B. Read the words with the Latin suffixes *-able* and *-ment* in the box. Match a word from the box to each meaning below. Write the word on the line. Not all words will be used.

|          |           |            |               |
|----------|-----------|------------|---------------|
| movement | usable    | excitement | argument      |
| adorable | enjoyable | agreeable  | encouragement |

1. an act of arguing      argument
2. able to be used      usable
3. an act of moving      movement
4. able to be adored      adorable
5. an act of encouraging      encouragement
6. able to be enjoyed      enjoyable



### Suffixes/Frequently Misspelled Words

Name \_\_\_\_\_

A. Read the words with the suffixes *-less*, *-ful*, and *-ly* in the word box. Match each word to the correct meaning below. Write the word on the line. Not all words will be used.

|         |          |          |          |
|---------|----------|----------|----------|
| wisely  | hopeful  | finally  | careless |
| endless | adorable | argument | pitiful  |

1. full of pity \_\_\_\_\_ **pitiful** \_\_\_\_\_
2. in a final way \_\_\_\_\_ **finally** \_\_\_\_\_
3. without care \_\_\_\_\_ **careless** \_\_\_\_\_
4. in a wise way \_\_\_\_\_ **wisely** \_\_\_\_\_
5. without end \_\_\_\_\_ **endless** \_\_\_\_\_
6. full of hope \_\_\_\_\_ **hopeful** \_\_\_\_\_

B. Read each sentence below. Choose the correct word from the word box to complete each sentence. Write the word on the line. Not all the words will be used. Use a dictionary to check your answers.

|          |          |          |         |
|----------|----------|----------|---------|
| thorough | your     | scissors | through |
| sissors  | journey  | you're   | weather |
| gourney  | perswade | persuade | minute  |

1. Mom found \_\_\_\_\_ **your** \_\_\_\_\_ coat under the bed.
2. We will need \_\_\_\_\_ **scissors** \_\_\_\_\_ for this art project.
3. We did a \_\_\_\_\_ **thorough** \_\_\_\_\_ job cleaning the kitchen.
4. The speaker told us about her exciting \_\_\_\_\_ **journey** \_\_\_\_\_ to India.
5. An advertisement tries to \_\_\_\_\_ **persuade** \_\_\_\_\_ you to buy something.
6. The clock ticked down to the final \_\_\_\_\_ **minute** \_\_\_\_\_ of the game.

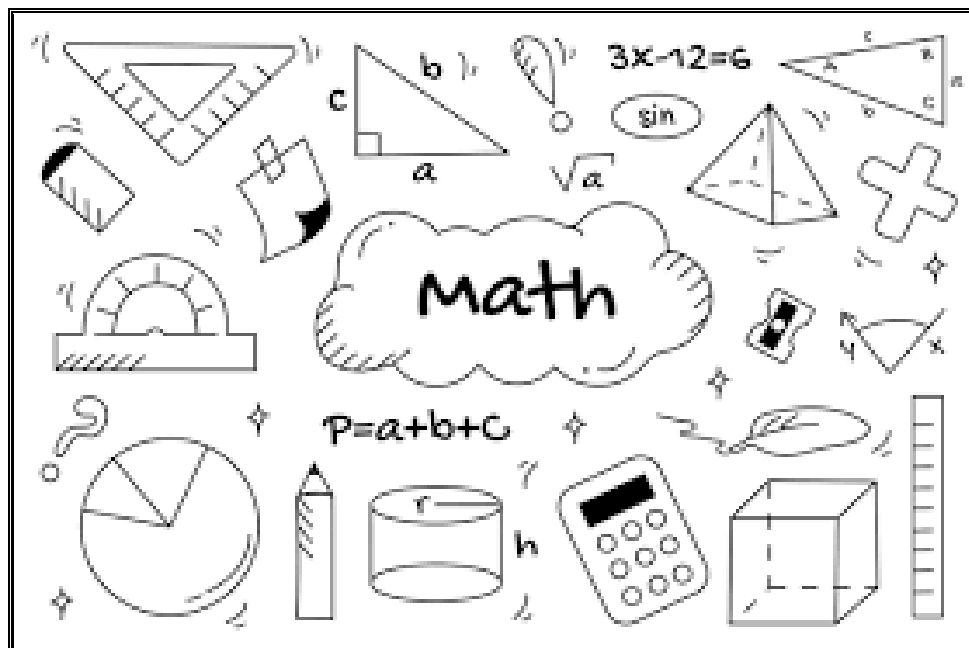


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Saud International School

## SAUD INTERNATIONAL SCHOOL

SCHOOL YEAR 2025-2026

### GRADE 3 MATHEMATICS SUMMER PACK







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

## Finding the Place Value

**Directions:** Complete each equation below to make it true.

1) 2 thousands + 5 hundreds + 2 tens + 2 ones = \_\_\_\_\_

2) 3 thousands + 3 hundreds + 7 tens + 9 ones = \_\_\_\_\_

3) 4 thousands + 3 hundreds + 6 tens + 1 one = \_\_\_\_\_

4) 5 thousands + 2 hundreds + 0 tens + 7 ones = \_\_\_\_\_

5) 1 thousand + 3 hundreds + 7 tens + 4 ones = \_\_\_\_\_

6) 6 thousands + 6 tens + 2 hundreds + 9 ones = \_\_\_\_\_

7) 9 ones + 5 thousands + 2 tens + 6 hundreds = \_\_\_\_\_

8) 7 tens + 5 hundreds + 5 thousands + 4 ones = \_\_\_\_\_

9) 6 thousands + 3 hundreds + 2 ones + 9 tens = \_\_\_\_\_

10) 8 hundreds + 4 one + 8 tens + 2 thousands = \_\_\_\_\_

a. 4612 = \_\_\_\_\_ thousands + \_\_\_\_\_ hundreds + \_\_\_\_\_ tens + \_\_\_\_\_ ones

b. 4933 = \_\_\_\_\_ thousands + \_\_\_\_\_ hundreds + \_\_\_\_\_ tens + \_\_\_\_\_ ones

c. 3276 = \_\_\_\_\_ thousands + \_\_\_\_\_ hundreds + \_\_\_\_\_ tens + \_\_\_\_\_ ones

d. 9823 = \_\_\_\_\_ thousands + \_\_\_\_\_ hundreds + \_\_\_\_\_ tens + \_\_\_\_\_ ones





## Place Value Detective



1. Circle the number in the tens place. **110**
2. Circle the number in the ones place. **119**
3. Circle the number in the hundreds place. **108**
4. Create a number with 1 in the hundreds place. \_\_\_\_\_
5. Create a number with 4 in the tens place. \_\_\_\_\_
6. Create a number with 5 in the ones place. \_\_\_\_\_
7. Create a number with 7 in the ones place and 1 in the hundreds place. \_\_\_\_\_
8. The number 3 is in what place? **103** \_\_\_\_\_
9. The number 1 is in what place? **112** \_\_\_\_\_
10. The number 6 is in what place? **86** \_\_\_\_\_
11. The number 2 is in what place? **200** \_\_\_\_\_



### Subtracting



It's exploding  
subtractions today!

1.  $62 - 5 =$   2.  $45 - 7 =$  

3.  $51 - 2 =$   4.  $78 - 9 =$  

5.  $43 - 4 =$   6.  $87 - 9 =$  

7.  $95 - 7 =$   8.  $40 - 3 =$  

9.  $72 - 9 =$   10.  $54 - 5 =$  



## Addition

$$\begin{array}{r} 50 \\ + 13 \\ \hline \end{array}$$

$$\begin{array}{r} 19 \\ + 44 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ + 49 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ + 14 \\ \hline \end{array}$$

$$\begin{array}{r} 81 \\ + 17 \\ \hline \end{array}$$

$$\begin{array}{r} 38 \\ + 20 \\ \hline \end{array}$$

$$\begin{array}{r} 37 \\ + 42 \\ \hline \end{array}$$

$$\begin{array}{r} 60 \\ + 26 \\ \hline \end{array}$$

$$\begin{array}{r} 66 \\ + 14 \\ \hline \end{array}$$

$$\begin{array}{r} 59 \\ + 30 \\ \hline \end{array}$$

$$\begin{array}{r} 15 \\ + 27 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ + 39 \\ \hline \end{array}$$

$$\begin{array}{r} 53 \\ + 20 \\ \hline \end{array}$$

$$\begin{array}{r} 59 \\ + 25 \\ \hline \end{array}$$

$$\begin{array}{r} 19 \\ + 49 \\ \hline \end{array}$$

$$\begin{array}{r} 30 \\ + 19 \\ \hline \end{array}$$

$$\begin{array}{r} 25 \\ + 53 \\ \hline \end{array}$$

$$\begin{array}{r} 31 \\ + 10 \\ \hline \end{array}$$

$$\begin{array}{r} 38 \\ + 57 \\ \hline \end{array}$$

$$\begin{array}{r} 31 \\ + 14 \\ \hline \end{array}$$



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$$\begin{array}{r} 5 \\ \times 0 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 1 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 0 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 0 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times 1 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ \times 1 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 0 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 0 \\ \times 0 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times 0 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times 1 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 0 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 8 \\ \hline \end{array}$$



Work out the answers to these division problems involving sharing and grouping.

- 1) Sally plants 30 runner bean seeds in rows of 6.  
How many rows will there be?



- 2) Newton needs to buy 40 raffle tickets. They come in packs of 5 tickets. How many packs does he need?



- 3) Frazer runs 3m in a minute.  
How long will it take him to run 12m at this speed?



- 4) Captain shares out 36 snails equally between his 4 friends.  
How many snails will they each get?



- 5) 35 children get into teams of 7.  
How many teams will there be?



- 6) Quadra eats 4 spiders a day.  
How long will it take him to eat 40 spiders?



- 7) Tyger shares out 28 rubies equally between 2 chests.  
How many rubies in each chest?



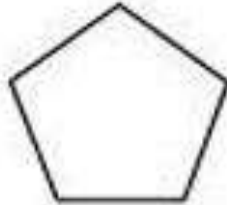


مدارس سعود العالمية  
Saud International School

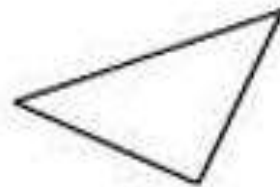
*Name These shapes:*



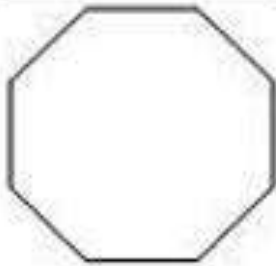
\_\_\_\_\_



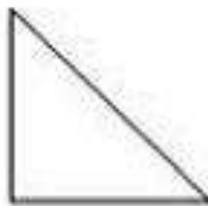
\_\_\_\_\_



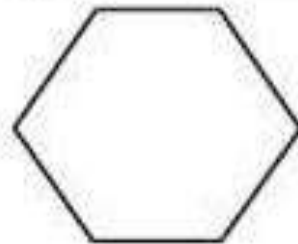
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



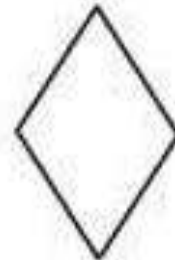
\_\_\_\_\_



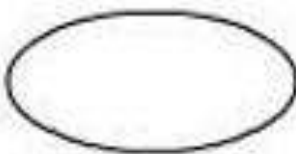
\_\_\_\_\_



\_\_\_\_\_



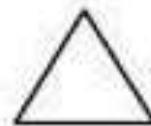
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

*trapezoid triangle rhombus rectangle oval*  
*square circle octagon hexagon pentagon*



What's the time on the clock?

1.



The time is

5 o'clock

It is written as

5:00

2.



The time is

It is written as

3.



The time is

It is written as

4.



The time is

It is written as

5.



The time is

It is written as





Work out the perimeter of the following rectangles. They are not to scale.

1)

9cm



3cm

Perimeter = \_\_\_\_\_ cm

2)

6in



4in

Perimeter = \_\_\_\_\_ in

3)

7ft



7ft

Perimeter = \_\_\_\_\_ ft

4)

10m



4m

Perimeter = \_\_\_\_\_ m

5)

8m



7m

Perimeter = \_\_\_\_\_ m

6)

2 cm



2 cm

Perimeter = \_\_\_\_\_ cm



# GRADE 3 SCIENCE SUMMER PACK

EXPLORE • DISCOVER • LEARN

SAUD INTERNATIONAL SCHOOL



Forces &  
Motion



Electricity &  
Magnetism



Plants &  
Animals



Weather &  
Earth

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





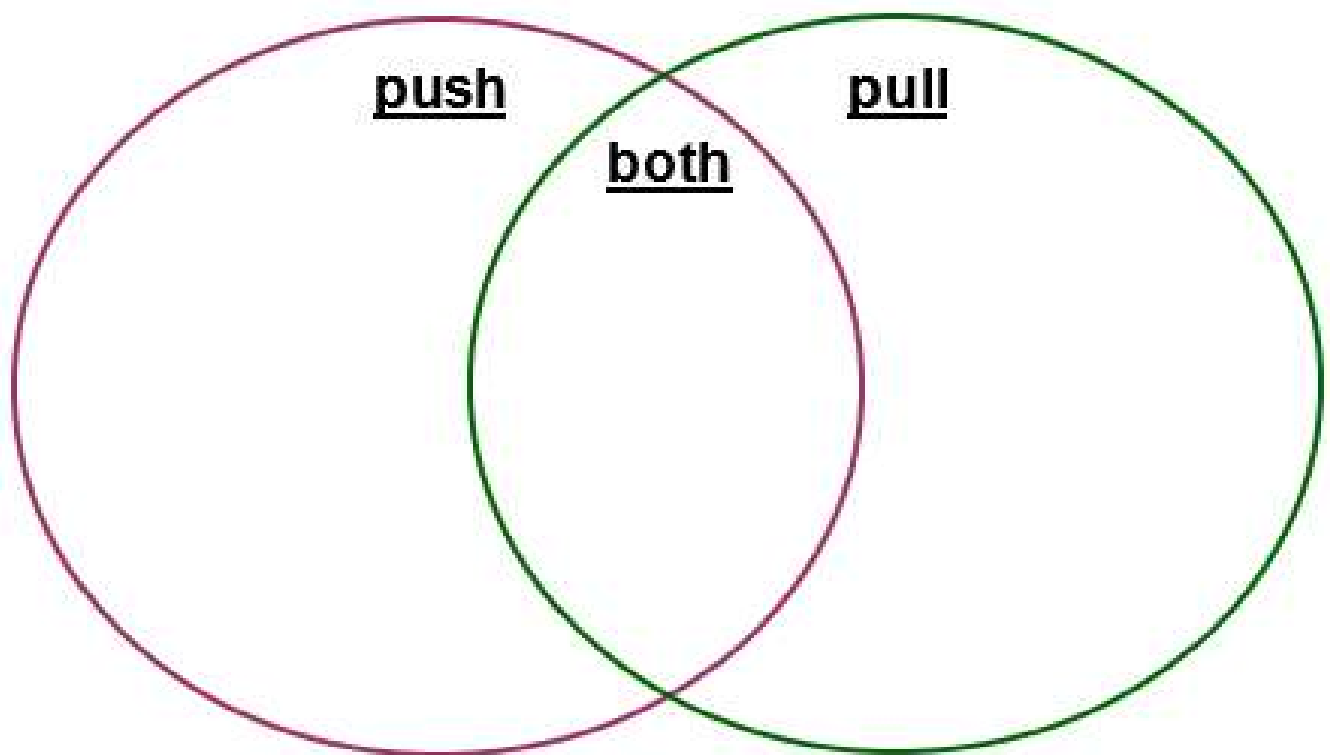
A **push** is a force that moves something farther away.

A **pull** is a force that moves things closer.

Sometimes we pull things and sometimes we push them.

Sometimes we do both!

Write each activity in the Venn diagram.



write



staple



play a game



vacuum



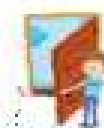
tug



blow



pedal a bike



open a door



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

# Force and Motion

From the words provided for each clue, provide the letter of the word which best matches the clue.

- ① \_\_\_\_ A measure of how fast or slow something is moving.  
*A. direction B. force C. pull D. speed*
- ② \_\_\_\_ The measure of length. How far.  
*A. motion B. smooth C. distance D. push*
- ③ \_\_\_\_ A force away from you.  
*A. gravity B. speed C. push D. magnet*
- ④ \_\_\_\_ A push or a pull.  
*A. weight B. distance C. rough D. force*
- ⑤ \_\_\_\_ Where an object moves from one moment to the next.  
*A. speed B. direction C. friction D. position*
- ⑥ \_\_\_\_ A surface without any bumps.  
*A. position B. force C. direction D. smooth*
- ⑦ \_\_\_\_ The measure of the force of gravity on an object.  
*A. weight B. pull C. gravity D. motion*



8. \_\_\_\_\_ A force toward you.  
*A. friction B. pull C. smooth D. distance*
9. \_\_\_\_\_ An object that can pull certain types of metal toward itself.  
*A. push B. magnet C. rough D. force*
10. \_\_\_\_\_ When things are moving.  
*A. smooth B. weight C. motion D. pull*
11. \_\_\_\_\_ A force when one object rubs against another object.  
*A. friction B. magnet C. speed D. distance*
12. \_\_\_\_\_ A force that pulls objects toward the earth.  
*A. direction B. position C. push D. gravity*
13. \_\_\_\_\_ A surface with bumps.  
*A. friction B. magnet C. rough D. pull*
14. \_\_\_\_\_ A place where the object is.  
*A. distance B. speed C. position D. push*



# Electricity

## Grade 3 Science Worksheet

wires hurt force hair sockets work  
careful batteries flow lightning phones

Electricity is an invisible \_\_\_\_\_. You cannot see electricity,



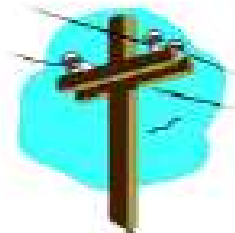
but you can see what it does! It makes \_\_\_\_\_

streak across the sky. It can make your \_\_\_\_\_

stand on end. Electricity can \_\_\_\_\_

through wires and make things work. We can plug

into things into \_\_\_\_\_ in the wall. Electricity



flows through lightbulbs, computers, and

refrigerators to make them \_\_\_\_\_. Some things

have \_\_\_\_\_ in them to create electricity.

Flashlights and cell \_\_\_\_\_ use batteries.

Be \_\_\_\_\_ with electricity! It can \_\_\_\_\_

or even kill you. Never touch electric \_\_\_\_\_ or sockets.





## Static electricity

### Grade 3 Science Worksheet

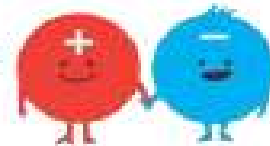
|          |          |           |
|----------|----------|-----------|
| positive | negative | attract   |
| force    | atoms    | repel     |
|          |          | electrons |

Static electricity is an invisible \_\_\_\_\_. It happens when tiny particles in \_\_\_\_\_ are attracted to or repel each other.



Protons have a \_\_\_\_\_ charge. Electrons have a \_\_\_\_\_ charge. Protons \_\_\_\_\_ or move away from other protons. Electrons repel or move away from other \_\_\_\_\_.

What happens between a proton and an electron? They \_\_\_\_\_, or move toward each other.



What is happening here? \_\_\_\_\_

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If the hair has a negative charge, what does the balloon have? \_\_\_\_\_

---







## Magnetic Attraction

Tell whether each pair of magnets will attract or repel.



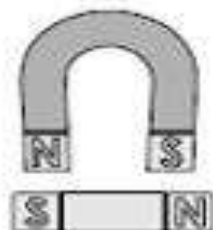
attract

repel



attract

repel



attract

repel



attract

repel



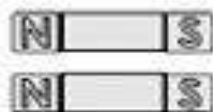
attract

repel



attract

repel



attract

repel



attract

repel



attract

repel

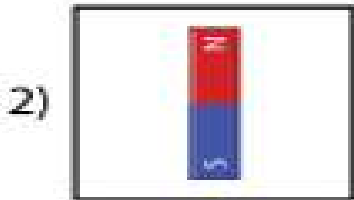


## Shapes of Magnets

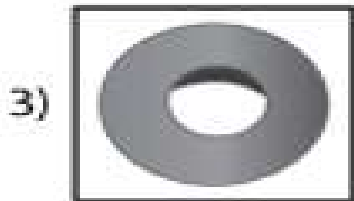
**Match to identify the shape of each magnet.**



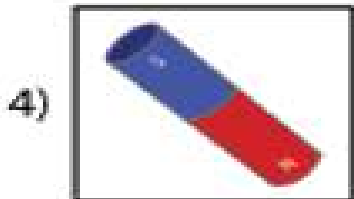
sphere magnet



ring magnet



disc magnet



horseshoe magnet



bar magnet



cylindrical magnet



## Plant Life Cycle



|            |      |          |               |
|------------|------|----------|---------------|
| food       | Seed | sunlight |               |
| germinates | soil | flower   | start growing |

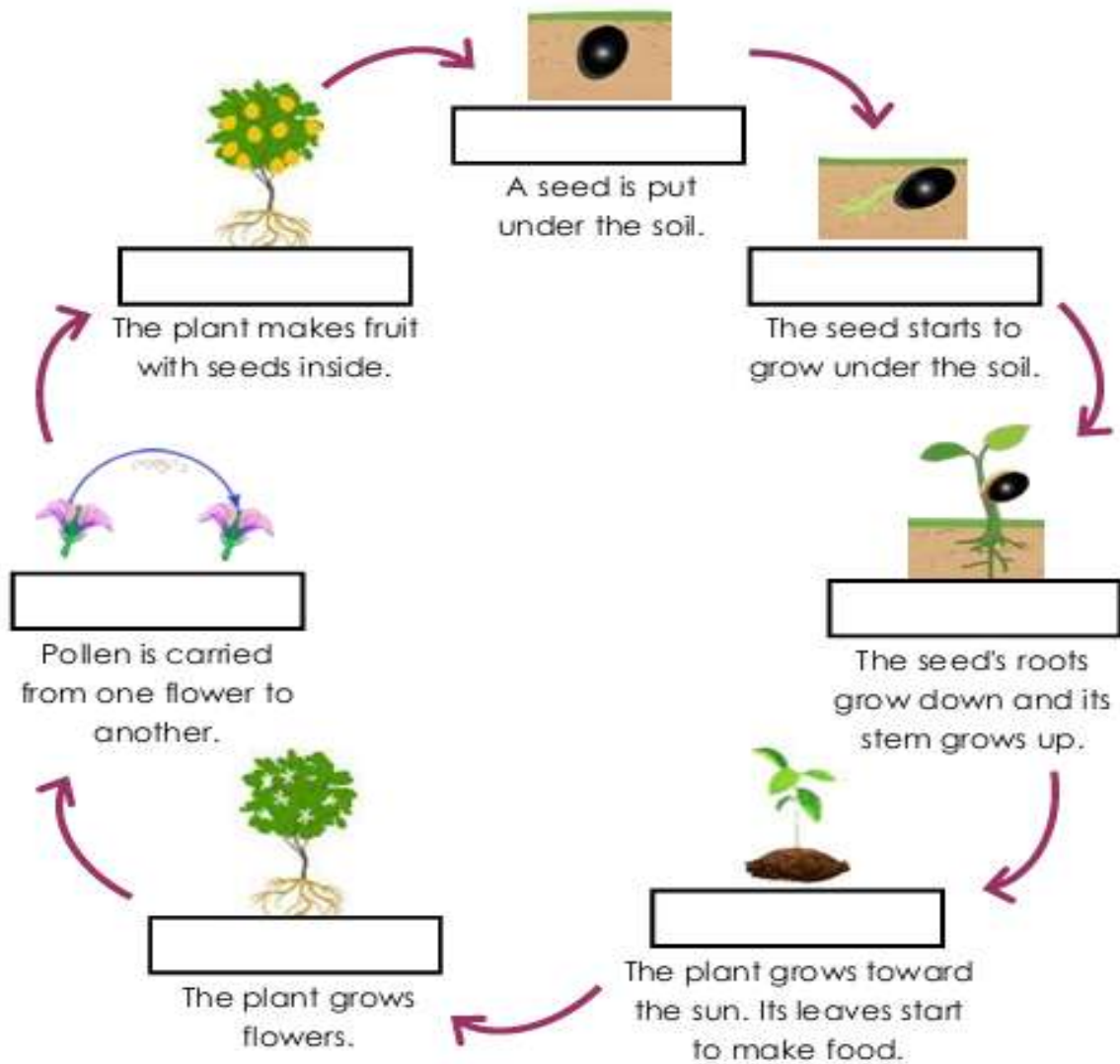
- 1.The life of a plant begins as a \_\_\_\_\_.
- 2.Once a seed is watered and warmed, it \_\_\_\_\_.
- 3.The roots of the seedling grow down into the \_\_\_\_\_  
and the leaves and stem push out of the ground.
- 4.The stem and its leaves grow toward the \_\_\_\_\_.
- 5.The leaves make the plant's \_\_\_\_\_.
- 6.New seeds are formed inside the \_\_\_\_\_  
or within the fruit that comes after the flower dies.
- 7.The seeds are scattered and wait to \_\_\_\_\_.



## Plant lifecycle

Grade 3 Science Worksheet

pollination      germination      planting      seedling  
sprouting      mature plant      fruiting





## Moth lifecycle

Grade 3 Science Worksheet

caterpillars

moths

adult

pupae

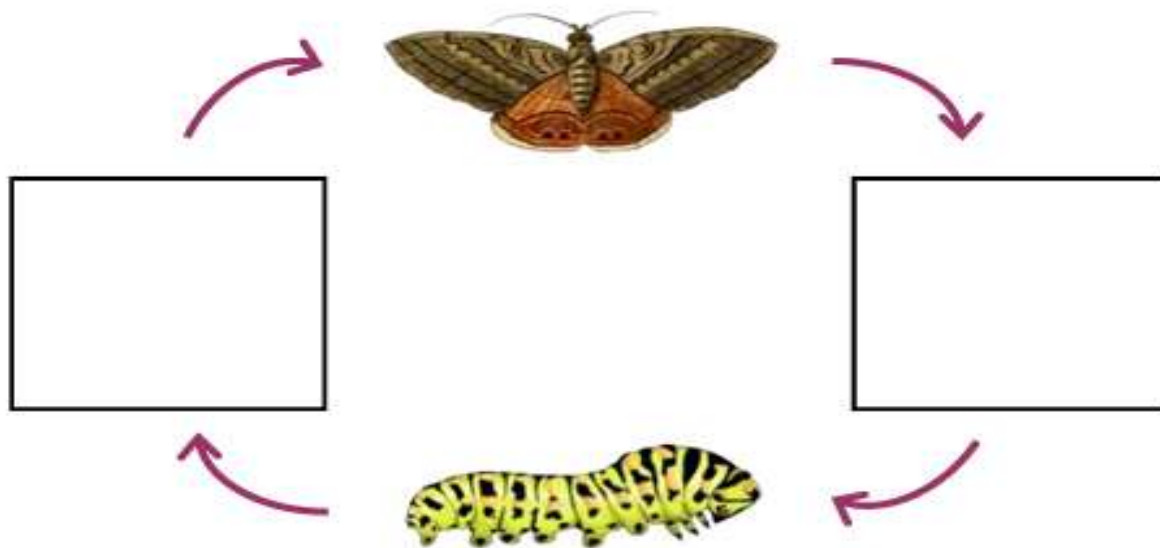
An \_\_\_\_\_ moth lays eggs.

\_\_\_\_\_ hatch from the eggs. They eat leaves and grow.

The caterpillars form \_\_\_\_\_ or cocoons.

Adult \_\_\_\_\_ emerge from the pupae.

Draw the missing stages of the moth lifecycle.

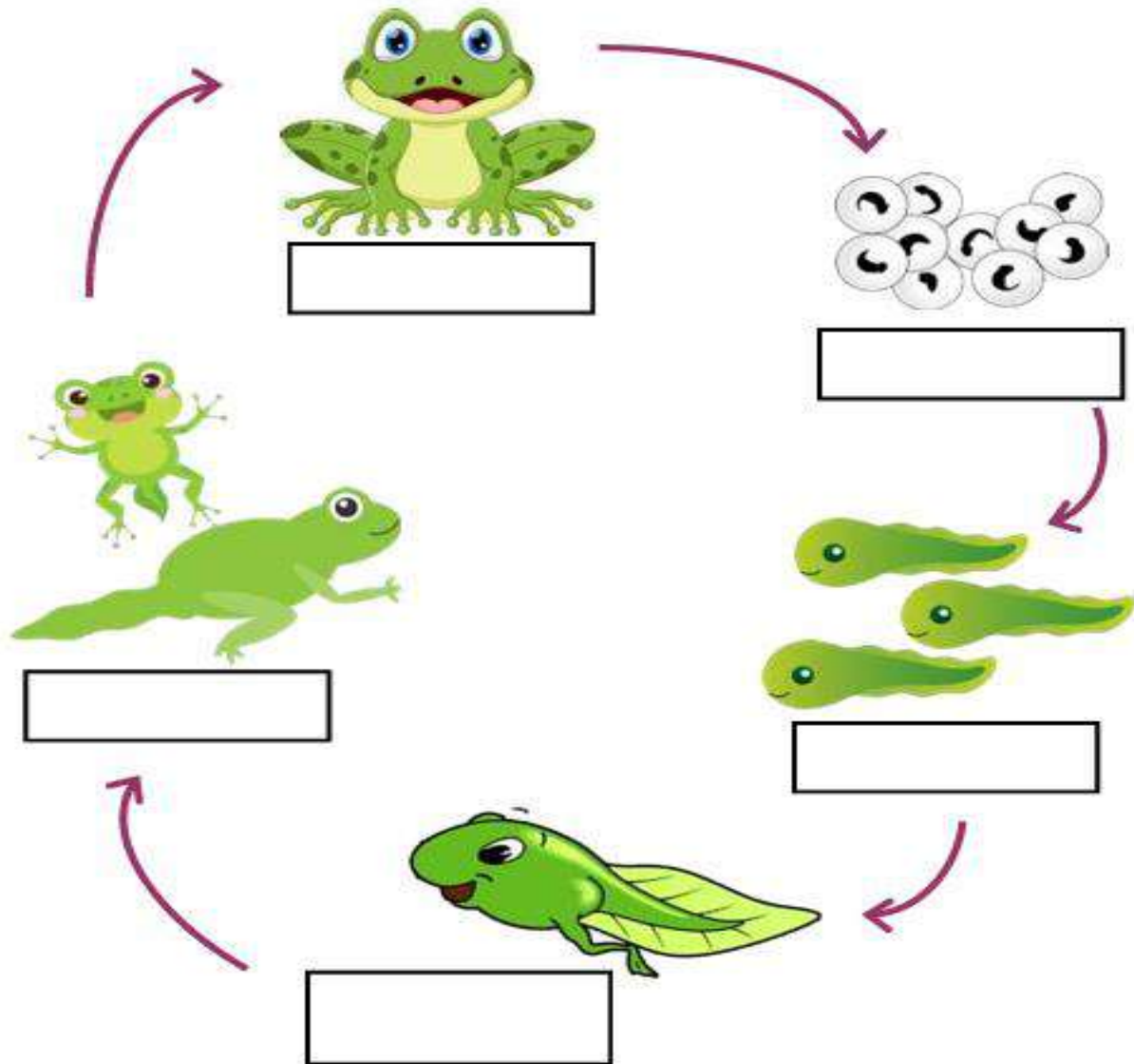




## Frog lifecycle

Grade 3 Science Worksheet

Label the frog lifecycle.



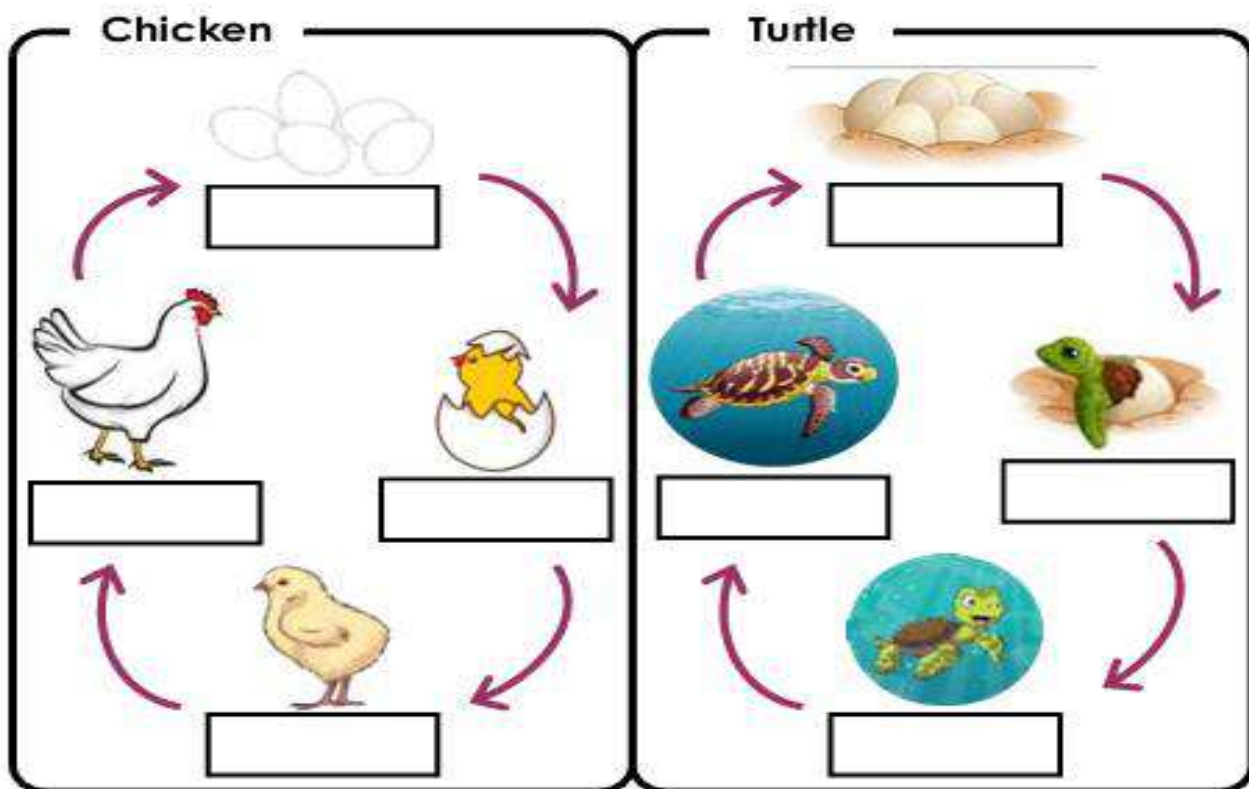


## Chicken and turtle lifecycles

Grade 3 Science Worksheet

Label each stage of the animal lifecycles.

egg    hatchling    juvenile    adult    chick



How are the chicken and turtle life cycles alike?

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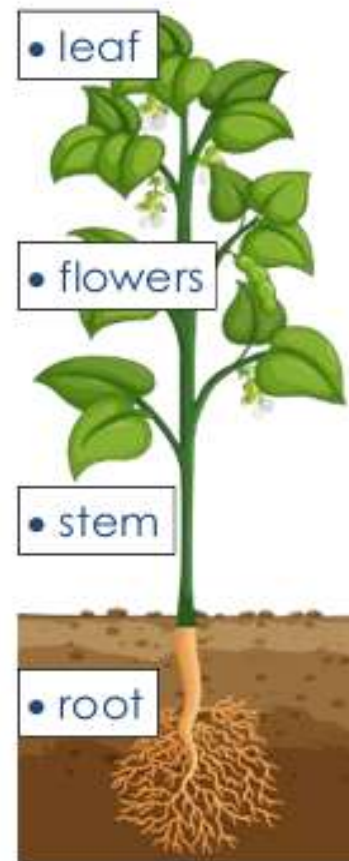


## Basic needs of plants

### Grade 3 Science Worksheet

Draw a line to match each plant need to the parts of the plant that helps it meet that need.

|              |   |
|--------------|---|
| water        | • |
| air          | • |
| minerals     | • |
| sunlight     | • |
| reproduction | • |



How do roots help a plant survive? \_\_\_\_\_

\_\_\_\_\_

Why do plants need sunlight? \_\_\_\_\_

\_\_\_\_\_



## Needs of animals

Grade 3 Science Worksheet

air      water      food      plants      space  
shelter      habitat      survive      animals

Animals find what they need to \_\_\_\_\_ in their \_\_\_\_\_.

All animals need \_\_\_\_\_ to breathe. They need \_\_\_\_\_ to drink

All animals need \_\_\_\_\_ to eat. Some animals eat \_\_\_\_\_. Some animals eat other \_\_\_\_\_.

All animals need \_\_\_\_\_ to keep them warm and safe.

They need \_\_\_\_\_ to live and move around.



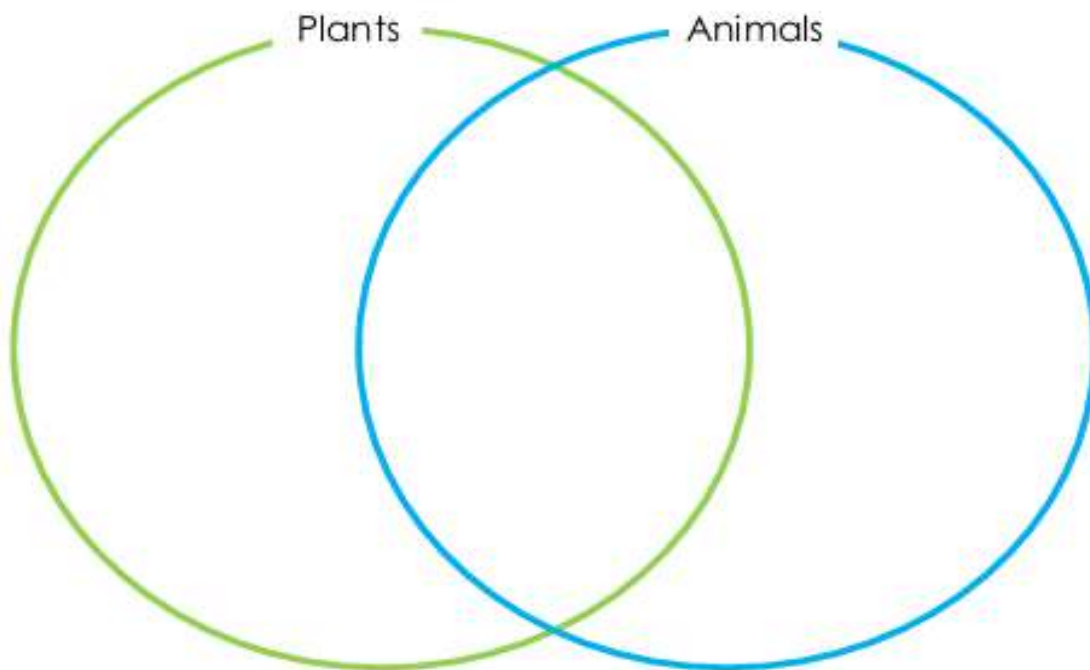


## Basic needs of living things

Grade 3 Science Worksheet

In the Venn diagram, write the things that plants and animals need to live and grow.

sunlight air water food soil shelter space



What do plants need that most animals do not? \_\_\_\_\_

\_\_\_\_\_

What do animals need that most plants do not? \_\_\_\_\_

\_\_\_\_\_



## Animals that live in groups

Grade 3 Science Worksheet

Fill in the missing words.

bees    queens    wolves    prey    herds  
predators    chimpanzees    cooperate



Both ants and \_\_\_\_\_ have queens and workers. The \_\_\_\_\_ lay eggs.

\_\_\_\_\_ and lions hunt in groups. They help each other catch \_\_\_\_\_ to eat.



Zebras and water buffalo live in \_\_\_\_\_. Traveling together helps them stay safe from \_\_\_\_\_.



Gorillas and \_\_\_\_\_ live in large family groups. They \_\_\_\_\_ to raise their young.



## Read a weather forecast

### Grade 3 Science Worksheet

Use the weather forecast to answer the questions.

| <u>Mon</u>                                                                        | <u>Tue</u>                                                                        | <u>Wed</u>                                                                        | <u>Thu</u>                                                                        | <u>Fri</u>                                                                         | <u>Sat</u>                                                                          | <u>Sun</u>                                                                          |
|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|  |  |  |  |  |  |  |
| sunny                                                                             | sunny                                                                             | partly cloudy                                                                     | cloudy and windy                                                                  | rainy and windy                                                                    | partly cloudy                                                                       | sunny                                                                               |
| <b>78</b>                                                                         | <b>74</b>                                                                         | <b>68</b>                                                                         | <b>61</b>                                                                         | <b>53</b>                                                                          | <b>65</b>                                                                           | <b>72</b>                                                                           |

What will the temperature be on Monday? \_\_\_\_\_

Which day will be the coldest? \_\_\_\_\_

Which day will be the warmest? \_\_\_\_\_

What would you wear on Tuesday? \_\_\_\_\_

What would you wear on Saturday? \_\_\_\_\_

If you have an outing to the park planned for Saturday,  
do you think you will go? Why or why not? \_\_\_\_\_

Which day would be best to fly a kite? Why? \_\_\_\_\_



## Forecasting tools

### Grade 3 Science Worksheet

Label the weather instruments. Then draw a line from each weather instrument to what it measures.

thermometer

barometer

anemometer

weather vane

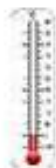
rain gauge



- wind speed



- air pressure



- rainfall



- temperature



- wind direction





## What is climate?

Grade 3 Science Worksheet

rainy      winter      twenty      atmosphere  
desert      weather      Climatologists      air  
Meteorologists      quickly      forecast

The atmosphere is the \_\_\_\_\_ all around our planet. Weather tells you what is going on in the \_\_\_\_\_ at one time in one place. For example, you might say, "The weather in my city today is \_\_\_\_\_."

Weather can change \_\_\_\_\_ in a few minutes or a few hours. \_\_\_\_\_ study the weather. They can only \_\_\_\_\_, or predict, the weather about two weeks ahead.

Climate tells you the pattern of \_\_\_\_\_ in a large area over a long time. For example, you might say, "The climate of a \_\_\_\_\_ is hot and dry in the summer and cold and dry in the \_\_\_\_\_."

\_\_\_\_\_ study climate. They measure conditions over a long time: \_\_\_\_\_ years or more. Climate takes a very long time to change.





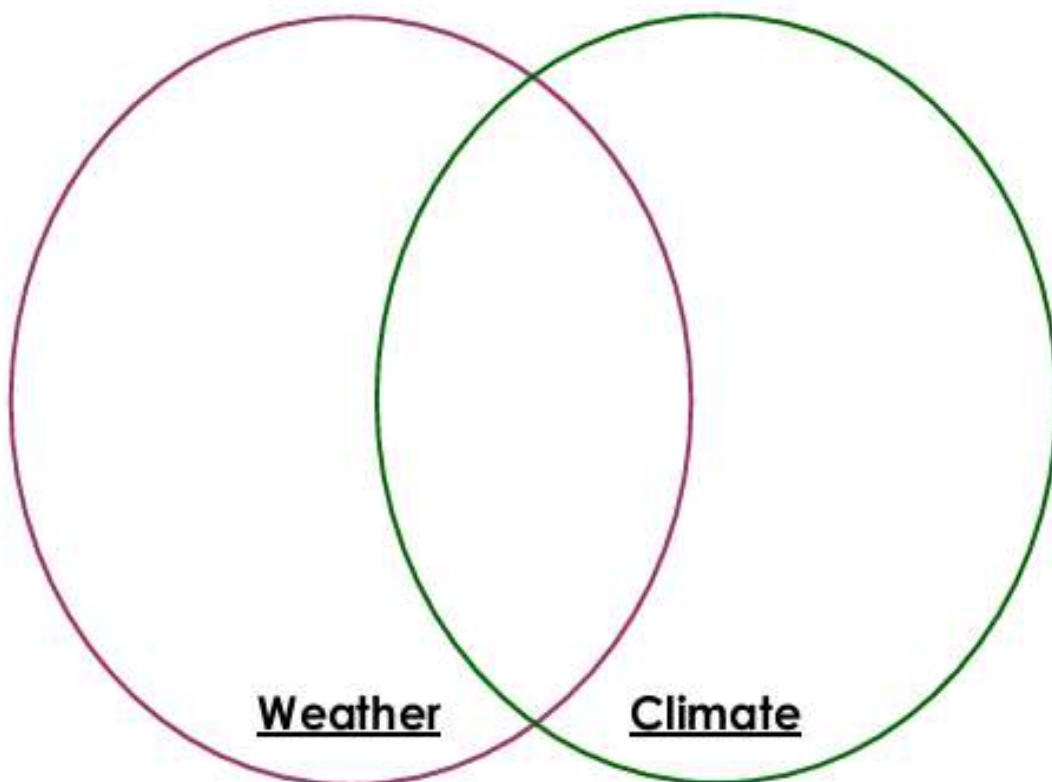
## Climate vs. weather

Grade 3 Science Worksheet

Write each statement in the Venn diagram.

short term  
temperature  
reported as a forecast  
can change very slowly  
can be shown on a map  
in one place  
daily conditions

long term  
precipitation  
reported as averages  
changes quickly  
you can find patterns in it  
over a large area  
average conditions





## Weather hazards

### Grade 3 Science Worksheet

swirling      snow      destruction      dangerous  
temperature      powerful      lightning  
precipitation      floods

A weather hazard is \_\_\_\_\_ weather that can hurt people.

Severe thunderstorms bring \_\_\_\_\_ and heavy rain. They can cause flash \_\_\_\_\_.

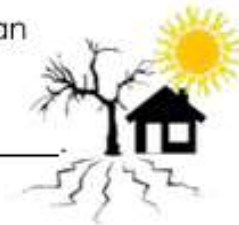


Tornados are strong, \_\_\_\_\_ winds.

Hurricanes are the largest, most \_\_\_\_\_ storms. Their wind, rain, and waves can cause flooding and \_\_\_\_\_.

Blizzards bring so much \_\_\_\_\_ that homes can be buried.

A heat wave is when the \_\_\_\_\_ is higher than usual for two or more days.



Drought occurs when there is not enough \_\_\_\_\_.



Which kind of severe weather occurs where you live?

---

---

How do people where you live prepare for it?

---

---



## Preparing for weather hazards

### Grade 3 Science Worksheet

Match each weather hazard to a way people can prepare for it.

#### Weather Hazards

|                           |                                                                                     |
|---------------------------|-------------------------------------------------------------------------------------|
| flooding                  |    |
| lightning                 |   |
| extreme cold temperatures |  |
| drought                   |  |
| strong winds              |  |

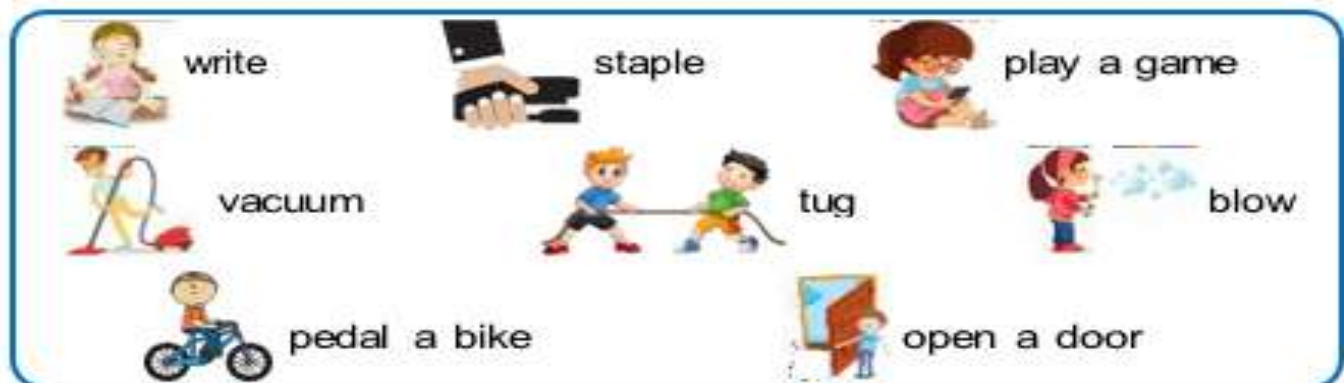
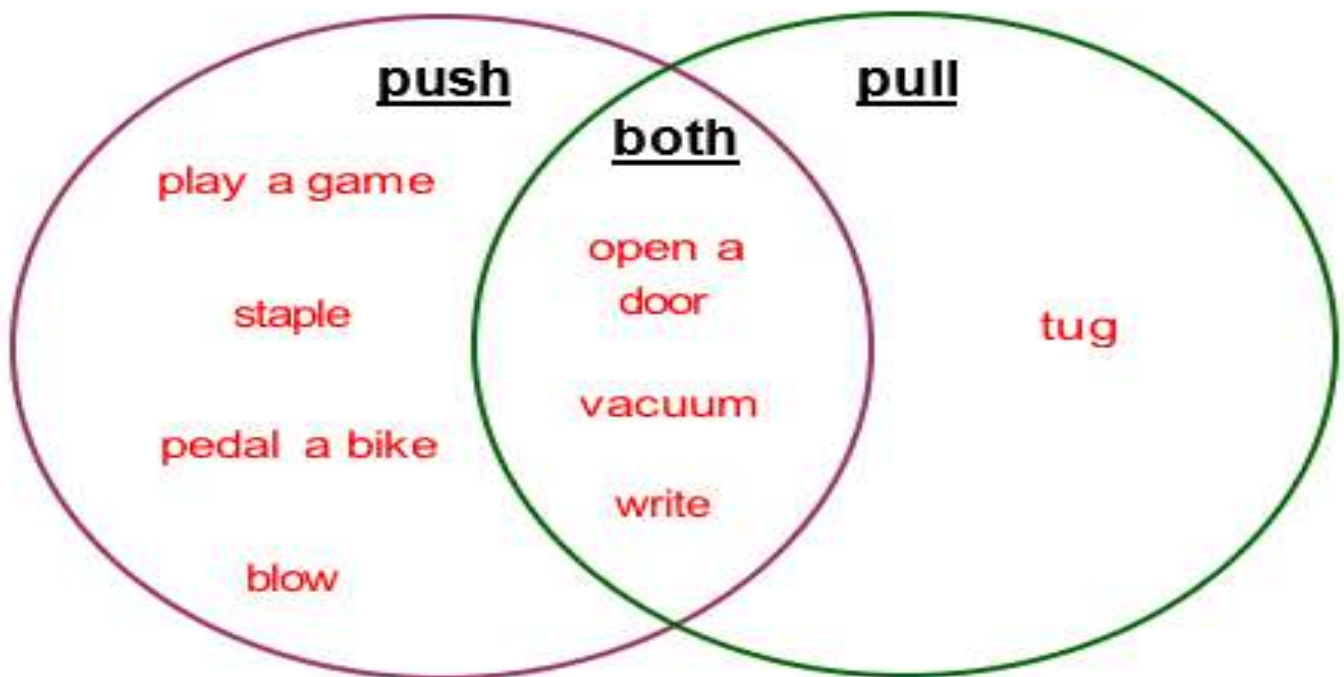
#### Preparation

- reservoirs to collect and store water when it rains
- dams and channels to control the flow of water
- buildings that can withstand strong forces
- lightning rods on tall buildings
- insulate water pipes so they don't freeze and crack



# ANSWER KEY

## Answers





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

# Force and Motion

From the words provided for each clue, provide the letter of the word which best matches the clue.

- ①   D   A measure of how fast or slow something is moving.  
A. direction B. force C. pull D. speed
- ②   C   The measure of length. How far.  
A. motion B. smooth C. distance D. push
- ③   C   A force away from you.  
A. gravity B. speed C. push D. magnet
- ④   D   A push or a pull.  
A. weight B. distance C. rough D. force
- ⑤   B   Where an object moves from one moment to the next.  
A. speed B. direction C. friction D. position
- ⑥   D   A surface without any bumps.  
A. position B. force C. direction D. smooth
- ⑦   A   The measure of the force of gravity on an object.  
A. weight B. pull C. gravity D. motion



- 8 B A force toward you.  
*A. friction B. pull C. smooth D. distance*
- 9 B An object that can pull certain types of metal toward itself.  
*A. push B. magnet C. rough D. force*
- 10 C When things are moving.  
*A. smooth B. weight C. motion D. pull*
- 11 A A force when one object rubs against another object.  
*A. friction B. magnet C. speed D. distance*
- 12 D A force that pulls objects toward the earth.  
*A. direction B. position C. push D. gravity*
- 13 C A surface with bumps.  
*A. friction B. magnet C. rough D. pull*
- 14 C A place where the object is.  
*A. distance B. speed C. position D. push*





## Answers

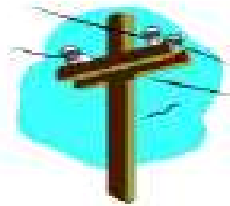
wires    hurt    force    hair    sockets    work  
careful    batteries    flow    lightning    phones

Electricity is an invisible force. You cannot see electricity,

 but you can see what it does! It makes lightning  
streak across the sky. It can make your hair

stand on end. Electricity can flow

through wires and make things work. We can plug  
into things into sockets in the wall. Electricity



 flows through lightbulbs, computers, and  
refrigerators to make them work. Some things  
have batteries in them to create electricity.

Flashlights and cell phones use batteries.

Be careful with electricity! It can hurt

or even kill you. Never touch electric wires or sockets.



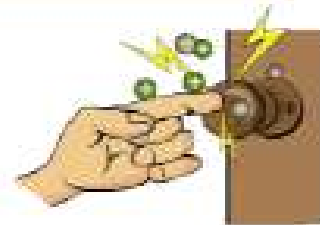




## Answers

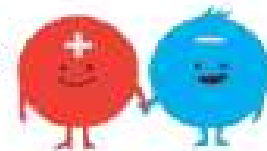
|          |          |           |
|----------|----------|-----------|
| positive | negative | attract   |
| force    | atoms    | repel     |
|          |          | electrons |

Static electricity is an invisible force.  
It happens when tiny particles in atoms  
are attracted to or repel each other.



Protons have a positive charge. Electrons have  
a negative charge. Protons repel or  
move away from other protons. Electrons repel or  
move away from other electrons.

What happens between a proton and an electron?  
They attract, or move toward each other.



What is happening here? \_\_\_\_\_  
There is static electricity between the hair  
and the balloon. The hair is attracted to  
the balloon because they have opposite  
charges.



If the hair has a negative charge, what  
does the balloon have? Protons are attracted to neutrons.  
Thus the balloon has a positive charge.



## Magnetic Attraction

Tell whether each pair of magnets will attract or repel.



attract

☒ repel



☒ attract

repel



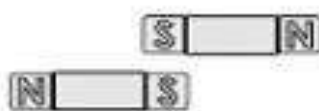
☒ attract

repel



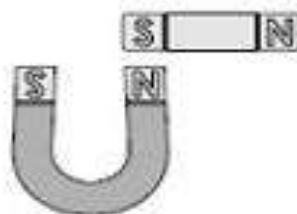
attract

☒ repel



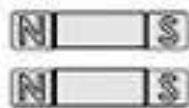
attract

☒ repel



☒ attract

repel



attract

☒ repel



☒ attract

repel



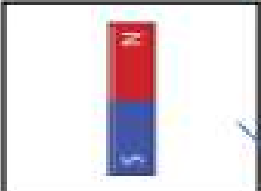
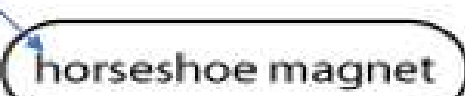
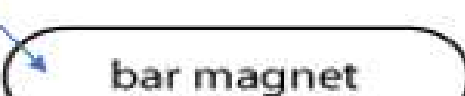
attract

☒ repel



## Shapes of Magnets

**Match to identify the shape of each magnet.**

|    |                                                                                     |                                                                                       |
|----|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| 1) |    |    |
| 2) |    |    |
| 3) |   |  |
| 4) |  |  |
| 5) |  |  |
| 6) |  |  |



## Plant Life Cycle



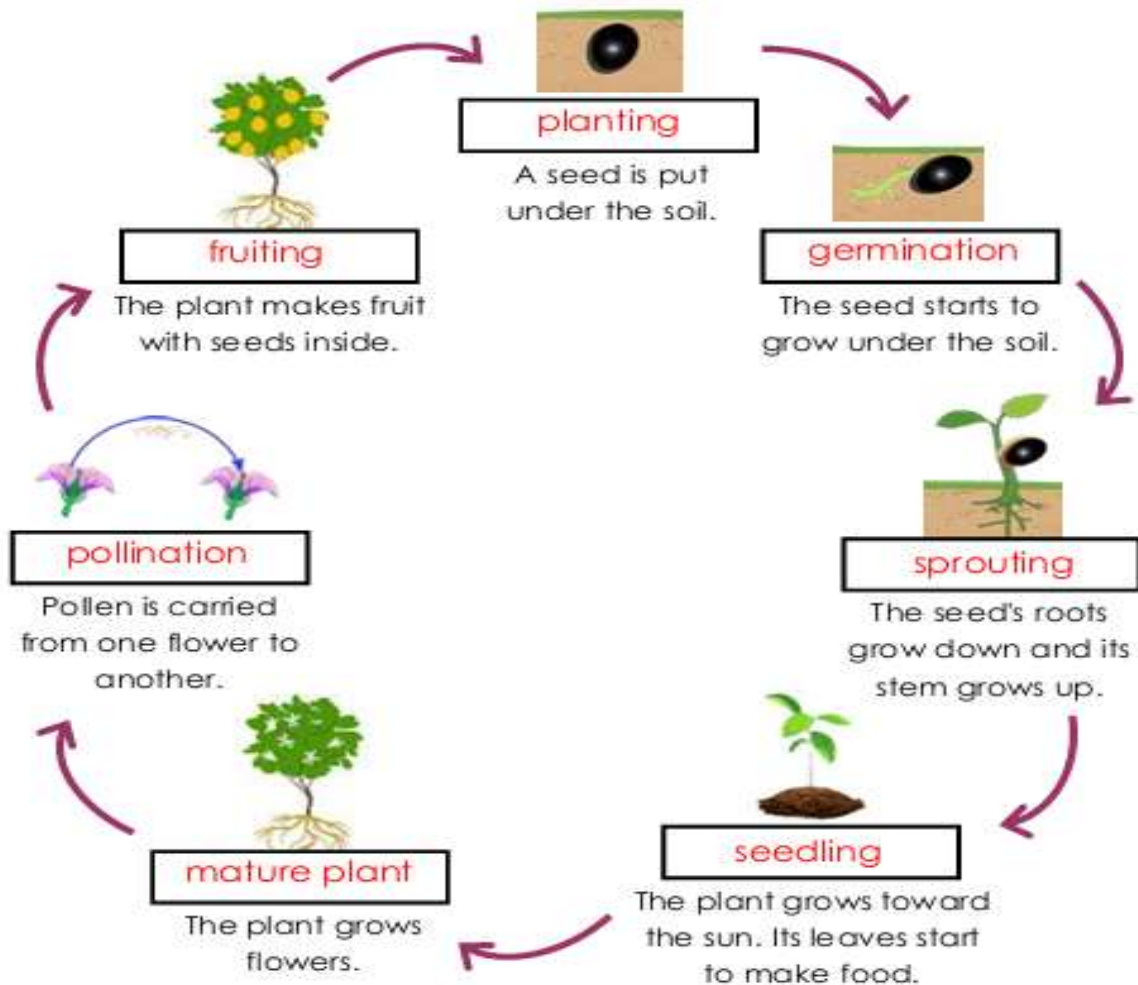
### Answer KEY

1. The life of a plant begins as a seed.
2. Once a seed is watered and warmed, it germinates.
3. The roots of the seedling grow down into the soil and the leaves and stem push out of the ground.
4. The stem and its leaves grow toward the sunlight.
5. The leaves make the plant's food.
6. New seeds are formed inside the flower.  
or within the fruit that comes after the flower dies.
7. The seeds are scattered and wait to start growing.



## Answers

pollination      germination      planting      seedling  
sprouting      mature plant      fruiting





## Answers

caterpillars

moths

adult

pupae

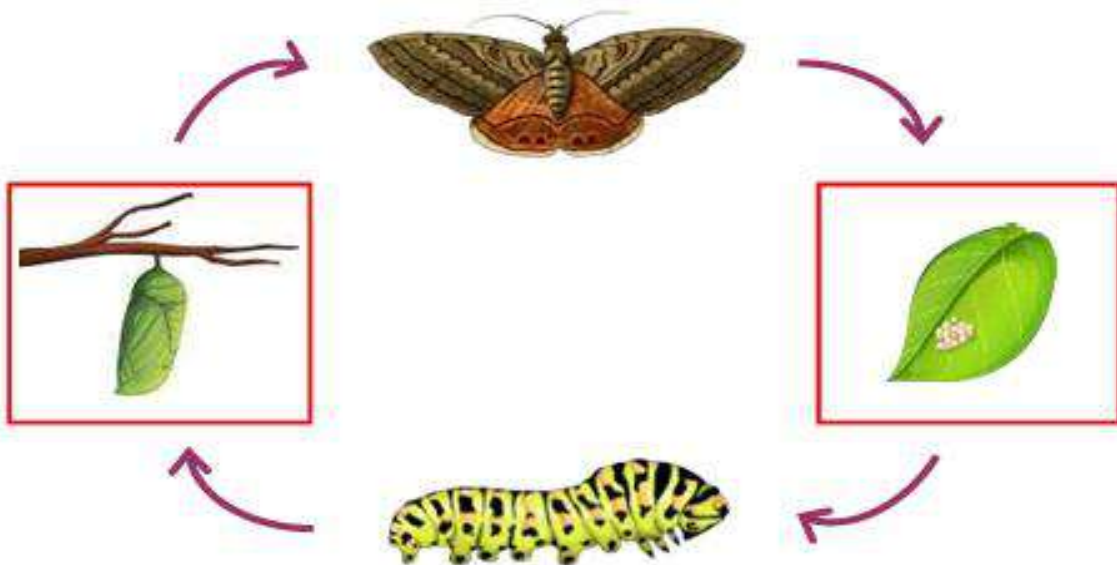
An adult moth lays eggs.

Caterpillars hatch from the eggs. They eat leaves and grow.

The caterpillars form pupae or cocoons.

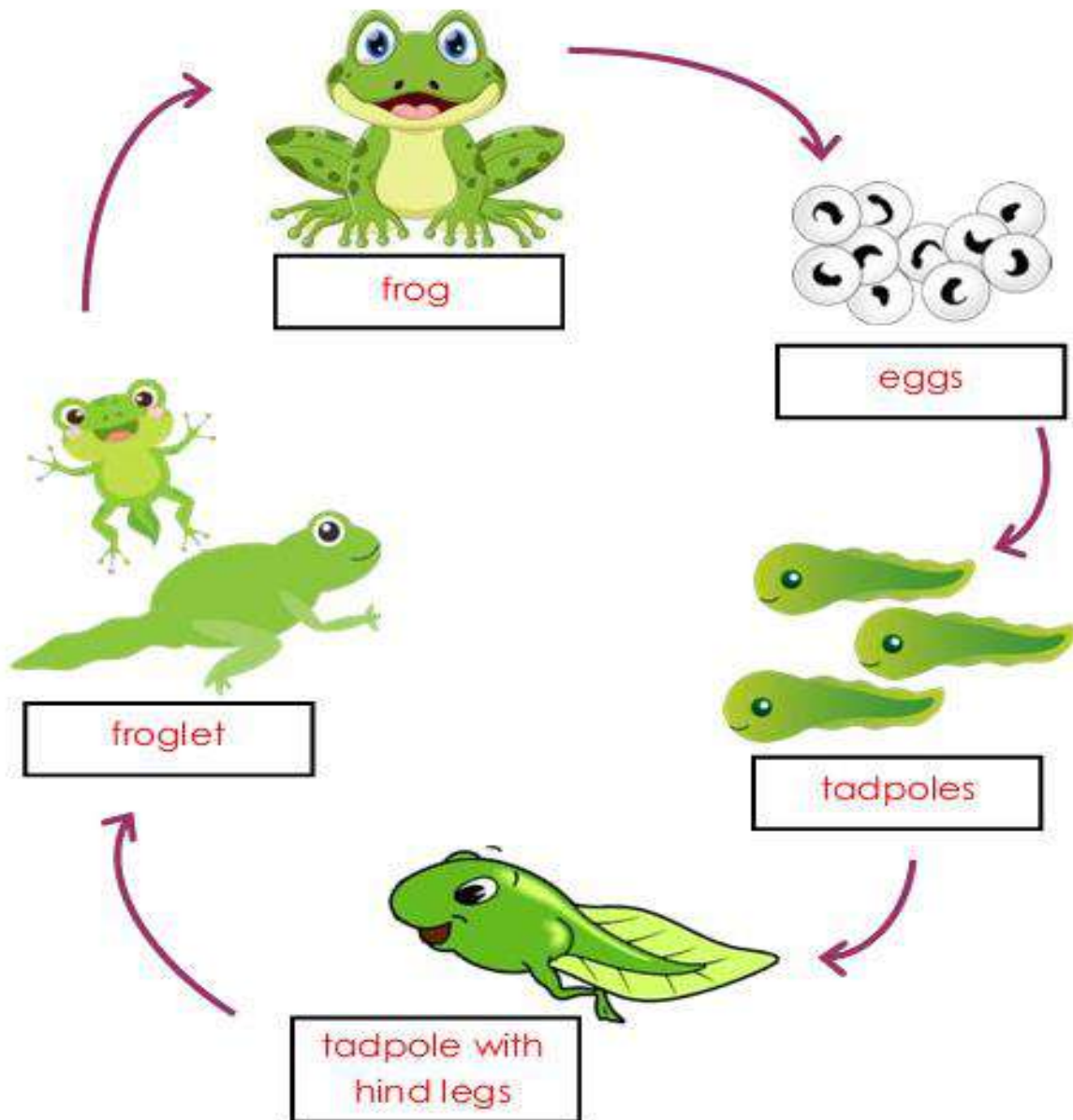
Adult moths emerge from the pupae.

Draw the missing stages of the moth lifecycle.





## Answers



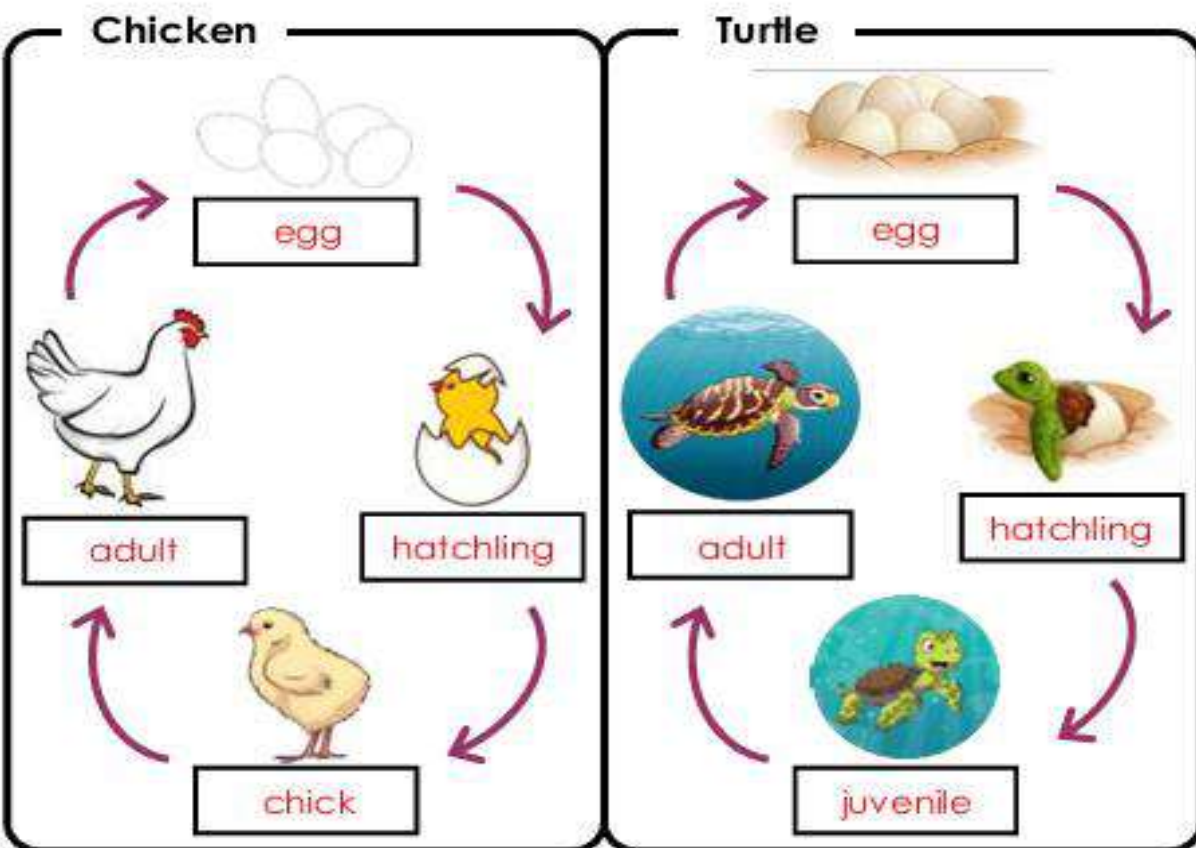




## Answers

Label each stage of the animal lifecycles.

egg   hatchling   juvenile   adult   chick



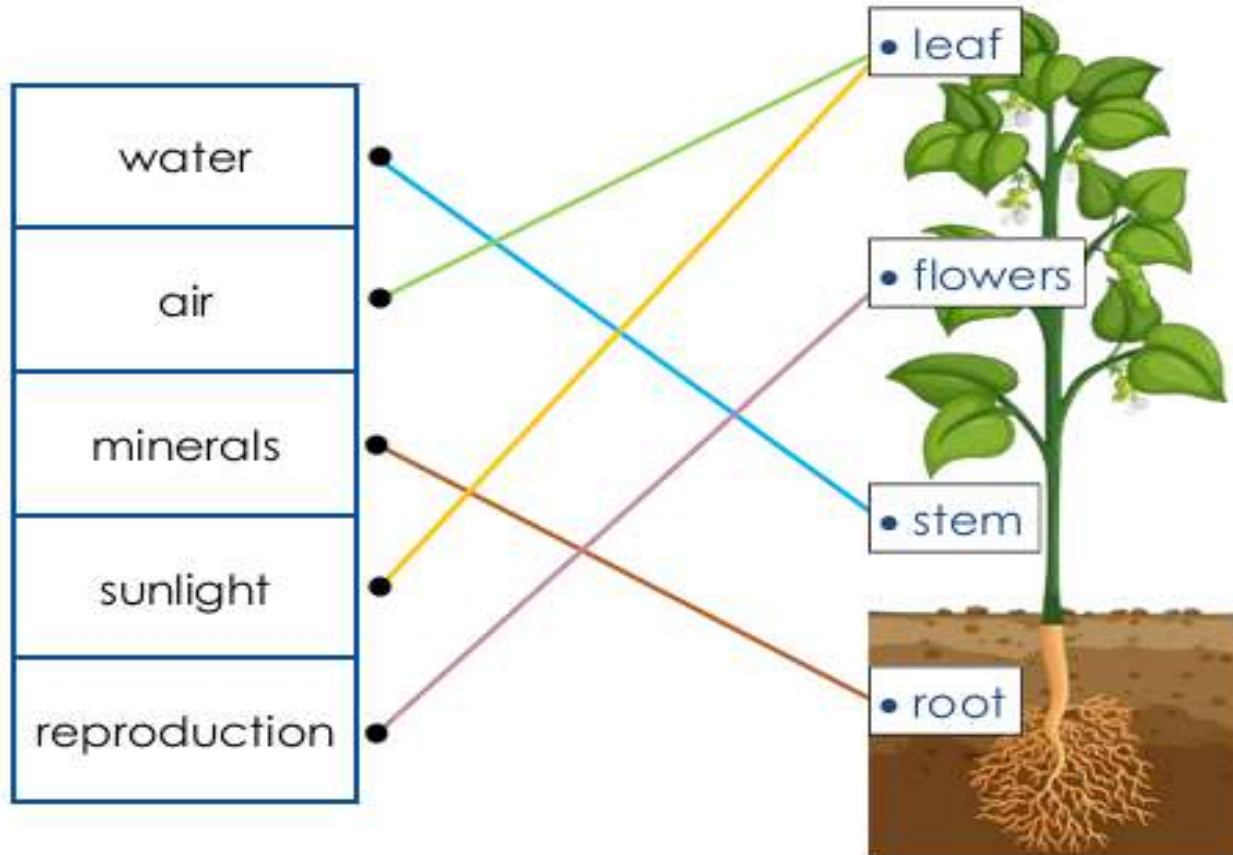
How are the chicken and turtle life cycles alike?

They both hatch from eggs on land and have  
hatchling, juvenile, and adult stages.



## Answers

Draw a line to match each plant need to the parts of the plant that helps it meet that need.



How do roots help a plant survive? A plant's roots take in water and nutrients. They also help hold the plant in place.

Why do plants need sunlight? It gives a plant the light energy used for making food, a process called photosynthesis.



## Answers

air      water      food      plants      space  
shelter      habitat      survive      animals

Animals find what they need to survive in their habitat.

All animals need air to breathe. They need water to drink

All animals need food to eat. Some animals eat plants. Some animals eat other animals.

All animals need shelter to keep them warm and safe.

They need space to live and move around.

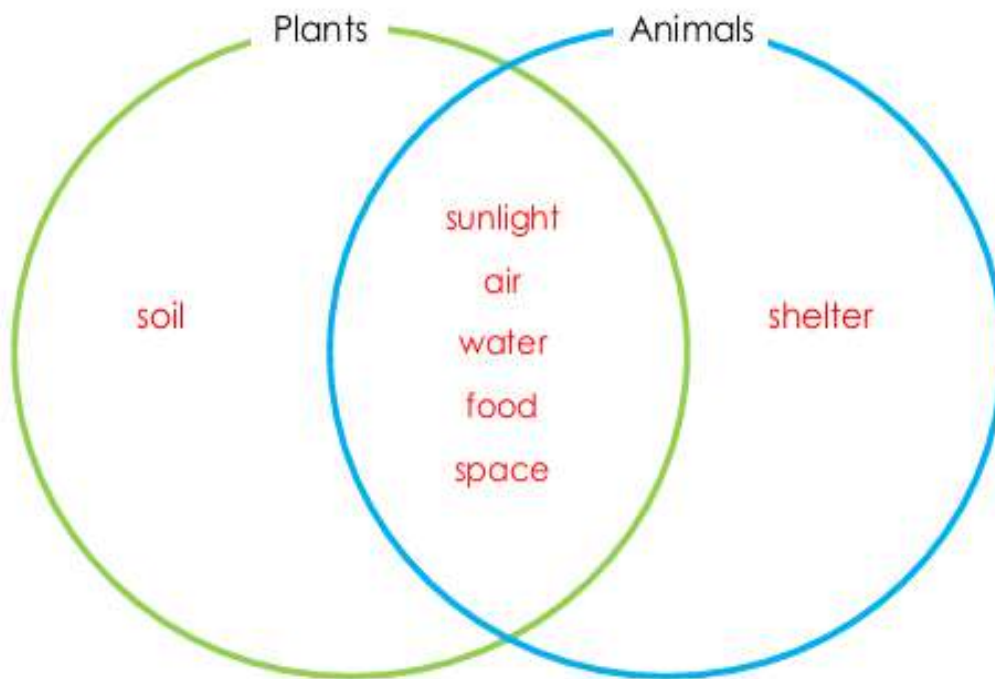




## Answers

In the Venn diagram, write the things that plants and animals need to live and grow.

sunlight air water food soil shelter space



What do plants need that most animals do not? soil

\_\_\_\_\_

What do animals need that most plants do not? shelter

\_\_\_\_\_





## Answers

bees    queens    wolves    prey    herds  
predators    chimpanzees    cooperate



Both ants and bees have queens and workers. The queens lay eggs.

Wolves and lions hunt in groups. They help each other catch prey to eat.



Zebras and water buffalo live in herds. Traveling together helps them stay safe from predators.



Gorillas and chimpanzees live in large family groups. They cooperate to raise their young.



## Answers

| <u>Mon</u>                                                                        | <u>Tue</u>                                                                        | <u>Wed</u>                                                                        | <u>Thu</u>                                                                        | <u>Fri</u>                                                                         | <u>Sat</u>                                                                          | <u>Sun</u>                                                                          |
|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|  |  |  |  |  |  |  |
| sunny                                                                             | sunny                                                                             | partly cloudy                                                                     | cloudy and windy                                                                  | rainy and windy                                                                    | partly cloudy                                                                       | sunny                                                                               |
| <b>78</b>                                                                         | <b>74</b>                                                                         | <b>68</b>                                                                         | <b>61</b>                                                                         | <b>53</b>                                                                          | <b>65</b>                                                                           | <b>72</b>                                                                           |

What will the temperature be on Monday? 78 degrees

Which day will be the coldest? Friday

Which day will be the warmest? Monday

What would you wear on Tuesday? Shirt and shorts

What would you wear on Saturday? sweatshirt

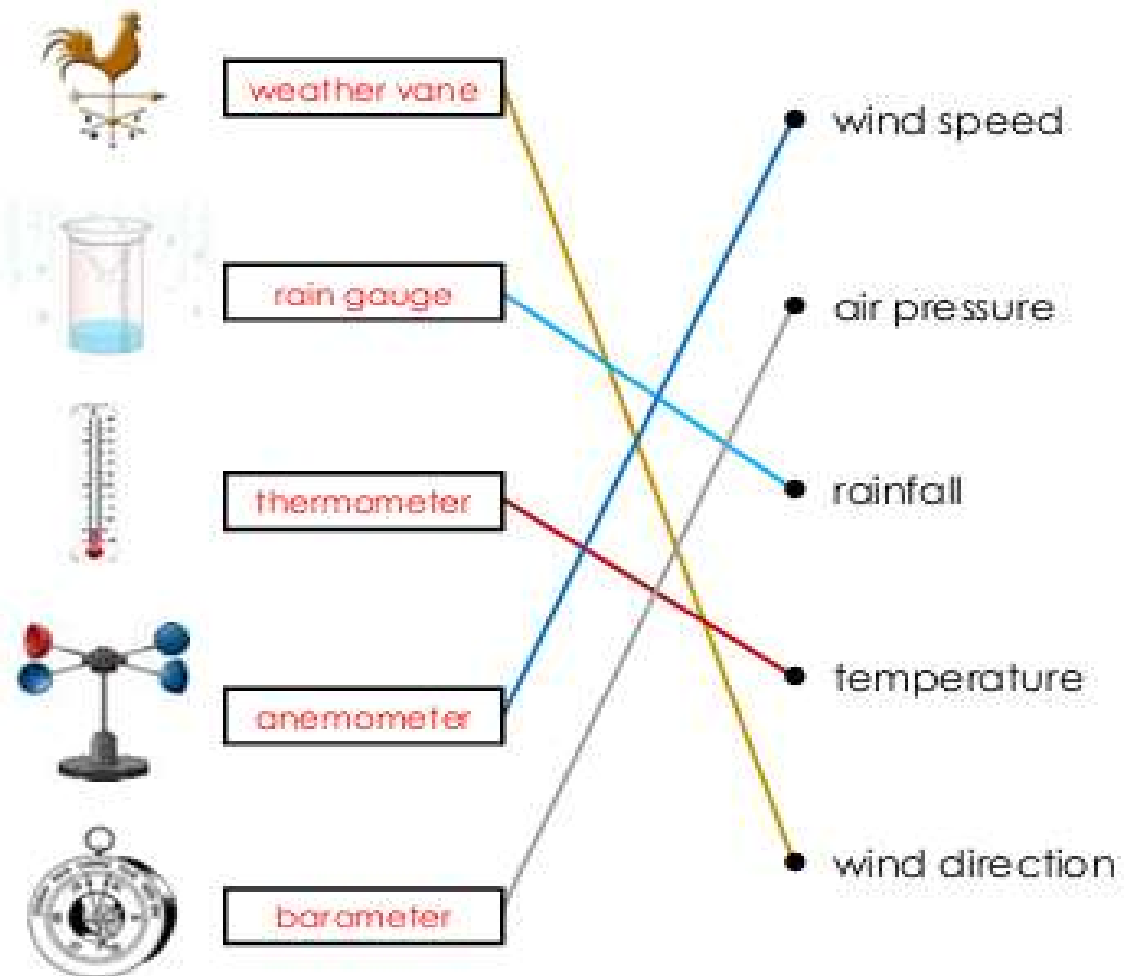
If you have an outing to the park planned for Saturday, do you think you will go? Why or why not? Yes.  
Because weather is cool and it's not too warm.

Which day would be best to fly a kite? Thursday  
Why? The kite will fly better on a windy day.



## Answers

thermometer      barometer      anemometer  
weather vane      rain gauge







## Answers

|                |         |                |            |
|----------------|---------|----------------|------------|
| rainy          | winter  | twenty         | atmosphere |
| desert         | weather | Climatologists | air        |
| Meteorologists | quickly | forecast       |            |

The atmosphere is the air all around our planet. Weather tells you what is going on in the atmosphere at one time in one place. For example, you might say, "The weather in my city today is rainy."

Weather can change quickly in a few minutes or a few hours. Meteorologists study the weather. They can only forecast, or predict, the weather about two weeks ahead.

Climate tells you the pattern of weather in a large area over a long time. For example, you might say, "The climate of a desert is hot and dry in the summer and cold and dry in the winter."

Climatologists study climate. They measure conditions over a long time: twenty years or more. Climate takes a very long time to change.

Some people remember the difference between climate and weather like this:



**Climate** is what you expect.

**Weather** is what you get.



## **Answers**

short term

temperature

reported as a forecast

can change very slowly

can be shown on a map

in one place

daily conditions

long term

precipitation

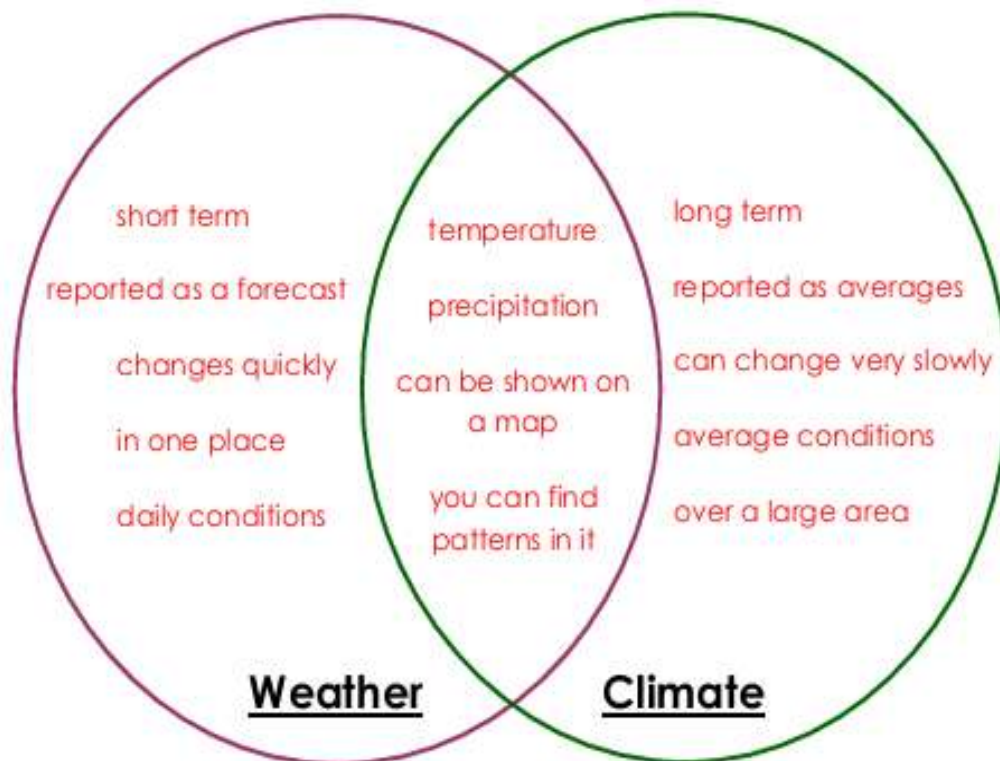
reported as averages

changes quickly

you can find patterns in it

over a large area

average conditions





## Answers

swirling      snow      destruction      dangerous  
temperature      powerful      lightning  
precipitation      floods

A weather hazard is dangerous weather that can hurt people.

Severe thunderstorms bring lightning and heavy rain. They can cause flash floods.



Tornados are strong, swirling winds.

Hurricanes are the largest, most powerful storms. Their wind, rain, and waves can cause flooding and destruction.

Blizzards bring so much snow that homes can be buried.

A heat wave is when the temperature is higher than usual for two or more days.

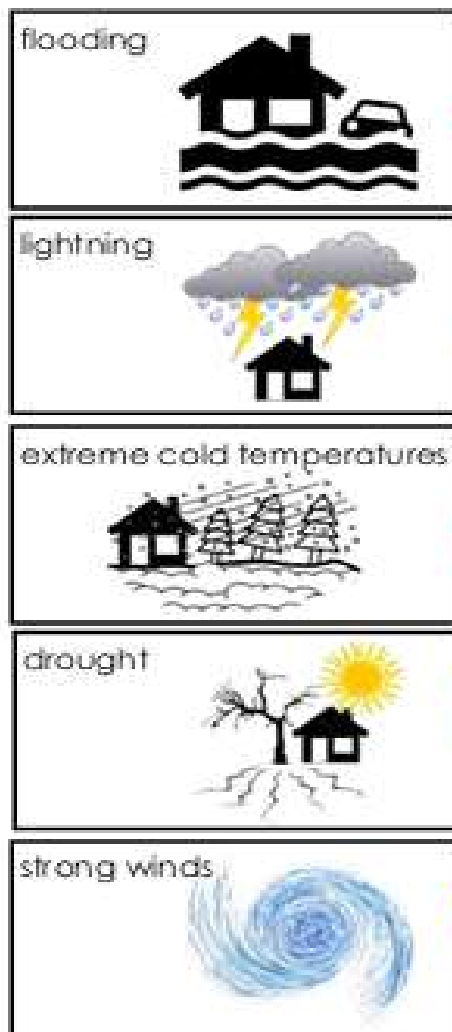


Drought occurs when there is not enough precipitation.



## Answers

### Weather Hazards



### Preparation

- reservoirs to collect and store water when it rains
- dams and channels to control the flow of water
- buildings that can withstand strong forces
- lightning rods on tall buildings
- insulate water pipes so they don't freeze and crack