



SHELL  
EDUCATION

GRADE

3

# Conquering Third Grade

Reading

Mathematics

Science

Social Studies

Writing

Certificate of Achievement



# Table of Contents

## Introduction

Family Letter .....	4
Suggested Family Activities .....	5

## Unit 1

Language Arts .....	7–12
Mathematics .....	13–16
Social Studies .....	17
Science .....	18
Critical Thinking .....	19
Game .....	20
Extension Activities .....	21

## Unit 2

Language Arts .....	22–27
Mathematics .....	28–31
Social Studies .....	32
Science .....	33
Critical Thinking .....	34
Game .....	35
Extension Activities .....	36

## Unit 3

Language Arts .....	37–42
Mathematics .....	43–46
Social Studies .....	47
Science .....	48
Critical Thinking .....	49
Game .....	50
Extension Activities .....	51

## Unit 4

Language Arts .....	52–57
Mathematics .....	58–61
Social Studies .....	62
Science .....	63
Critical Thinking .....	64
Game .....	65
Extension Activities .....	66

## Unit 5

Language Arts .....	67–72
Mathematics .....	73–76
Social Studies .....	77
Science .....	78
Critical Thinking .....	79
Game .....	80
Extension Activities .....	81

## Unit 6

Language Arts .....	82–87
Mathematics .....	88–91
Social Studies .....	92
Science .....	93
Critical Thinking .....	94
Game .....	95
Extension Activities .....	96

## Unit 7

Language Arts .....	97–102
Mathematics .....	103–106
Social Studies .....	107
Science .....	108
Critical Thinking .....	109
Game .....	110
Extension Activities .....	111

## Unit 8

Language Arts .....	112–117
Mathematics .....	118–121
Social Studies .....	122
Science .....	123
Critical Thinking .....	124
Game .....	125
Extension Activities .....	126

## Unit 9

Language Arts .....	127–132
Mathematics .....	133–136
Social Studies .....	137
Science .....	138
Critical Thinking .....	139
Game .....	140
Extension Activities .....	141

## Unit 10

Language Arts .....	142–147
Mathematics .....	148–151
Social Studies .....	152
Science .....	153
Critical Thinking .....	154
Game .....	155
Extension Activities .....	156

## Appendix

Answer Key .....	157
Skills and Standards in This Book ...	165
Certificate of Achievement .....	168

## Dear Family,

Welcome to *Conquering Third Grade*. Third grade will be an exciting and challenging year for your child. This book is designed to supplement the concepts your child is learning in third grade and to strengthen the connection between home and school. The activities in this book are based on today's standards and provide practice in reading, word study, language, writing, mathematics, social studies, and science. It also features fun, yet challenging, critical-thinking activities and games. In addition to the activity sheets in this book, the end of each section also provides engaging extension activities.

Your child should complete one unit per month, including the extension activities. This will allow your child to think about grade-level concepts over a longer period of time. This also ensures that the book can be completed in one school year.

Keep these tips in mind as you work with your child this year:

- Set aside specific times each week to work on the activities.
- Have your child complete one or two activities each time, rather than an entire unit at one time.
- Keep all practice sessions with your child positive and constructive. If the mood becomes tense or you and your child get frustrated, set the book aside and find another time to practice.
- Help your child with instructions, if necessary. If your child is having difficulty understanding what to do, work through some of the problems together.
- Encourage your child to do his or her best work, and compliment the effort that goes into learning.

Enjoy the time learning with your child during third grade. Summer will be here before you know it!

Sincerely,

**The Shell Education Staff**



**Directions:** Read the text, and answer the questions.

## Planning a Party

“Planning a birthday party is hard,” thought Jenna. She could not pick which friends to invite. Jenna was having a slumber party, so her parents thought she should only have a few guests. It was hard to narrow down her list. Jenna had friends at school and from her soccer team. She had friends from summer camp, too. She did not know how to include everyone in one event.

- 1 Which word or phrase tells the reader the most about this text?
  - (A) summer
  - (B) friends
  - (C) slumber party
  - (D) soccer
- 2 Which new title best describes the main idea?
  - (A) “Making a List”
  - (B) “A Hard Choice”
  - (C) “Jenna’s Day”
  - (D) “A Great Party”
- 3 Which word has the same vowel sound as *have*?
  - (A) happy
  - (B) haze
  - (C) frame
  - (D) paid
- 4 Which sentence best describes this text?
  - (A) The text describes a funny situation.
  - (B) The text details an event.
  - (C) The text describes a problem.
  - (D) The text lists steps in a certain order.
- 5 What word best describes how Jenna is feeling?
  - (A) happy
  - (B) stubborn
  - (C) confused
  - (D) sad





**Directions:** Read the text, and answer the questions.

## A Good Way to Stay Healthy

One way to stay healthy is to get enough vitamins. Vitamins are found in healthy foods. They help our bodies work well. It is always best to get vitamins from food. But it can be hard to get enough from food alone. A pill can also be taken. It has nutrients inside. A vitamin a day can keep the doctor away.

- 1 Which word best summarizes this text?
  - (A) vitamins
  - (B) doctor
  - (C) foods
  - (D) inside
- 2 What is the main idea of the text?
  - (A) Vitamins are only found in food.
  - (B) Vitamins help you stay healthy.
  - (C) Doctors want you to take vitamins.
  - (D) Vitamins are only for adults.
- 3 Which word has a vowel sound like the word *pill*?
  - (A) krill
  - (B) dial
  - (C) height
  - (D) bull
- 4 Which word is the antonym of *away*?
  - (A) inside
  - (B) here
  - (C) stay
  - (D) taken
- 5 *A vitamin a day can keep the doctor away* is closely related to which popular saying?
  - (A) It's raining cats and dogs.
  - (B) Another day, another dollar.
  - (C) She is in hot water.
  - (D) An apple a day keeps the doctor away.

**Directions:** Look at each pair of words in the first chart. Decide how the first word was changed before adding *-ing*. Write either *no change*, *drop the e*, or *double the consonant*. In the second chart, write the word with *-ing*, and then write how you changed it.

Word	Word with <i>-ing</i>	Change
1 believe	believing	
2 have	having	
3 read	reading	
4 run	running	
5 decide	deciding	

Word	Word with <i>-ing</i>	Change
6 sit		
7 depend		
8 make		
9 forget		
10 take		

**Directions:** Circle the word in each set that is spelled correctly.

1 lateley

latly

lately

2 really

realy

realley

3 briteness

brightness

brightniss

4 finding

fynding

findeing

5 bushs

bushs'

bushes

6 benches

benchs

benchus

7 cryes

crys

cries

8 droppt

droped

dropped

9 diveing

diving

dyving

10 happely

happyly

happily

**Directions:** Think about a time you celebrated a holiday. Write the name of the holiday in the center circle. Then, write notes about the event in the outer circles. Be sure to include whom you celebrated with and what happened.

## My Holiday Celebration

A graphic organizer for 'My Holiday Celebration'. It features a central circle with a horizontal line for writing the holiday name. Five outer circles are connected to the center by lines, intended for notes about the event. All circles have a decorative dotted border.



**Directions:** Think about a holiday you have celebrated. Write a narrative describing the celebration. Include at least two lines of dialogue. Use your notes on page 41 to help you.

## Remember!

### A strong narrative paragraph:

- includes an introductory and a concluding sentence
- uses sensory details to describe the experience
- makes it sound like a story

**Directions:** Solve each problem.

1  $8 + 8 = \square + 4$

2  $15 - \square = 6 + 2$

3 Write the missing number.

24, 28, \_\_\_\_\_, 36, 40

4  $5 + 5 + 5 + 5 = \square \times 5$

5  $15 \bigcirc 3 = 12$

6  $3 \times 4 = 4 + 4 + \square$

7  $14 - \square = 8 + 5$

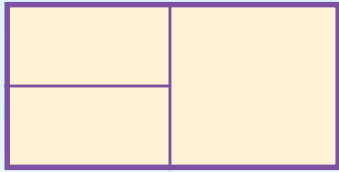
8 Write the next 3 numbers in the pattern.

250, 200, 150, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_



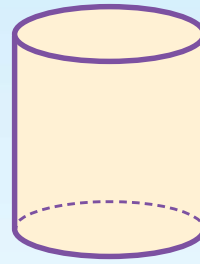
**Directions:** Solve each problem.

- 1 What smaller shapes were used to make the large rectangle?



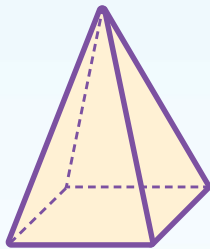
\_\_\_\_\_

- 4 Name the solid shape.



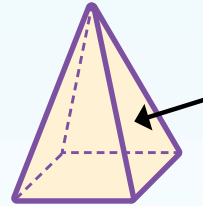
\_\_\_\_\_

- 2 Name the solid shape.



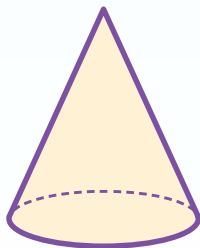
\_\_\_\_\_

- 5 Does the arrow point to a face, a vertex, or an edge?

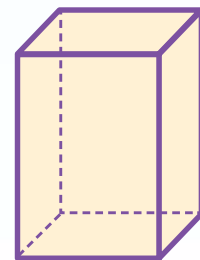


\_\_\_\_\_

- 3 Draw the top view.

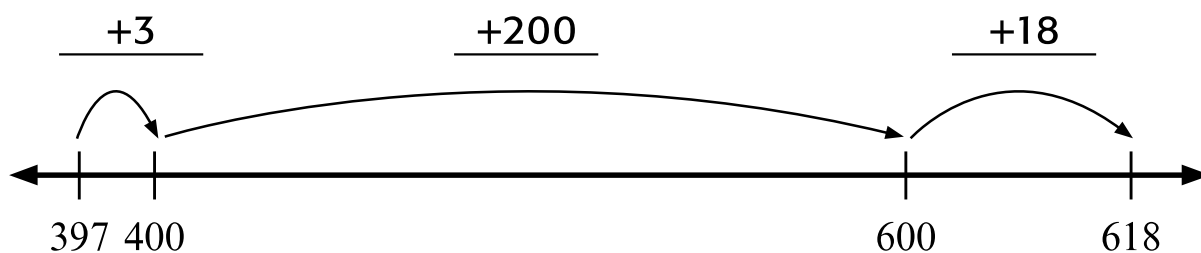


- 6 Draw the top view.



**Directions:** Look at the example. Then, solve the problem using the number line.

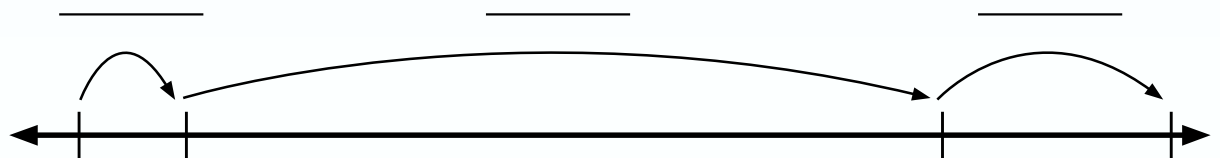
**Example:**  $618 - 397 =$



$$\underline{\quad 3 \quad} + \underline{\quad 200 \quad} + \underline{\quad 18 \quad} = \underline{\quad 221 \quad}$$

$$618 - 397 = \underline{\quad 221 \quad}$$

$562 - 279 =$



$$\underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$562 - 279 = \underline{\quad}$$

?

Problem Solving



**Directions:** Show two ways to solve the problem.

- 1 On Monday, a flower shop had 740 roses. By Saturday, there were 329 roses left. How many roses did the flower shop sell?

### Strategy 1

### Strategy 2

- 2 Which strategy do you like better? Explain your reasoning.

---

---

---





**Directions:** Study the terms in the Word Bank. Look up any terms you don't know. Then, write the terms in the correct columns to show if the person or group makes or enforces rules. Some terms may appear in both columns.

**Word Bank**

- city council
- parking enforcement
- principal
- teacher
- Congress
- police officer
- security guard

Makes Rules	Enforces Rules



**Directions:** Follow the steps in this experiment to discover when the sun rises and sets.

### What You Need

5 consecutive days of your local weather forecast

### What to Do

- 1 Look at your local weather forecast. You can find this in a newspaper, or you can ask an adult to help you find it online. Record the time of sunrise and sunset each day.

Date	Sunrise	Sunset

- 2 What season is it right now?

---

- 3 What do you notice about the sunrise and sunset times?

---

---

---

---

**Directions:** Solve each riddle.

- 1 I am a number between 80 and 100. If you divide me by 3, you get 30. What am I?

- 2 I am a number between 50 and 60. I have 4 ones. What am I?

- 3 I am an odd number. If you multiply me by myself, you get 49. What am I?

- 4 I am an even number. I am greater than 35 but less than 38. What am I?


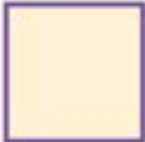

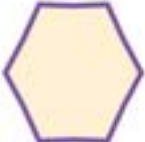








- 5 I am a number equal to the number of cents in one quarter, one dime, and 3 pennies. What am I?

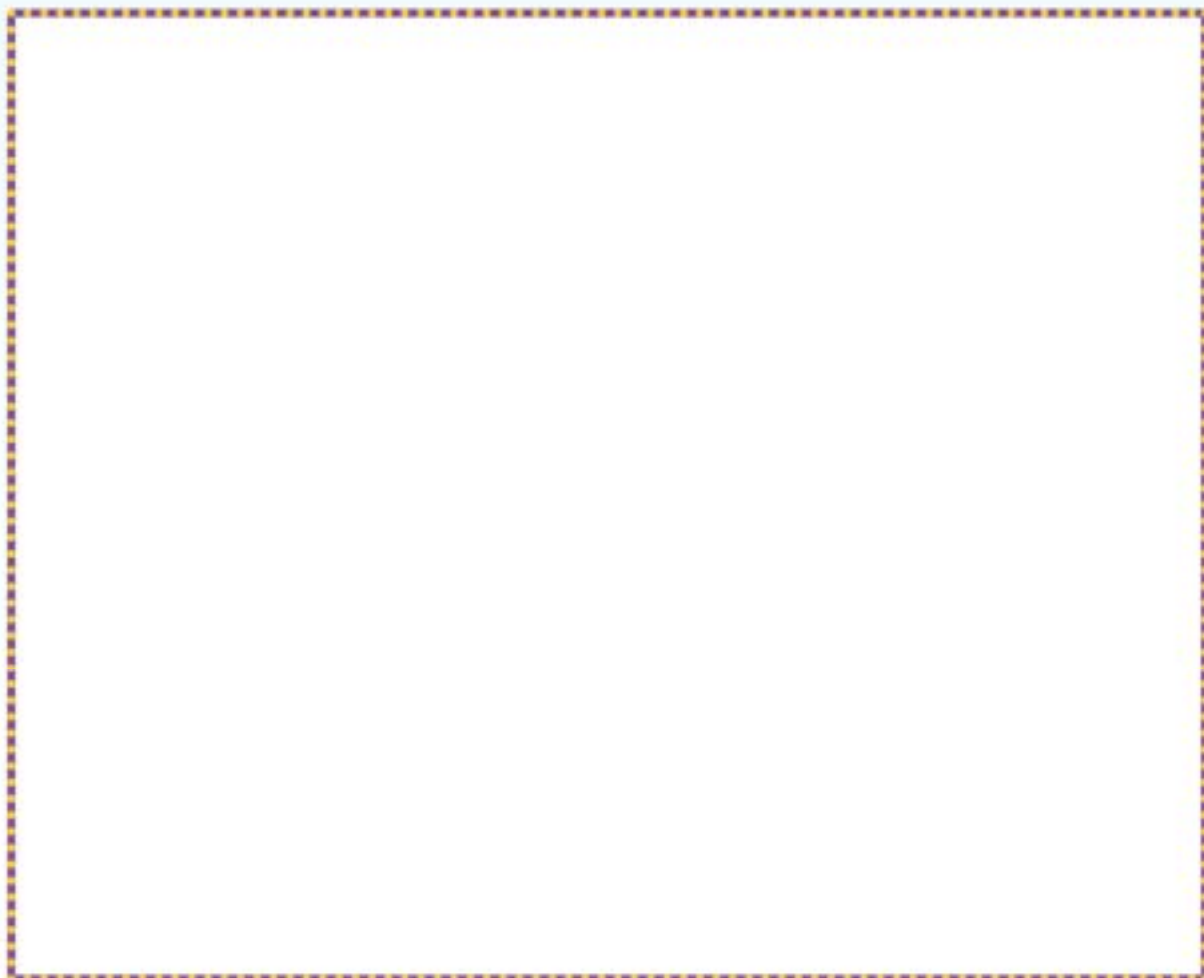
- 6 I am an odd number. If you add 49 to me, you get 124. What am I?



**Directions:** Work with a partner. Take turns rolling a number cube. Match your roll to one of the shapes in the chart. Draw this shape in the space below the chart. Use the shapes you draw to make a funny picture. Roll at least 10 times.

## Shapes





## Spelling Activity



Write the spelling words from page 39 in your best cursive handwriting.

## Writing Activity



Make up a fictional holiday. Write a narrative about you celebrating this holiday with your friends and family.

## Mathematics Activity



Look for shapes in the world around you. Keep track of the shapes you see, and make a chart to show which shapes you see more than the others. Challenge yourself to make a graph with the data you collected.

## Science Activity



Ask an adult to help you look up the sunrise and sunset times in your area for different seasons. What do you notice?

## Critical-Thinking Activity



Write your own number riddles like those on page 49. See if someone can solve your riddles.

## Listening-and-Speaking Activity



Interview a person in your home who makes the rules for your family. Ask him or her to explain why those rules were made and how he or she enforces them.