

Dear Parent and/or Guardian,
 Please use the guidance document below to help your child complete their work each day. Please note that social studies and science are integrated into the literacy selections.
 Thank you!

Guidance Document, 3rd Grade

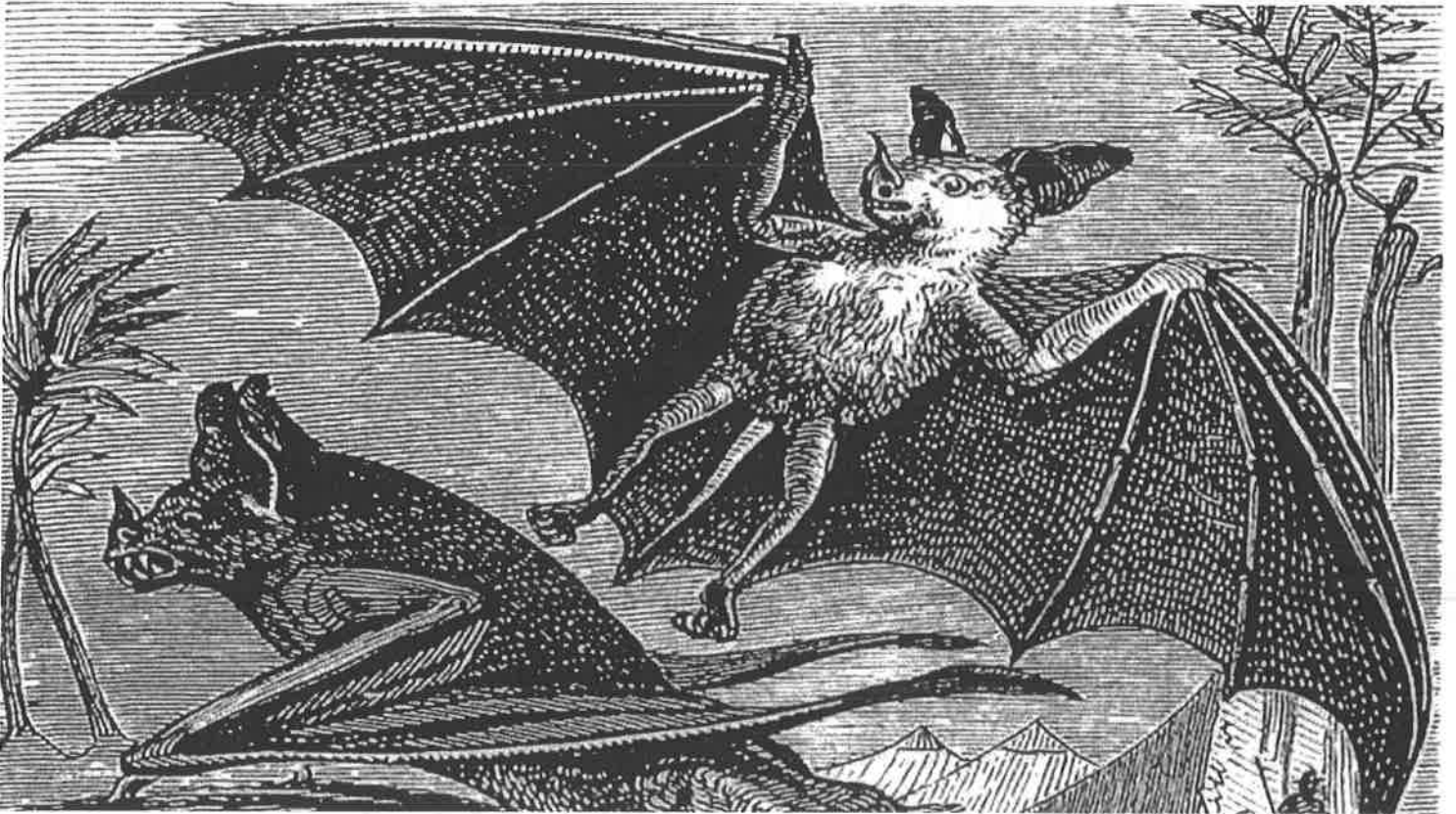
	Day 1	Day 2	Day 3	Day 4	Day 5
Literacy integrated with science and social studies	Science integration: Vampires	Social studies: Countries of the World	Science integration: Camel Spiders	Social studies integration: Kids in South Korea	Science integration: Hawaiian Volcano
Mathematics	Lessons: Addition and Subtraction Fact Practice and Sam's Pet Graph Pages 1 and 2	Lessons: Numbers in the Hundreds and The Cafeteria Survey Pages 3 and 4	Lessons: Fast Tens and Fast Nines Practice and Jorge's Savings Plan Pages 5 and 6	Lessons: Missing numbers Fill-in and Name the Fraction Pages 7 and 8	Lessons: Related Addition and Subtraction Facts and Fraction Fill ins Pages 9 and 10
	Day 6	Day 7	Day 8	Day 9	Day 10
Literacy integrated with science and social studies	Social studies integration: North and South Korea	Science integration: Giant Pumpkins	Social studies integration: Utah farmers	Science integration: Eclipse	Social studies integration: Trump and Kim
Mathematics	Lessons: Dollar Signs and Decimal and Telling Time Pages 11 and 12	Lessons: More Dollar Signs and Decimals and Leaves and Flower Petals Pages 13 and 14	Lessons: Bamboo Shoot Growth and Eyes, Ears, and Whiskers Pages 15 and 16	Lessons: Telling time and Eric's Three Coins Pages 17 and 18	Lessons: Understanding Place Value and Alexis Walks Home from School Pages 19 and 20

Vampires have an important role in our ecosystems

By Mongabay, adapted by Newsela staff on 03.15.17

Word Count 498

Level 560L



The vampire bat of South America. Image from: Wikimedia Commons.

Humans have believed in monsters for a long time. Long ago, sailors feared sea serpents. Hikers worried werewolves were hunting them. Tales of vampires gave people nightmares.

Today, we read fictional stories about vampires. We see them in movies, too. But we know these monsters are not real. No one grows fangs and sucks people's blood.

There are real vampires in nature, though. They fly in the air and creep across the ground. They feed on the life of others.

Most Famous Vampires In Nature

Vampire bats may be the most famous vampires in nature. They fly in the forests of Central America. They also live in South America. The only food the bats eat is blood. They steal it from birds and mammals. Usually, they sneak up on sleeping victims. They nip them with their fangs. Then they lick up the blood.

Vampire bats became part of the vampire legend. They even inspired Bram Stoker. He was the writer who created Dracula, the most famous vampire of all. Stoker gave Dracula the power to turn into a bat.

Another Flying Vampire

Another flying vampire exists in nature. This one is not a bat, but a bird. It is called the sharp-beaked ground finch. The finch lives on islands in the Pacific Ocean. It uses its sharp beak to break the skin of other birds. Then it slurps their blood.



Mistletoe Feeds On Trees

There are also vampires in the plant world. Instead of fangs, vampire plants use special roots. These roots dig into trees and other plants. The vampire plant then sucks out the food and water it needs.

Mistletoe is one example of a vampire plant. Birds carry its seeds onto tree branches. There, the seeds sprout their killer roots. They attack the tree. This feeding weakens the tree, but does not kill it. Mistletoe may feed on its tree for years.



Eventually, the mistletoe grows new seeds. Birds carry them to new victims. In this way, this vampire plant spreads.

Attack Of The Yellow Rattle

Vampire plants do not attack humans. They can cause other problems for us, though. About 500 years ago, a plant called yellow rattle took over farm fields in England. Their killer roots fed on crops and killed them. Without crops, families went hungry. Farmers called yellow rattle the "stealer of bread."

Farmers learned how to protect their fields. They destroyed yellow rattle before it could grow seeds. By the 1800s, farmers had defeated this vampire plant.

Vampires Grow Among Us

Vampires of different kinds live around us. But they do not wear capes or suck human blood. These real-life vampires are not monsters. They have their own part to play in the natural world.



Quiz

- 1 Which ways do vampire animals use to eat?
- (A) biting and chewing
 - (B) licking and slurping
 - (C) slicing and dicing
 - (D) catching and killing
- 2 Read the sentences below. They are the first part of a summary of the article.
- There are real vampires in nature. They are animals and plants that live off other animals and plants.
- Which answer BEST completes the summary?
- (A) Many people read books and watch movies about vampires bats.
 - (B) Bram Stoker discovered the first vampire animal in Central America.
 - (C) All vampire plants and animals live on islands in the Pacific Ocean.
 - (D) Vampire animals and plants suck blood, food and water out of living things.
- 3 What do birds have to do with the lifecycle of mistletoe?
- (A) Birds eat mistletoe and strengthen the tree host.
 - (B) Birds carry mistletoes, where they sprout on other trees.
 - (C) Birds weaken the tree branches so that mistletoe can root.
 - (D) Birds carry and drop the mistletoe seeds on other trees.
- 4 Which section of the article gives information about how vampire bats get blood to eat?
- (A) "Most Famous Vampires In Nature"
 - (B) "Another Flying Vampire"
 - (C) "Mistletoe Feeds On Trees"
 - (D) "Attack Of The Yellow Rattle"
- 5 How is the yellow rattle plant a "stealer of bread?"
- (A) by feeding on bread that farmers need
 - (B) by attacking people eating bread
 - (C) by using killer roots to grab onto bread
 - (D) by feeding on crops used to make bread.
- 6 Which sentence from "Mistletoe Feeds On Trees" BEST explains how mistletoe makes trees weak?
- (A) There are also vampires in the plant world.
 - (B) Mistletoe is one example of a vampire plant.
 - (C) There, the seeds sprout their killer roots.
 - (D) In this way, this vampire plant spreads.

- 7 How did farmers in England protect their crops from the yellow rattle 600 years ago?
- (A) They killed the yellow rattle before it grew seeds.
 - (B) They killed the yellow rattle after it grew seeds.
 - (C) They planted the yellow rattle near their crops.
 - (D) They planted the yellow rattle away from their crops.
- 8 Which sentence from "Attack Of The Yellow Rattle" BEST explains how vampire plants can hurt humans?
- (A) Vampire plants do not attack humans.
 - (B) They can cause other problems for us, though.
 - (C) Without crops, families went hungry.
 - (D) Farmers learned how to protect their fields.

Countries Of The World: South Korea

By National Geographic Kids, adapted by Newsela staff on 02.01.18

Word Count 564

Level 510L



Image 1: Seoul is the capital of South Korea. It is also the country's most populated city. Seoul hosted the 1988 Olympic Games. Photo from: Getty Images/Alex Barlow

Korea is a country in East Asia. It sits on a 750-mile-long peninsula. That is a strip of land that sticks out into the sea. Today, Korea is split into South and North Korea.

South Korea has many mountains. They are small compared to peaks around the world, though. Most mountains in South Korea are below 3,300 feet. They have been worn down by wind and rain.

The Korean peninsula is surrounded by 3,000 islands. Most of them were formed by volcanoes.

Nature

South Korea is a small country with a lot of people. As a result, many of the country's wild areas are small. There are 21 national parks. However, the mountain forests are the only real wilderness left.

Tigers used to roam the Korean peninsula. Most were killed by hunters. Today there may be none left. A few may still live in the zone between North and South Korea.

People And Culture

South Korea is very crowded. Most people there are city-dwellers.

Koreans' lives are influenced by Confucianism. It is an old Chinese philosophy. Confucianism teaches respect and good behavior.



South Korea



NATIONAL CAPITAL:
Seoul

NATIONAL FLAG



Source: WorldAtlas

NATIONAL ANIMAL:
Siberian Tiger



Government And Economy

South Korea's official name is the Republic of Korea. It is called ROK for short. The ROK government is headed by a president. He or she is elected to a five-year term.

South Korea has a strong economy. Most of its wealth comes from manufacturing. It makes cars, computers, and other products. It sells them around the world.

History

People have been living in Korea for at least 10,000 years. Experts think the first Koreans came from other parts of Asia.

Korea's first kingdom is known as Gojoseon. It ruled parts of China for long periods of time. About 2,100 years ago it was overthrown by Chinese armies. Other Korean kingdoms rose and fell after that. About 1,100 years a powerful leader named Wang Geon unified the country. In 1292, the Yi family seized the throne. They started the Choson dynasty. This kingdom ruled until 1910.

Korea has seen many wars in the last 130 years. In the 1890s, Japan and China sent soldiers there. Later, Japan fought Russia for control of the land. Japan took control of the country in 1910.

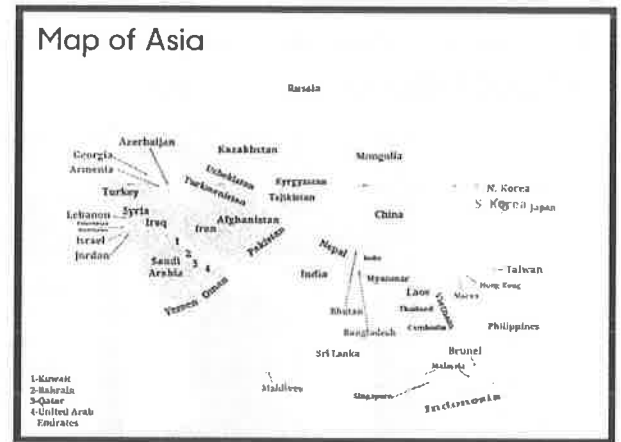
About 30 years later, World War II began. This was a huge, global war. Japan fought with Germany. They fought against the Allies. These countries included the United States and the Soviet Union. The Allies won the war. They defeated Japan and Germany in 1945.

Japan had to give up Korea and its other lands. Korea was then occupied by two outside powers. The United States controlled the south. The Soviet Union ruled the north. The Soviet Union was a group of nations led by Russia.

In 1950, Koreans from the north attacked the south. It was the beginning of the Korean War. The invaders wanted to bring the country under communist rule. Communism is a set of ideas about

how government should work. It says the government controls all business. The Soviet Union was communist. The U.S. was not.

U.S. troops helped fight off the invasion. The war was very deadly. It lasted until 1953. More than 2.5 million people died, but neither side won. Today, Korea remains divided.



Quiz

- 1 What detail in the text shows what happened to Korea because of World War II?
- (A) In the 1890s, Japan and China sent soldiers there. Later, Japan fought Russia for control of the land.
 - (B) They fought against the Allies. These countries included the United States and the Soviet Union. The Allies won the war.
 - (C) Korea was then occupied by two outside powers. The United States controlled the south. The Soviet Union ruled the north.
 - (D) It was the beginning of the Korean War. The invaders wanted to bring the country under communist rule.
- 2 Which sentence from the section "Government And Economy" explains who the leader of South Korea is?
- (A) South Korea's official name is the Republic of Korea.
 - (B) The ROK government is headed by a president.
 - (C) Most of its wealth comes from manufacturing.
 - (D) It sells them around the world.
- 3 Look at Image 2 in the section "People And Culture."
Based on the image, how old would an 8-year-old child in the United States be in South Korea?
- (A) 9
 - (B) 8
 - (C) 7
 - (D) 6
- 4 Look at Map 1.
What does Map 1 show about South Korea?
- (A) Hunters killed most of the Siberian Tigers.
 - (B) The United States controlled South Korea.
 - (C) Children in South Korea have different ages.
 - (D) Seoul is an important city in South Korea.

Creepy, crawly camel spiders are angry but harmless — and fast!

By How Stuff Works, adapted by Newsela staff on 05.28.19

Word Count 483

Level 560L

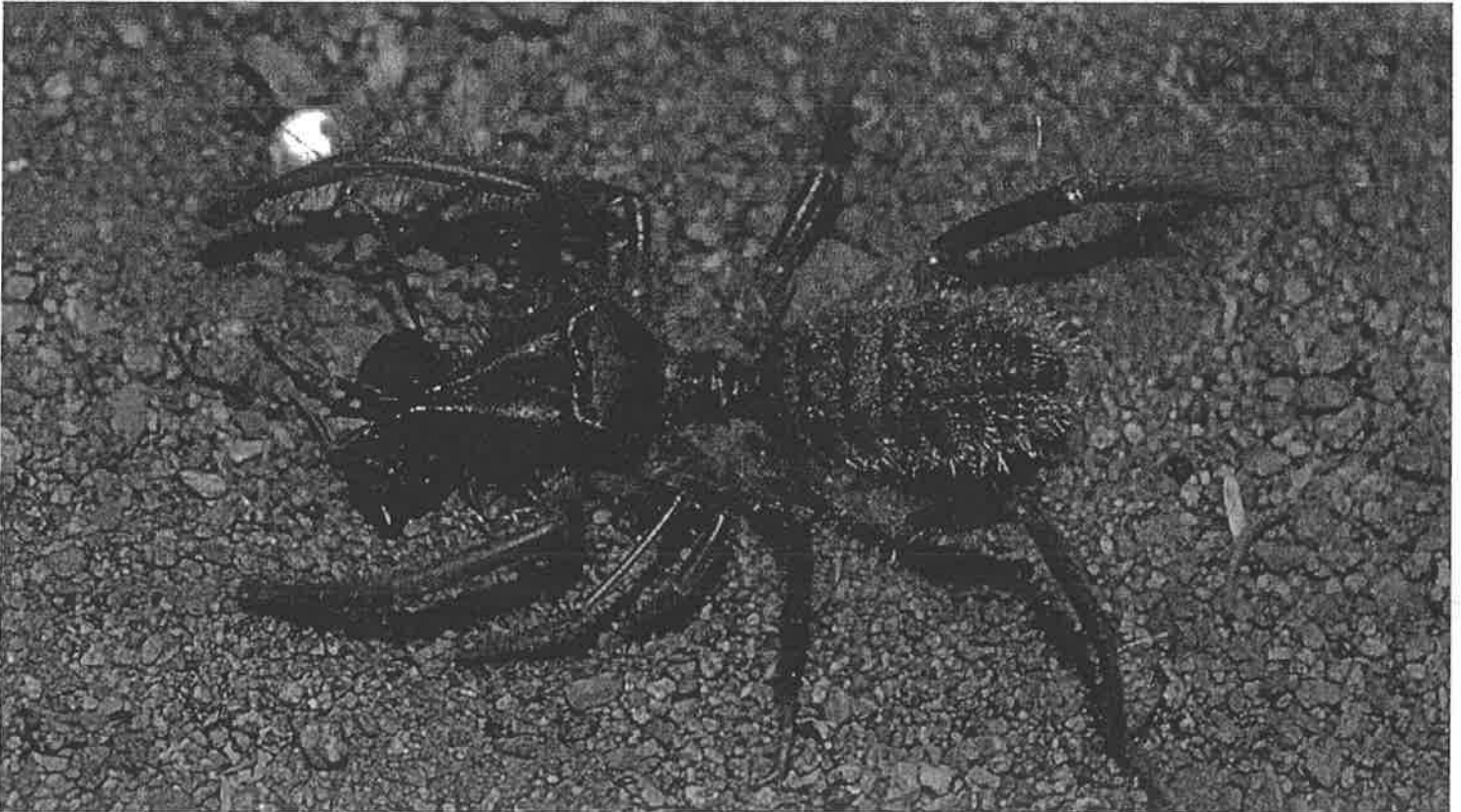


Image 1. Camel spiders have a fierce reputation but, in truth, they aren't spiders at all, but solifugids. Photo by: Kristie Reddick/The Bug Chicks

Many humans fear the camel spider.

This creature lives in the Middle East and African desert. The Middle East is the area of the world where Asia, Africa and Europe meet.

However, many legends around the camel spider are not true.

Some have said the insects hide in sleeping bags. They wait inside, ready to inject you with poison.

Middle Eastern legends say camel spiders nip at the bellies of camels. They bite until the camel's stomachs fall out. Then the spiders eat them or lay eggs in them. Others say they gather human hair.

Not Really Spiders At All

None of this is true. First of all, camel spiders are not spiders. They are solifugids. These are arachnids, an insect group. They live on every continent except Antarctica and Australia.

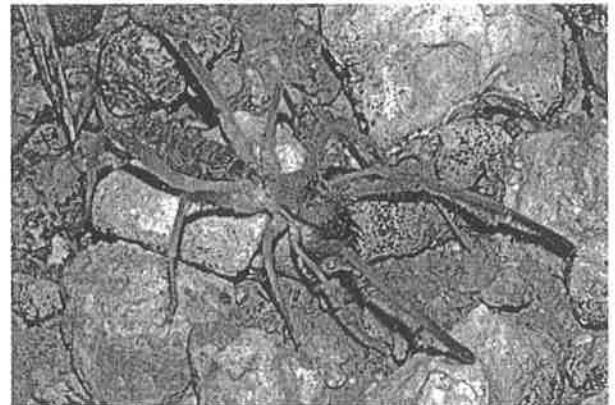
All 1,150 species, or kinds, have eight legs and two body sections. They are like spiders, scorpions and ticks. However, solifugids are different enough to belong to their own order.

Second, they can be angry. Still, they are not venomous. Their jaws cannot break through human skin, or a camel's. Third, the largest camel spider has a leg length of around 6 to 8 inches. That's about the length of a pencil. This is big for a spider. Still, it is not like something from a horror movie. Last of all, they also do not seem interested in human hair.

Night Creepers

Most solifugids only creep at night. They are protective of their area. These animals are also the predators, or hunters, of other animals, in dry areas. They eat other predators their size or larger. They even eat each other.

Unlike spiders, solifugids do not need venom. Their jaws are very powerful. Solifugids use their mouths like a saw. They then push their food through their mouths. Picture a cartoon character quickly eating a cob of corn.



Solifugids are also insanely fast. They reach speeds of up to 10 miles per hour. This means they need constant fueling. So, they eat often.

There is one solifugid behavior that is hard to explain.

They like to kill ants.

Camel spiders will sometimes go after ant nests. They constantly tear ants in half. Some scientists thought maybe it was for a snack. However, this has not been proven true. The behavior is a mystery.

Cannot Hurt You

Still, just remember, camel spiders cannot hurt you.

Kristie Reddick, a scientist, thinks camel spiders are lovable. She studies them.

"Just because something is a predator" does not make it bad or mean, said Reddick. Solifugids are soft and fuzzy, she said. "When you pet one, it's like petting a little mouse. A little demon mouse."

Quiz

1 Which sentence from the article states a main idea of the entire article?

- (A) They bite until the camel's stomachs fall out.
- (B) Then the spiders eat them or lay eggs in them.
- (C) Last of all, they also do not seem interested in human hair.
- (D) Unlike spiders, solifugids do not need poison.

2 A main idea of the introduction [paragraphs 1-5] is that people have told untrue stories about the camel spider.

Which key detail from the section supports this main idea?

- (A) Many humans fear the camel spider.
- (B) This creature lives in the Middle East and African desert.
- (C) The Middle East is the area of the world where Asia, Africa and Europe meet.
- (D) Middle Eastern legends say camel spiders nip at the bellies of camels.

3 The author has an opinion about the size of camel spiders.

Which selection from the article shows this?

- (A) They live on every continent except Antarctica and Australia. All 1,150 species, or kinds, have eight legs and two body sections.
- (B) Third, the largest camel spider has a leg length of around 6 to 8 inches. That's about the length of a pencil.
- (C) This is big for a spider. Still, it is not like something from a horror movie.
- (D) Their jaws are very powerful. Solifugids use their mouths like a saw.

4 Read the paragraph from the section "Cannot Hurt You."

"Just because something is a predator" does not make it bad or mean, said Reddick. Solifugids are soft and fuzzy, she said. "When you pet one, it's like petting a little mouse. A little demon mouse."

How does Kristie Reddick feel about camel spiders?

- (A) She thinks they look scary but are lovable.
- (B) She thinks they look creepy but are mysterious.
- (C) She thinks they look fast and are powerful.
- (D) She thinks they look mean and are dangerous.

In South Korea, kids study hard and listen to K-pop on their phones

By Washington Post, adapted by Newsela staff on 02.01.18

Word Count 491

Level 510L

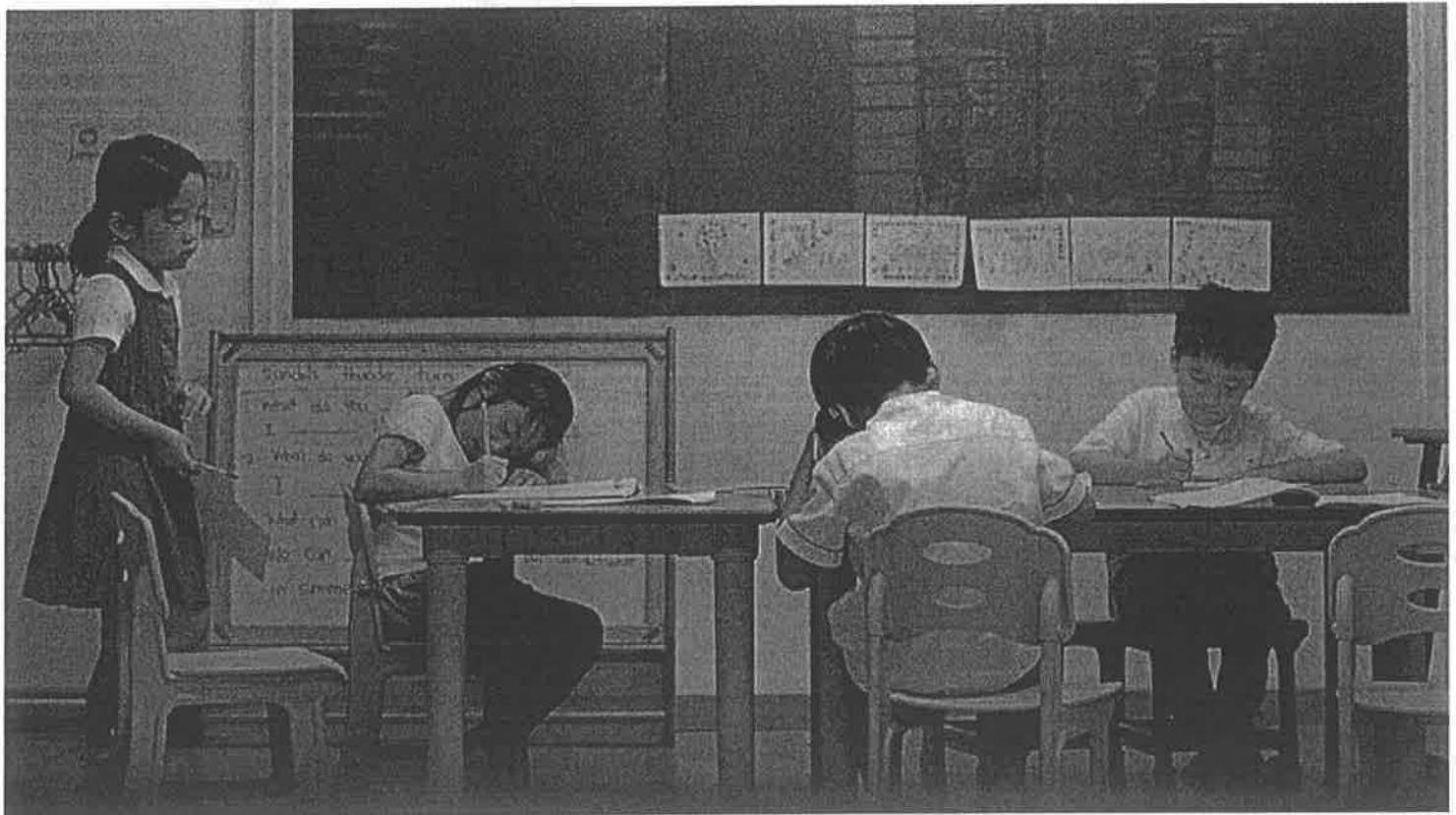


Image 1: Children study at the Jongno Hagwon Academy in Mok-dong area, August 10, 2016, in Seoul, South Korea. After school, many children will go study at a hagwon like this one. Photo: YELIM LEE/AFP/Getty Images.

As you might know, the Winter Olympics are coming up. They are in PyeongChang, South Korea. South Korea is a country in Asia. If you live in the U.S., that might seem very far away. Have you ever wondered what life is like for South Korean kids? The answer: very busy.

School in the U.S. can be tough, but it is a lot tougher in South Korea.

Busy Schedules

Jackie Yoo was born in America. When she was 4 years old, her family moved to South Korea. Even in first grade, she had a busy schedule. After school, she would go to see her math tutor. Next, she'd head to piano lessons, and after that she had ballet class.

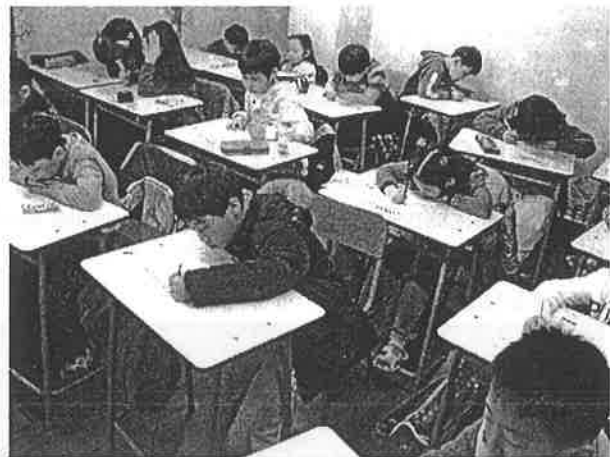
The work doesn't end when school lets out. Many parents pay for tutoring programs called hagwons, pronounced HAG-wons. Children go to school during the day. After class, they go to a hagwon for extra studying.

One reason why Korean kids go to hagwons is to prepare for the Suneung or SOON-ung. It's a very important test. To get into a good college, you need to do well on it. Even some preschoolers study for the test at their hagwons.

Learning English From The Movie "Frozen"

Korean kids also learn English in school. Yoo said she and her classmates would watch movies in English. It wasn't just fun. It was also a way for them to practice the language.

Yoo said her cousins in South Korea saw "Frozen" at school. Now they're hooked on it.



Chatting About Korean Pop Music

Of course, life in South Korea isn't all about school.

Many South Korean kids have smartphones. They use a free messenger to keep in touch. It's called KakaoTalk or KAH-cow talk.

South Korean kids love chatting about Korean pop or K-pop. K-pop groups are hugely popular. The most famous group is a boy band called BTS. They have millions of Instagram followers.

K-pop is about more than just music. Fans are obsessed with their favorite stars. They always try to be up-to-date with the latest news, Yoo said. They keep track of the singers' clothing and hairstyles.



South Korea By The Numbers

Size: 38,500 square miles. South Korea is just smaller than the state of Virginia.

Population: 51.2 million. That's almost two Texas!

Biggest city: Seoul. It has 9.8 million people. That number beats New York City by more than a million.

Money: Won.

Fun fact: At birth, South Korean children are already 1 year old. Everyone turns a year older on January 1. Say you were born on December 31. You were 1. The day after is January 1. Already, you are 2!

Quiz

1 What is a reason why South Korean kids watch movies in school?

- (A) They watch them to study K-pop.
- (B) They watch them to sing "Frozen."
- (C) They watch them to learn English.
- (D) They watch them to go to college.

2 Read the section "South Korea By The Numbers."

Which detail in the section shows how many people live in all of South Korea?

- (A) Size: 38,500 square miles.
- (B) Population: 51.2 million.
- (C) Biggest city: Seoul.
- (D) It has 9.8 million people.

3 Read the list of sentences from the article.

1. *After school, she would go to see her math tutor.*
2. *Next, she'd head to piano lessons, and after that she had ballet class.*
3. *After class, they go to a hagwon for extra studying.*

What MAIN idea do these details support?

- (A) Kids in South Korea learn English.
- (B) Kids in South Korea are very busy.
- (C) Kids in South Korea like K-pop.
- (D) Kids in South Korea use KakaoTalk.

4 Read the paragraph from the section "Chatting About Korean Pop Music."

Of course, life in South Korea isn't all about school. Many South Korean kids have smartphones. They use a free messenger to keep in touch. It's called KakaoTalk or KAH-cow talk.

What is the MAIN idea of this paragraph?

- (A) South Korean kids spend a lot of time at school.
- (B) South Korean kids love talking about Korean pop.
- (C) South Korean kids are interested in the band BTS.
- (D) South Korean kids like using their smartphones.

When lava flows, a Hawaiian goddess' name is invoked

By Jennifer Sinco Kelleher, Associated Press, adapted by Newsela staff on 05.22.18

Word Count 851

Level MAX



Image 1. Street art depicts Pele, the Hawaiian goddess of fire, in the aftermath of eruptions from the Kilauea volcano on Hawaii's Big Island, on May 12, 2018, in Pahoa, Hawaii. Photo by Mario Tama/Getty Images.

In rural Hawaii neighborhoods where lava from the Kilauea volcano has burned down or threatened to consume homes, a name often comes up: Pele (peh-leh).

"You can't really predict what Pele is going to do," said Julie Woolsey. She evacuated on May 3 as a fissure opened on her street, oozing lava just 1,000 feet from her home.

Here is more information about Pele and why the goddess is revered:

Who Is Pele?

Pele, known as the goddess of volcanoes and fire, is an important figure in Hawaiian culture.

She represents all the phenomena related to volcanos: the magma, steam, ash and acid rain.

Pele is an akua, or goddess, but not in the way people outside Hawaii might think of gods and goddesses. "A lot of people translate the word akua as god. But we feel that word has kind of a

Western connotation to it, so we use the word 'element,'" said Kuulei Kanahele, a researcher at the Edith Kanakaole Foundation. This group focuses on Native Hawaiian cultural preservation and education. "They're not like Greek gods or the biblical, Western gods where they're punishing you."



According to chants, Pele and her family migrated from Kahiki — an unspecified land outside of Hawaii. She first landed in the northwestern Hawaiian Islands before making her way through the main Hawaiian Islands, starting with Kauai, then Oahu, then Maui. Finally, she settled on Hawaii Island.

She dug craters on the islands, including Maui's Haleakala and what's known as Punchbowl and Diamond Head on Oahu. "She didn't find a crater that was suitable to her liking," Kanahele said, until Kilauea's Halemaumau crater, where she now resides.

Why Is She Revered?

"In Hawaiian thinking and Hawaiian culture, Pele is the foundation, the creation of land," said Piilani Kaawaloa. She teaches traditional Hawaiian literature, chant and hula at the Hawaii Island campus of Kamehameha Schools.

"People know she exists," Kaawaloa said. "And because we have these genuine stories and legends and chants that talk about who she is."

She has two forms, Kaawaloa explained. One stays at the crater tending to her fire pit and another goes "holoholo" or leisurely exploring, around Puna, a district on the slopes of the volcano.

That's exactly what is happening now with the lava fissures opening up in Puna's Leilani Estates and neighboring communities. Scientists worry that Kilauea's summit could have an explosive steam eruption that would hurl huge rocks and ash miles into the sky.

Legends Of Pele

A popular legend tells the tale of a frail, old woman who asks for food from two girls cooking breadfruit. One girl said they didn't have food for strangers. But the younger girl shared the breadfruit. The woman told the younger girl that strange things would be happening on the mountainside and to tell her family to hang bits of cloth made from bark to stay safe.



The younger girl's grandmother said that woman was Pele. She heeded the advice. A neighbor told them Pele is angry and she's stirring her fire pit on Mauna Loa, according to "Hawaii Island Legends," edited by Mary Kawena Pukui.

Pele sent her lava to destroy those who made her angry. The lava stream broke in two. It flowed on each side of the younger girl's home.

"When our myth writers observe nature and what's happening, it's easy to put feelings and emotions and romance into it," Kanahale said. This is a way to make the stories interesting. It also helps them stand the test of time while also incorporating morality lessons.

To understand Pele on a deeper level, it's important to remember science underlies the tales, she said. They were first created to record scientific observations.

One example, she said, is the story of Pele brawling with Poliahu, the goddess of snow. That's really based on an eruption at Mauna Kea, where there was snowfall. The story describes the fire and ice interacting, Kanahale said.

A lava flow is often described as "cleaning house." But Kanahale said that's a more modern, Western metaphor. "Pele was flowing for millions of years," she said. "She wasn't cleaning house, she was creating land."

Four Laws

Pele has four laws, Kanahale explained:

The lava will always flow in order to create new land. Lava will always migrate to new spots.

When there's evidence of volcanic activity — earthquakes, the smell of sulfur — the land belongs to Pele. "If she's in residence, then it's best for humans to not be there."

Once Pele moves on and the area is free from kapu, or prohibitions, then humans can go into that land.

Land is suitable for human use after land burned down has reforested.

Quiz

- 1 The sentence below from the section "Legends Of Pele" helps prove the claim that Pele's legends were created to record scientific observations.

To understand Pele on a deeper level, it's important to remember science underlies the tales, she said.

Which detail from the section provides further support for the claim?

- (A) A popular legend tells the tale of a frail, old woman who asks for food from two girls cooking breadfruit.
- (B) The younger girl's grandmother said that woman was Pele. She heeded the advice.
- (C) It also helps them stand the test of time while also incorporating morality lessons.
- (D) That's really based on an eruption at Mauna Kea, where there was snowfall.

- 2 Read the section "Four Laws."

Select the paragraph from the section that suggests that one of Pele's rules gave people warning signs.

- (A) The lava will always flow in order to create new land. Lava will always migrate to new spots.
- (B) When there's evidence of volcanic activity — earthquakes, the smell of sulfur — the land belongs to Pele.
- (C) Once Pele moves on and the area is free from kapu, or prohibitions, then humans can go into that land.
- (D) Land is suitable for human use after land burned down has reforested.

- 3 Read the section "Who Is Pele?"

How does this section contribute to the article's MAIN idea?

- (A) It describes why it is more accurate to call Pele a goddess instead of an element.
- (B) It proves that Western culture is starting to have a big effect on the legends of Pele.
- (C) It explains Pele's significance to Hawaiian culture and describes how her story began.
- (D) It shows a story about Pele that explains why the Kilauea volcano erupted.

- 4 How effective is the introduction at introducing the topic of Pele?

- (A) It is effective because it explains why there has been recent attention to Pele and states what the rest of the article will be about.
- (B) It is effective because it shows the connection between Pele's different stories and scientific events that are happening.
- (C) It is not effective because it lacks important information about Kilauea's eruption and why people are using Pele's name.
- (D) It is not effective because it fails to mention that the article is about Pele and not the eruptions happening in Hawaii.

Meeting between North and South Korea offers hope for peace

By Associated Press, adapted by Newsela staff on 04.30.18

Word Count **524**

Level **600L**



North Korean leader Kim Jong Un (left) and South Korean President Moon Jae-in cross the military demarcation line to the South side at the border village of Panmunjom in the Demilitarized Zone on April 27, 2018. Kim made history that day by crossing over the world's most heavily armed border to greet Moon for talks on North Korea's nuclear weapons. Photo by: Korea Summit Press Pool via AP

GOYANG, South Korea — North and South Korea have been fighting for a long time. They are countries in East Asia.

The two countries fought each other in the Korean War in the 1950s. They have had problems ever since the country was divided into two Koreas.

The leaders of North and South Korea met Friday, April 27. They met at the border between their countries. It was the first time a leader from the North had crossed the line in a long time. That had not happened since the Korean War.

Leaders Put Aside Old Trouble

Kim Jong Un is the leader of North Korea. Moon Jae-in is the president of South Korea. It had seemed like they might fight another war. Instead, the leaders held hands and walked together

across the border line. They put aside their old trouble, for now.

North Korea has been building bombs. Some are nuclear bombs that have the power to cause serious damage. South Korea and other countries have tried to stop it.

Working Toward No Nuclear Bombs

The leaders talked about the bombs at the meeting. They said they would work toward having no nuclear bombs in either country.

The leaders also plan to work toward an end to the Korean War. They are not at war now. They never officially ended the war, though.

Kim and Moon did not say how they would do these things. Some people do not think much will change. The leaders have talked before.

North Korea has said it will give up its bombs before. Sometimes there is peace for a while. Then North Korea starts to build bombs again.

Will Things Be Different This Time?

The two leaders said their countries have had many problems. They know people wonder if things will be different this time.

Still, they have hope. At the meeting, they smiled after Kim walked over the border to greet Moon. Both leaders then stepped together into the North and back to the South.

Kim said the latest talks should not repeat their bad history. Past agreements barely got started. Then they fell apart.

Both countries agreed to try to end the Korean War this year. The war went on from 1950 to 1953. It stopped with an agreement that never ended the war.

Some South Korean leaders did not like the meeting. They say the two leaders were just putting on a show. They wonder if North Korea will give up its bombs.

Still, the countries made progress on other problems. Moon agreed to visit North Korea this fall. Both leaders said they would meet more and call on a new phone line.

Peace Area

They settled a problem over their sea border. It will be named a peace area. Fishing will be made safe for both countries. They also said they would let families who were separated by the Korean War to reunite.

Kim said the two countries are "writing a new history." Moon said that there were high hopes. People around the world hope for peace, he said.

Kim said he would visit Moon if he is invited.

Quiz

1 Read the paragraph from the section "Peace Area."

Kim said the two countries are "writing a new history." Moon said that there were high hopes. People around the world hope for peace, he said.

Which question is answered in this paragraph?

- (A) How did Kim and Moon feel about their meeting?
- (B) When will Kim and Moon agree to stop the war?
- (C) What did Kim and Moon write to each other about?
- (D) Where will Kim and Moon have another meeting?

2 Which detail from the article shows that some people are afraid to trust North Korea?

- (A) The leaders also plan to work toward an end to the Korean War. They are not at war now. They never officially ended the war, though.
- (B) North Korea has said it will give up its bombs before. Sometimes there is peace for a while. Then North Korea starts to build bombs again.
- (C) At the meeting, they smiled after Kim walked over the border to greet Moon. Both leaders then stepped together into the North and back to the South.
- (D) Still, the countries made progress on other problems. Moon agreed to visit North Korea this fall. Both leaders said they would meet more and call on a new phone line.

3 According to the article, which event happened FIRST?

- (A) Kim Jong Un crossed the border into South Korea.
- (B) Moon Jae-in crossed the border into North Korea.
- (C) North Korea and South Korea will share a fishing area.
- (D) North Korea and South Korea fought in the Korean War.

4 WHY is the meeting between Kim Jong Un and Moon Jae-in important?

- (A) It is the first time that Kim Jong Un and Moon Jae-in have ever talked.
- (B) North Korean leaders have not gone to South Korea since the Korean War.
- (C) It is the first time that North Korea and South Korea have stopped fighting.
- (D) North Korean leaders do not want to make peace with South Korean leaders.

Giant pumpkins grow fast!

By Milwaukee Journal Sentinel, adapted by Newsela staff on 10.26.14

Word Count 440

Level 580L



Glen Martin, the president of Wisconsin Giant Pumpkin Growers, and his wife, Margaret, of Combined Locks, Wisconsin, walk down the line of giant pumpkins and squash in their front yard, Oct. 5, 2014. The largest of the pumpkins weighs 1,719 pounds and the largest of the giant squash weighs 1,103 pounds. Michael Sears/Milwaukee Journal Sentinel/MCT

COMBINED LOCKS, Wis. — Glen Martin’s pumpkins are huge. Gigantic even.

It’s almost Halloween, so he put a couple of his pumpkins in his front yard. Strangers drive by and stare at them.

Martin’s pumpkins weigh more than 1,700 pounds each.

Martin is president of Wisconsin Giant Pumpkin Growers. His group shares seeds and tips on growing the huge fruit. They have contests to see who can grow the biggest one.

Growing a giant pumpkin is like raising a cow, Martin said. Wisconsin is famous for raising milk cows.

“It’s like taking care of a calf — you have to take care of it every day,” Martin said.

Let’s Start A Pumpkin Club

The pumpkin growers group began 20 years ago. It started with just 14 members. It began with a couple of guys bragging. Each thought they could grow the biggest pumpkin.

Now the group has 120 members.

Growing a huge pumpkin “is not a simple thing,” said Irwin Goldman. He is a professor. He studies the science of growing plants. Goldman has also tried growing giant pumpkins. His only get to be 400 pounds.

Growing a giant pumpkin begins with a seed. Growers want seeds from only the biggest pumpkins. Many growers trade or share their seeds.

Pumpkin growing season starts in April. The seeds are planted in small pots. They grow indoors for two weeks. Then they are put into the ground.

Watch It Grow

Pumpkin plants grow fast. A pumpkin vine can grow 6 inches in one day. In one hour, a giant pumpkin can grow 2 pounds.

Pumpkin growers remove all the flowers but one from a vine. They want to make sure it only makes one big pumpkin, not many little ones. They also give the plants a lot of water and fertilizer.

Just about every year, a new record is set for the biggest pumpkin. This year, a man from Switzerland set it. His pumpkin weighed 2,096 pounds.

Scientists wanted to know why pumpkins kept getting bigger each year.

Amazing, Giant Pumpkins

One reason is the seeds. Choosing seeds from the biggest pumpkins leads to even larger pumpkins.

They also found that Wisconsin is perfect for growing pumpkins. It has many lakes and is very wet.

Growing the biggest pumpkin can be a big deal. Growers win prize money and get to brag about it. But they say that is not why they do it.

They love to see the looks on people’s faces when they see a giant pumpkin. Eyes open wide. Mouths drop open.

“People think it’s just absolutely amazing,” Chris Stevens said. He grows big pumpkins too.

Quiz

- 1 Which of these things do the growers NOT do when they try and grow a large pumpkin?
- (A) leave only one flower to grow on the vine and remove all others
 - (B) grow the pumpkins inside their homes for the first three weeks
 - (C) treat the pumpkin plants with fertilizers
 - (D) give the plants a lot of water

- 2 If there was a pumpkin that weighed 3,000 pounds, which of these statements would be TRUE?
- (A) This pumpkin would be smaller than Goldman's pumpkin.
 - (B) This pumpkin would be as heavy as Martin's pumpkin.
 - (C) This pumpkin would not be as heavy as the pumpkin of the man from Switzerland.
 - (D) This pumpkin would be the biggest and heaviest pumpkin.

- 3 Read the sentences from the article.

Growing the biggest pumpkin can be a big deal. Growers win prize money and get to brag about it.

What does the word "brag" mean as used above?

- (A) discuss how difficult it is to grow the biggest pumpkins
 - (B) tell everyone proudly about growing the biggest pumpkin
 - (C) make fun of people who did not grow any pumpkins
 - (D) think about how to use the money to grow more pumpkins
- 4 What does Goldman mean when he says that growing a huge pumpkin "is not a simple thing."?
- (A) He means that many people do not know how to grow huge pumpkins.
 - (B) He means that growing a huge pumpkin takes a lot of time.
 - (C) He means that growing a huge pumpkin has many difficult steps.
 - (D) He means that growing a huge pumpkin is not a fun activity.

A farmer fights insects and hopes for rain during a dry time in Utah

By Los Angeles Times, adapted by Newsela staff on 07.03.15

Word Count 277

Level 430L



Renee Jaime, 12, (right) and her aunt, Sandra Jaime, of Mexico, shield themselves from the sun as they visit the Great Salt Lake, July 2, 2015, near Salt Lake City, Utah. Salt Lake City saw the hottest June on record following the warmest winter ever. AP Photo/Rick Bowmer

Farmer Neal Briggs lives in Utah. He can see big mountains near his home.

In the spring, he can see all the snow on the top of the mountains. The snow turns to water in summer. It fills lakes and rivers. It helps water his fields, too.

This year, Utah had its warmest winter in a long time. There was almost no snow either. There is not enough water for his farm. It is like this in many places in the United States right now.

Insects Eating Wheat

Farmers in Utah have another problem. Insects are eating their wheat.

These insects normally freeze in the winter. They did not this year because the winter was warm. Now, they are eating the fields of wheat. Briggs and other farmers are fighting the insects by spraying them with bug killer.

Briggs has six children. He farms with two of his sons. He has watched streams dry up more each spring. He is still hopeful.

Many people in Utah need plenty of water. So they are hoping this year will be wet.

They Will Keep Farming

Rain fell in Utah in May. It fell for two whole days. Farmer Briggs remembers running outside. He texted his son on his cellphone as the water rose.

“Yeah!” his son wrote back. “Woo-hoo!”

Farming can be hard. Many things make it hard. The weather is one. The cost is another. Briggs says he still loves living on the farm.

Briggs and his family talk about their lives. They don't think there will be much water coming from snow on the mountains soon. They hope for more rain. They will keep farming.

Quiz

1 What problem does Neal Briggs have?

- (A) He is a farmer in Utah and it is a dry time.
- (B) He is a farmer in Utah who cannot sell his crops.
- (C) He is a farmer in Utah and there is not enough bug killer.
- (D) He is farmer in Utah and there is too much water.

2 Read the sentence from the article.

Briggs says he still loves living on the farm.

Which sentence from the article BEST supports the statement above?

- (A) Farmer Briggs remembers running outside.
- (B) Farming can be hard.
- (C) They will keep farming.
- (D) The cost is another.

3 Which of the following sentences should be included in a summary of the article?

- (A) It is a dry time in Utah which is making insects attack the crops.
- (B) There is a drought in Utah and no one knows why it is happening.
- (C) There is a drought in Utah but it is not affecting the farmers.
- (D) There is a drought in Utah but it is expected to end next year.

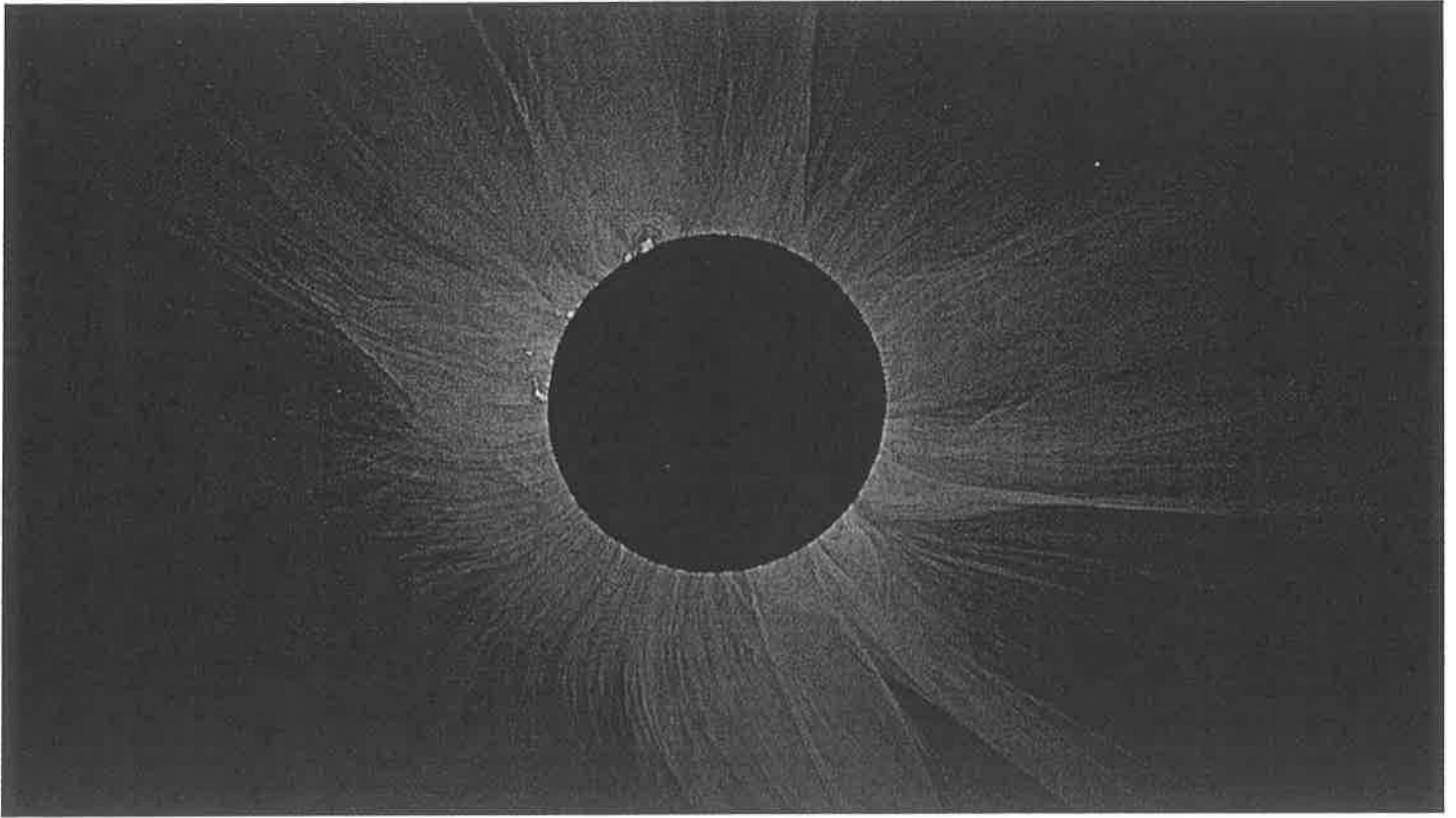
4 Select the paragraph from the section "Insects Eating Wheat" that BEST explains the main idea of the article.

How to safely view a solar eclipse

By Science Friday, adapted by Newsela staff on 08.14.17

Word Count **460**

Level **560L**



A total solar eclipse. Photo from: NASA. Illustrations by: Carrie Lapolla, www.carriepapolla.com.

A total solar eclipse is rare. It happens when the moon lines up between the sun and the Earth. For a brief moment, the moon blocks out the sun.

The next total solar eclipse will take place on August 21, 2017. Many people will get to see it. The eclipse will pass over North America. The last time most people in the U.S. got to see a total eclipse was 1918. The next time will not be until 2024. Here is a guide for the big event.

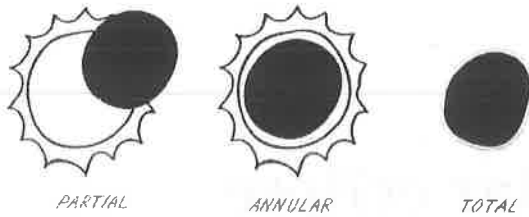
Solar Eclipse Safety Tips

It is not safe to look directly at the sun. This is true even if you are wearing sunglasses. Be sure to use a special viewer to watch the eclipse. Solar viewers will work. So will eclipse viewing glasses. If you do not have these, use a pinhole viewer.

The solar eclipse will pass across North America. Its path is called the path of totality. Places along the path will get to see a total solar eclipse. For a moment, the sun will be hidden. The sky will go dark. The path of totality goes through several states. They include Oregon, Nebraska, Missouri, Tennessee and South Carolina.

The eclipse will travel from west to east. It will appear first in

Oregon in the morning. It will leave South Carolina in the afternoon. The eclipse will cross the United States in about 94 minutes.



HOW DO I VIEW THE SOLAR ECLIPSE?

STEP 1
Go outside



STEP 2
Put on your eclipse glasses
NEVER look directly at the sun without them!



STEP 3
Look up and say
wow, ooh, and aah!



What Is An Eclipse?

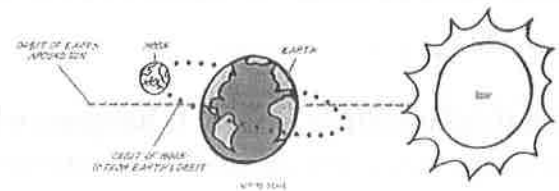
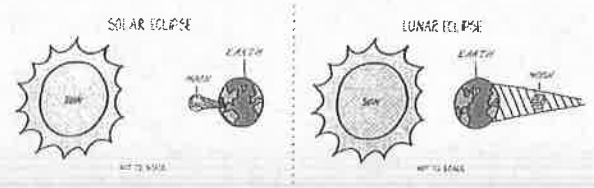
Eclipses take place when the Earth or the moon blocks light from the sun. This happens when the sun, Earth and moon are lined up.

Sometimes the moon lines up between the sun and the Earth. This blocks out the sun. The result is a solar eclipse.

Sometimes the Earth lines up between the sun and the moon. This blocks out the moon, causing a lunar eclipse.

Why Doesn't This Happen All The Time?

The moon and the Earth both circle around the sun. Their paths are similar. However, they are not quite the same. The moon's path is tilted away from Earth's. As a result, the moon does not always line up between the sun and the Earth. It is usually too high or too low to cause an eclipse.



Quiz

1 Finish the sentence below.

One MAIN idea of the article is that

- (A) most people saw a solar eclipse in 1918
- (B) a total solar eclipse will pass through several states on August 21st
- (C) the eclipse will cross the United States for about 94 minutes
- (D) the moon's path is tilted away from the Earth

2 Read the section "Why Doesn't This Happen All The Time?"

What is the MAIN idea of this section?

- (A) The moon and the Earth both circle around the sun.
- (B) Lunar eclipses are more common than solar eclipses.
- (C) The paths of the moon and the Earth around the sun are similar.
- (D) The moon doesn't usually cause an eclipse because its path is tilted.

3 Look at the chart in "Solar Eclipse Safety Tips."

Based on the chart, what should you do to safely view the solar eclipse?

- (A) wear sunglasses
- (B) get eclipse viewing glasses
- (C) stand outside your house
- (D) watch with your friends

4 Read the section "Why Doesn't This Happen All The Time?"

What does the chart show about the orbits of the moon and the Earth?

- (A) that the moon's orbit is always higher
- (B) that they orbit in opposite directions
- (C) that the moon's path is tilted
- (D) that the Sun orbits the Earth

U.S. President Trump meets with North Korean leader Kim

By Associated Press, adapted by Newsela staff on 06.14.18

Word Count 456

Level 580L



U.S. President Donald Trump (right) shakes hands with North Korean leader Kim Jong Un at the Capella resort on Sentosa Island, Tuesday, June 12, 2018, in Singapore. Photo by: Evan Vucci/AP Photo

U.S. President Donald Trump met North Korean leader Kim Jong Un on Tuesday, June 12. They met in Singapore. It is a country in Southeast Asia. They talked about nuclear weapons. The United States wants North Korea to give up its weapons.

Nuclear weapons are some of the most deadly weapons ever made. They have only been used twice in war. The United States dropped them on Japan twice. That was in World War II. Since then, no country has used one.

Meeting First Of Its Kind

Trump and Kim's meeting was the first of its kind. Some American presidents have met with North Korean leaders after leaving office. A president still in office has never before met with a North Korean leader, though. The United States hopes to end North Korea's nuclear program. North Korea wants to be more accepted in the world. This is why the leaders met. They want to work out a deal.

Both leaders felt good about the meeting. Trump thanked Kim. He said Kim took the first step toward a bright new future.

"The world will see a major change," Kim said.

After the meeting, Trump was very happy. The meeting could help avoid nuclear war, Trump said.

Not Much Detail

The deal does not include a lot of detail. It doesn't say how and when the North would give up its nuclear weapons. What Trump is offering Kim is not clear, either. The deal mostly says that the two countries will keep talking.

The Korean War began in 1950. Fighting continued until 1953. Then the North and South agreed to stop fighting. They never agreed to end the war, though. There is no fighting between North and South Korea right now. The war is still going on, though. The new deal does not change that.

After the meeting, experts and allies looked at the deal. They wondered if this deal could work or not. The North Koreans have broken deals like this before.

Trump said he and Kim have a "very good" relationship.

Trump does not appear to worry about what it means to honor a leader like Kim. He is known for mistreating his own people. The United States says Kim ordered the killings of his half-brother and uncle. He also runs deadly prisons, the U.S. says. People who speak against the government get sent there.

Some Experts Did Not Like The Meeting

Some experts did not like the meeting. They said it was a bad sign. Trump is helping Kim seem normal to the rest of the world, they said.

Trump doesn't agree. He hopes to save as many as 30 million lives, he said. That's why he opened talks with Kim, he said.

Quiz

1 Why did President Trump think it was a good idea to meet with North Korean leader Kim Jong Un?

- (A) He hoped it would help avoid a nuclear war and save lives.
- (B) He wanted to make Kim seem normal to the rest of the world.
- (C) He wished to honor Kim for his nice treatment of the North Korean people.
- (D) He knew that other presidents met with North Korean leaders while in office.

2 Read the list of sentences from the article.

1. *The deal does not include a lot of detail.*
2. *It doesn't say how and when the North would give up its nuclear weapons.*
3. *What Trump is offering Kim is not clear, either.*

What MAIN idea do these details support?

- (A) The deal between Trump and Kim needs more information.
- (B) The deal between Trump and Kim was a big success.
- (C) The deal between Trump and Kim will end the Korean War.
- (D) The deal between Trump and Kim might lead to war.

3 Why did some experts think that President Trump's meeting with Kim Jong Un was a bad idea?

- (A) They thought President Trump would have a very bad relationship with Kim.
- (B) They thought President Trump would help Kim to build nuclear weapons.
- (C) They thought President Trump would be sent to one of Kim's deadly prison camps.
- (D) They thought President Trump would make Kim seem normal to the rest of the world.

4 What is the section "Some Experts Did Not Like The Meeting" MAINLY about?

- (A) how the meeting with North Korea went well
- (B) how Trump proved that the experts were wrong
- (C) how experts changed their minds about Trump
- (D) how different people feel about the meeting

5 What did the North Korean leader Kim Jong Un agree to do during the meeting with President Trump?

- (A) give up North Korea's nuclear weapons
- (B) close all of its deadly prisons
- (C) end its war with South Korea
- (D) continue talking with the United States

6 Which event happened FIRST in the article?

- (A) President Trump met North Korean leader Kim Jong Un.
- (B) The war between North Korea and South Korea began.
- (C) North Korean leader Kim Jong Un created deadly prisons.
- (D) North Korea broke a nuclear weapons deal that they made.

- 7 Why was the meeting between President Trump and North Korean leader Kim Jong Un an important event?
- (A) The United States and North Korea made a deal to end the Korean War.
 - (B) Kim Jong Un was the first North Korean leader to travel outside of North Korea.
 - (C) North Korea made a deal with the United States to give up its nuclear weapons.
 - (D) President Trump was the first president to meet with a North Korean leader while in office.
- 8 How was the meeting between Trump and Kim different from other meetings between the U.S. and North Korea?
- (A) It was the first time the U.S. learned that North Korea had a nuclear program.
 - (B) It was the first time a U.S. president was allowed to visit North Korea.
 - (C) It was the first time a U.S. president in office has met with a North Korean leader.
 - (D) It was the first time North Korea has agreed to stop making nuclear weapons.

NAME _____

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Addition & Subtraction Fact Practice

1 Complete the doubles addition facts.

$\begin{array}{r} 2 \\ + 2 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ + 3 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ + 4 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ + 6 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ + 7 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ + 8 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ + 9 \\ \hline \end{array}$
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2 Complete the neighbors addition facts.

$\begin{array}{r} 2 \\ + 3 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ + 4 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ + 6 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ + 7 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ + 8 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ + 9 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ + 10 \\ \hline \end{array}$
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3 Complete the half subtraction facts.

$\begin{array}{r} 4 \\ - 2 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ - 3 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ - 4 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ - 5 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ - 6 \\ \hline \end{array}$	$\begin{array}{r} 14 \\ - 7 \\ \hline \end{array}$	$\begin{array}{r} 16 \\ - 8 \\ \hline \end{array}$	$\begin{array}{r} 18 \\ - 9 \\ \hline \end{array}$
---	---	---	--	--	--	--	--

4 Complete the neighbors subtraction facts.

$\begin{array}{r} 4 \\ - 3 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ - 4 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ - 7 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ - 8 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ - 9 \\ \hline \end{array}$	$\begin{array}{r} 14 \\ - 13 \\ \hline \end{array}$	$\begin{array}{r} 16 \\ - 14 \\ \hline \end{array}$	$\begin{array}{r} 18 \\ - 17 \\ \hline \end{array}$
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CHALLENGE

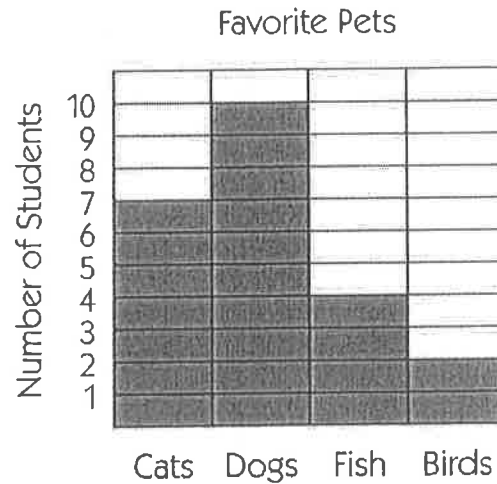
5 Look at the facts in problems 1 and 2. Describe one pattern you see.

NAME _____

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Sam's Pet Graph

Sam asked his classmates to choose their favorite pets. The bar graph shows how many students chose each pet.



- 1 Which pet did the greatest number of students choose?
- 2 How many students chose fish?
- 3 How many more students chose dogs than cats?
- 4 How many more students chose cats than birds?
- 5a Write another question you could answer by looking at this graph.

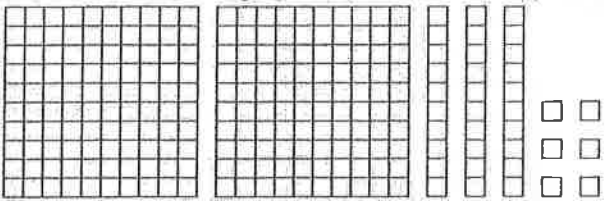
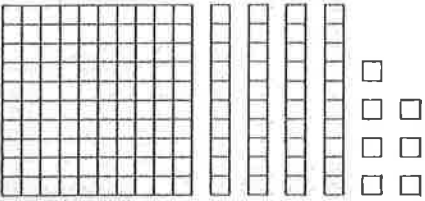
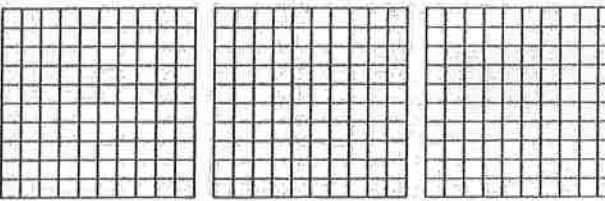
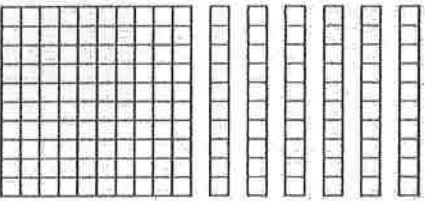
b Write the answer to your question here:

NAME _____

DATE _____

Numbers in the Hundreds

1 Write the number that matches each picture.

<p>example <u>236</u></p> 	<p>a _____</p> 
<p>b _____</p> 	<p>c _____</p> 

2 Write each pair of numbers. Then use a greater than (>) or less than (<) symbol to compare them.

ex	four hundred eighty-three	four hundred thirty-eight	compare with > or <
	483	438	483 > 438
a	two hundred twenty-six	two hundred sixty-two	compare with > or <
b	three hundred seven	three hundred seventeen	compare with > or <
c	eight hundred ninety-four	eight hundred forty-nine	compare with > or <

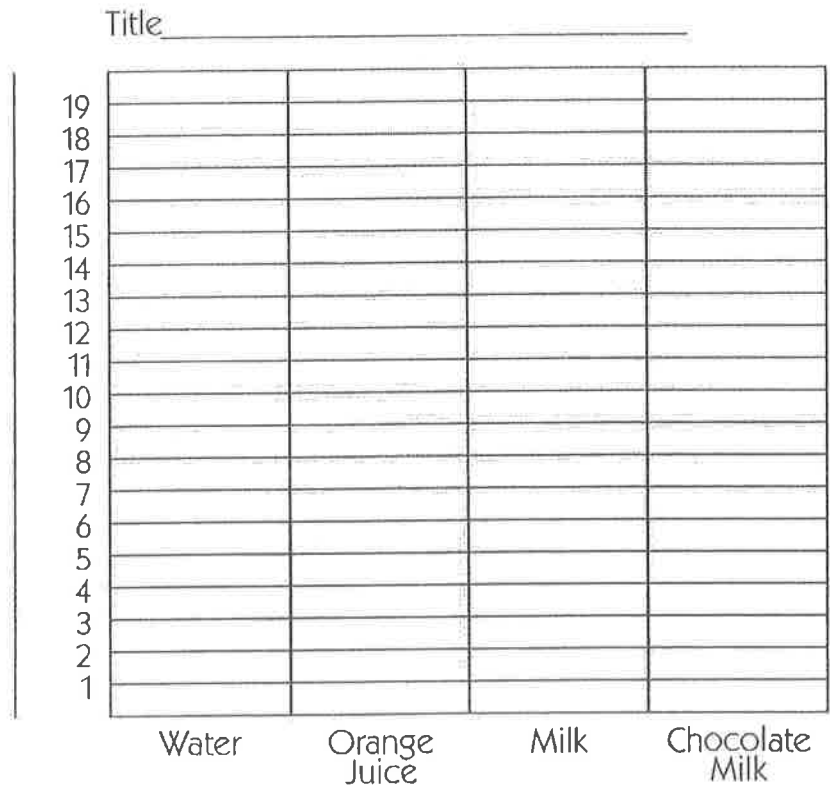
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The Cafeteria Survey

1 The people who work in the cafeteria did a survey to find out what the students' favorite drinks are. The table shows the third graders' answers. Show the information from the table on the bar graph. Title the graph and label the y-axis.

Drink	Number of Students
Water	7
Orange Juice	12
Milk	19
Chocolate Milk	13



2 How many third graders were surveyed? Show all your work.

3 What was the most popular drink?

4a Write a question you could answer by looking at the graph.

b Write the answer to your question here:

NAME _____

DATE _____

Fast Tens & Fast Nines Practice

1 Complete the fast tens addition facts.

$$\begin{array}{r} 10 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 10 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 10 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 10 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 10 \\ \hline \end{array}$$

2 Complete the fast nines addition facts.

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

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

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

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

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

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

$$\begin{array}{r} 8 \\ + 9 \\ \hline \end{array}$$

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

3 Complete the take away ten subtraction facts.

$$\begin{array}{r} 18 \\ - 10 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ - 10 \\ \hline \end{array}$$

$$\begin{array}{r} 15 \\ - 10 \\ \hline \end{array}$$

$$\begin{array}{r} 17 \\ - 10 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ - 10 \\ \hline \end{array}$$

$$\begin{array}{r} 16 \\ - 10 \\ \hline \end{array}$$

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

$$\begin{array}{r} 19 \\ - 10 \\ \hline \end{array}$$

4 Complete the runaway ones subtraction facts.

$$\begin{array}{r} 17 \\ - 7 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 15 \\ - 5 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ - 4 \\ \hline \end{array}$$

$$\begin{array}{r} 16 \\ - 6 \\ \hline \end{array}$$

$$\begin{array}{r} 18 \\ - 8 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} 19 \\ - 9 \\ \hline \end{array}$$



CHALLENGE

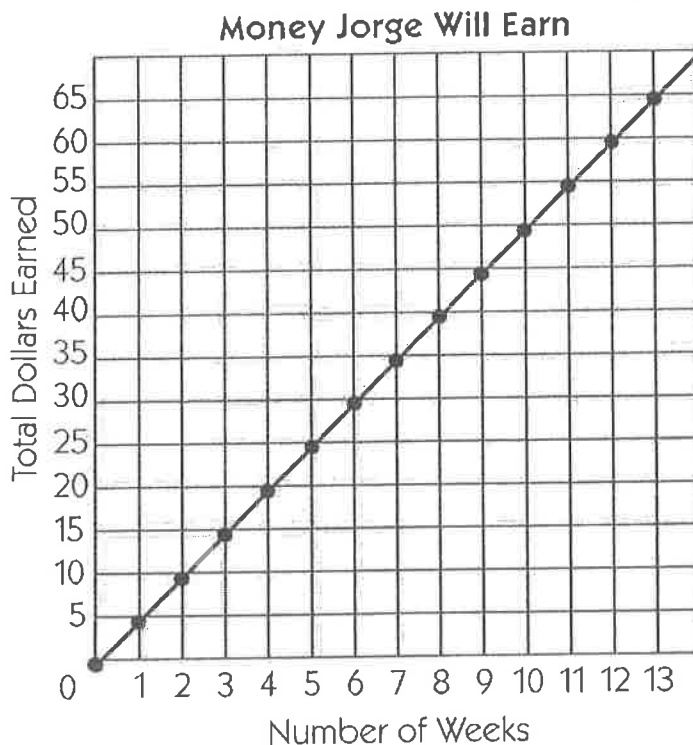
5 Look at the facts in problems 1 and 2. Describe one pattern you see.

NAME _____

DATE _____

Jorge's Saving Plans

Jorge wants to buy a digital music player that costs \$50. He offered to water his neighbor's plants for \$5 per week. The graph below shows how much money Jorge will have if he saves it all.



- How long will it take Jorge to earn \$20? _____ weeks
- How long will it take Jorge to earn enough money to buy the music player?
_____ weeks

- How many weeks would it take for Jorge to earn \$60? _____ weeks



CHALLENGE

- If Jorge spent \$20 after the 7th week, how many weeks in all would it take him to have enough money to buy the music player?

NAME _____

DATE _____

Missing Numbers Fill-In

1 Fill in the missing numbers in the make ten addition facts.

$5 + \underline{\quad} = 10$

$\underline{\quad} + 3 = 10$

$6 + \underline{\quad} = 10$

$10 = \underline{\quad} + 8$

$0 + \underline{\quad} = 10$

$9 + \underline{\quad} = 10$

$10 = \underline{\quad} + 7$

$10 = 4 + \underline{\quad}$

2 Fill in the missing numbers in the equations below.

$2 + \underline{\quad} = 4$

$16 = \underline{\quad} + 8$

$6 = 3 + \underline{\quad}$

$\underline{\quad} = 9 + 9$

$5 + \underline{\quad} = 10$

$\underline{\quad} + 6 = 12$

$8 = \underline{\quad} + 4$

$7 + 7 = \underline{\quad}$

3 Fill in the missing numbers to complete the subtraction facts.

$$\begin{array}{r} 15 \\ - \square \\ \hline 8 \end{array}$$

$$\begin{array}{r} 13 \\ - 3 \\ \hline \square \end{array}$$

$$\begin{array}{r} 18 \\ - \square \\ \hline 9 \end{array}$$

$$\begin{array}{r} 11 \\ - \square \\ \hline 4 \end{array}$$

$$\begin{array}{r} 16 \\ - 9 \\ \hline \square \end{array}$$

$$\begin{array}{r} \square \\ - 3 \\ \hline 8 \end{array}$$

$$\begin{array}{r} 17 \\ - \square \\ \hline 9 \end{array}$$

$$\begin{array}{r} 12 \\ - 3 \\ \hline \square \end{array}$$

$$\begin{array}{r} 11 \\ - 2 \\ \hline \square \end{array}$$

$$\begin{array}{r} 12 \\ - \square \\ \hline 9 \end{array}$$

$$\begin{array}{r} \square \\ - 2 \\ \hline 12 \end{array}$$

$$\begin{array}{r} 13 \\ - \square \\ \hline 8 \end{array}$$



CHALLENGE

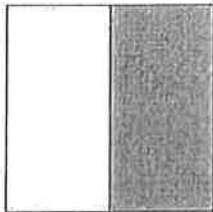
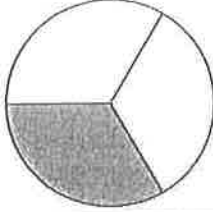
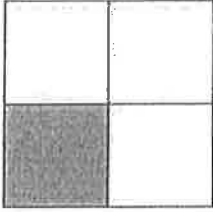
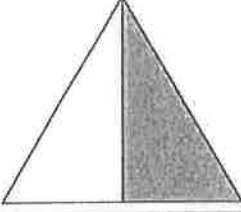
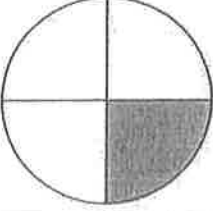

4 What is one way the equations in problem 2 are alike?

NAME _____

DATE _____

Name the Fraction

1 Fill in the bubble next to the fraction that shows how much of each shape is filled in.

<p>example</p> <p><input checked="" type="radio"/> $\frac{1}{2}$</p> <p><input type="radio"/> $\frac{1}{3}$</p> <p><input type="radio"/> $\frac{1}{4}$</p> 	<p>a</p> <p><input type="radio"/> $\frac{1}{2}$</p> <p><input type="radio"/> $\frac{1}{3}$</p> <p><input type="radio"/> $\frac{1}{4}$</p> 
<p>b</p> <p><input type="radio"/> $\frac{1}{2}$</p> <p><input type="radio"/> $\frac{1}{3}$</p> <p><input type="radio"/> $\frac{1}{4}$</p> 	<p>c</p> <p><input type="radio"/> $\frac{1}{2}$</p> <p><input type="radio"/> $\frac{1}{3}$</p> <p><input type="radio"/> $\frac{1}{4}$</p> 
<p>c</p> <p><input type="radio"/> $\frac{1}{2}$</p> <p><input type="radio"/> $\frac{1}{3}$</p> <p><input type="radio"/> $\frac{1}{4}$</p> 	<p>e</p> <p><input type="radio"/> $\frac{1}{2}$</p> <p><input type="radio"/> $\frac{1}{3}$</p> <p><input type="radio"/> $\frac{1}{4}$</p> 

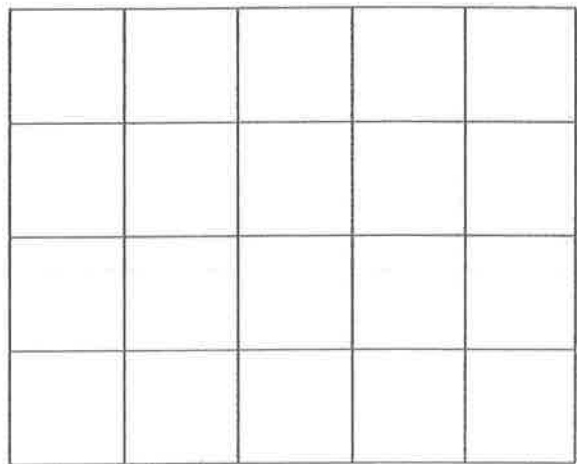


CHALLENGE

2 Follow the instructions to color the array at the right.

- Color half the squares in the array red.
- Color one-fourth of the squares in the array blue.
- Color the rest of the squares in the array green.

What fraction of the array is green?



NAME _____

DATE _____

Related Addition & Subtraction Facts

1 Complete these addition facts.

$$\begin{array}{r} 4 \\ + 6 \\ \hline \end{array}$$

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

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

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

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

$$\begin{array}{r} 10 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 10 \\ \hline \end{array}$$

2 Complete these addition facts. Use the answers above to help.

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

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

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

$$\begin{array}{r} 8 \\ + 5 \\ \hline \end{array}$$

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

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

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

3 Complete these subtraction facts.

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

$$\begin{array}{r} 11 \\ - 4 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ - 7 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ - 8 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ - 4 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ - 5 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ - 6 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ - 8 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ - 5 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ - 7 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ - 7 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ - 6 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ - 5 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ - 5 \\ \hline \end{array}$$



CHALLENGE

4 Solve these addition problems.

$$\begin{array}{r} 150 \\ + 150 \\ \hline \end{array}$$

$$\begin{array}{r} 250 \\ + 140 \\ \hline \end{array}$$

$$\begin{array}{r} 350 \\ + 260 \\ \hline \end{array}$$

$$\begin{array}{r} 440 \\ + 460 \\ \hline \end{array}$$

$$\begin{array}{r} 140 \\ + 670 \\ \hline \end{array}$$

$$\begin{array}{r} 220 \\ + 480 \\ \hline \end{array}$$

$$\begin{array}{r} 170 \\ + 530 \\ \hline \end{array}$$

5 Solve these subtraction problems.

$$\begin{array}{r} 130 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 480 \\ - 140 \\ \hline \end{array}$$

$$\begin{array}{r} 129 \\ - 13 \\ \hline \end{array}$$

$$\begin{array}{r} 100 \\ - 4 \\ \hline \end{array}$$

$$\begin{array}{r} 300 \\ - 97 \\ \hline \end{array}$$

$$\begin{array}{r} 250 \\ - 25 \\ \hline \end{array}$$

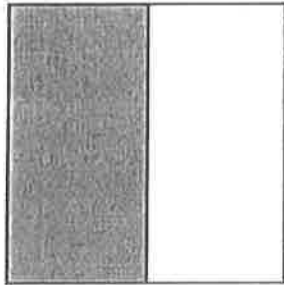
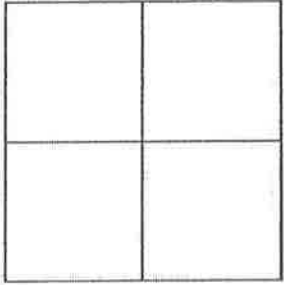
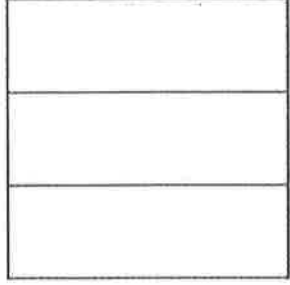
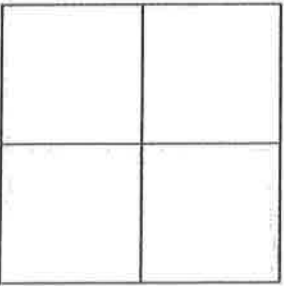
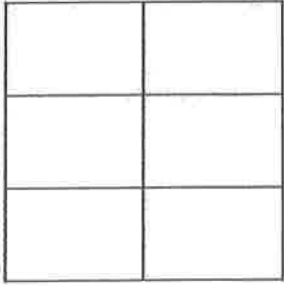
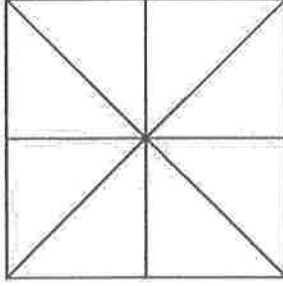
$$\begin{array}{r} 140 \\ - 29 \\ \hline \end{array}$$

NAME _____

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Fraction Fill-Ins

1 Shade in each square to show the fraction.

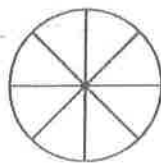
<p>example $\frac{1}{2}$</p> 	<p>a $\frac{1}{4}$</p> 	<p>b $\frac{1}{3}$</p> 
<p>c $\frac{2}{4}$</p> 	<p>d $\frac{4}{6}$</p> 	<p>e $\frac{3}{8}$</p> 



CHALLENGE

2 Follow the instructions to color the circle.

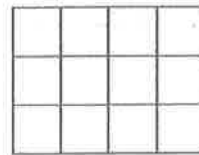
- Color $\frac{2}{8}$ of the circle red.
- Color $\frac{3}{8}$ of the circle green.
- Color $\frac{1}{8}$ of the circle yellow.
- Color the rest of the circle blue.



What fraction of the circle is blue?

3 Follow the instructions to color the rectangle.

- Color $\frac{1}{4}$ of the rectangle purple.
- Color $\frac{2}{4}$ of the rectangle orange.
- Color $\frac{1}{12}$ of the rectangle blue.
- Color the rest of the rectangle brown.







What fraction of the rectangle is brown?

NAME _____







DATE _____

Dollar Signs & Decimal Points

1 Write the value of each coin with a decimal point and dollar sign.

ex Penny <u>\$0.01</u> 	a Nickel _____ 	b Dime _____ 	c Quarter _____ 
--	--	---	---

2 Use a dollar sign and decimal point to write the value of each group of coins.

example <u>\$0.15</u> 	a _____ 
b _____ 	c _____ 
d _____ 	e _____ 



CHALLENGE

3 Sketch the following groups of coins.

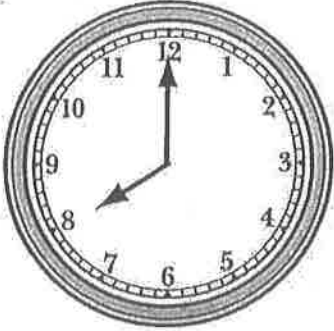
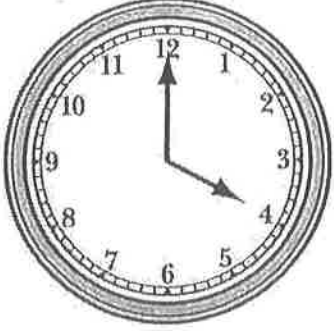

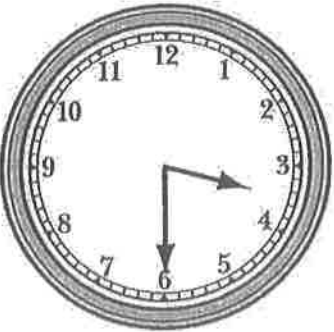
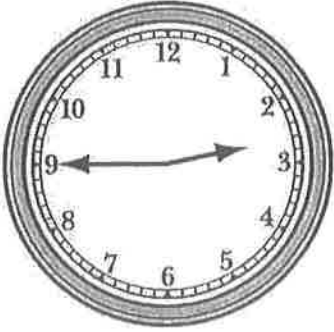
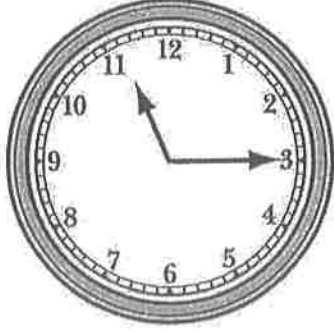
a 5 coins worth \$ 0.46. 	b 9 coins worth \$0.48.
---	--

NAME _____

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Telling Time to the Hour, Half Hour & Quarter Hour

1 What time does each clock show?

<p>example</p>  <p>8:00</p>	<p>a</p> 	<p>b</p> 
<p>c</p> 	<p>d</p> 	<p>e</p> 



CHALLENGE

2 Which clock above shows "quarter past eleven"?

3 Which clock above shows "quarter till three"?


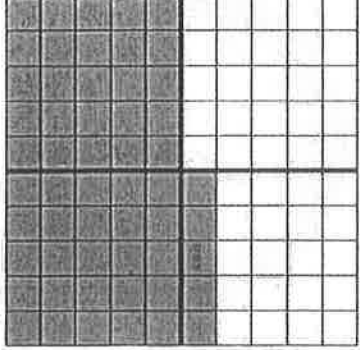

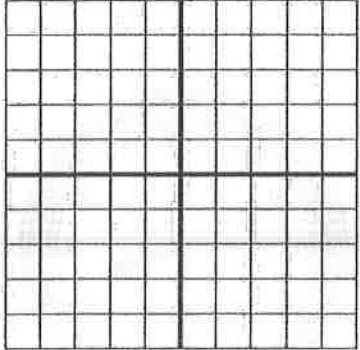

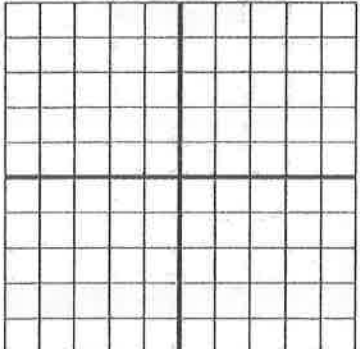

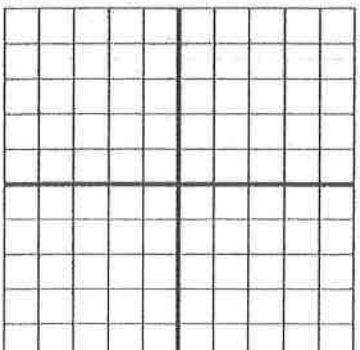
4 Which clock above shows "half past three"?

NAME _____

DATE _____

More Dollar Signs & Decimals

Write how much each group of coins is worth. Use a dollar sign and decimal point. You can use the grids to help.

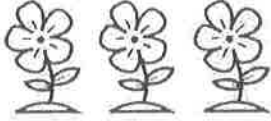
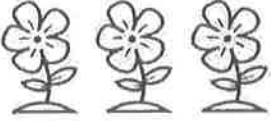
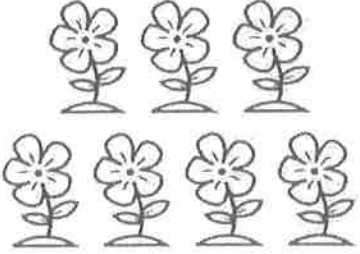
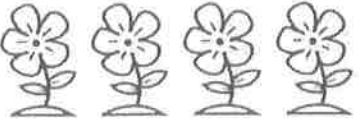
Coin Collection	Value of Collection	Grid
<p>example</p> 	<p>\$0.55</p>	
<p>1</p> 		
<p>2</p> 		
<p>3</p> 		

NAME _____

DATE _____

Leaves & Flower Petals

Answer each question below. Write an addition or multiplication equation to show how you figured it out.

Picture	-Answer the question.	Write an equation.
<p>example</p> 	<p>There are 3 flowers. How many <i>leaves</i>?</p> <p style="text-align: center;">6</p>	<p style="text-align: center;">$2 + 2 + 2 = 6$ or $3 \times 2 = 6$</p>
<p>1</p> 	<p>There are 3 flowers. How many <i>petals</i>?</p>	
<p>2</p> 	<p>There are 7 flowers. How many <i>leaves</i>?</p>	
<p>3</p> 	<p>There are 4 flowers. How many <i>petals</i>?</p>	

NAME _____

DATE _____

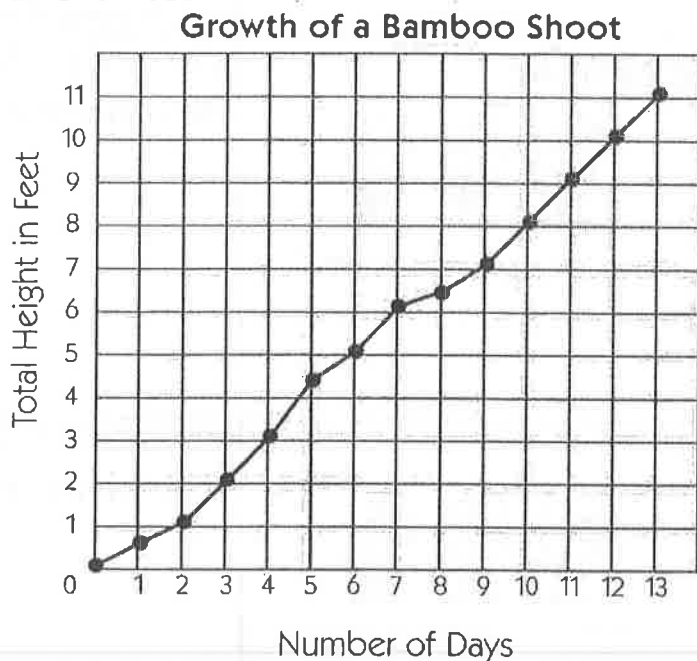
Bamboo Shoot Growth Graph

In the spring, new bamboo shoots can grow up to 1 foot per day. Once they reach their full height, the shoots stop growing. The graph below shows how one shoot grew for 13 days.

1 How tall was the shoot on the 13th day?

2 On what day was the shoot about $6\frac{1}{2}$ feet tall?

3 Did the shoot ever get shorter in the 13 days?



4a Did the shoot grow the same amount every day?

b Explain how you can tell.



CHALLENGE


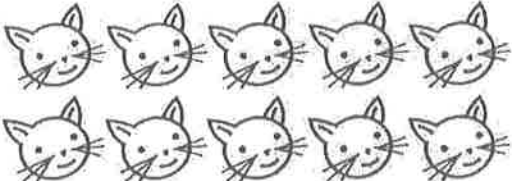
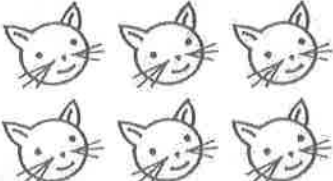

5 There are 36 inches in 1 yard. The shoot was 84 inches on the ninth day. Was it more or less than 2 yards tall? Exactly how much more or less? Show all your work.

NAME _____

DATE _____

Eyes, Ears & Whiskers

Answer each question below. Write an addition or multiplication equation to show how you figured it out.

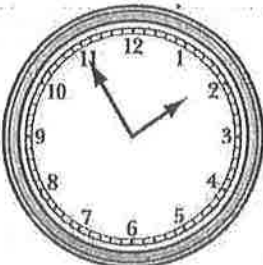
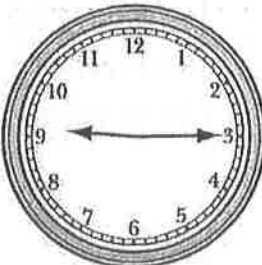
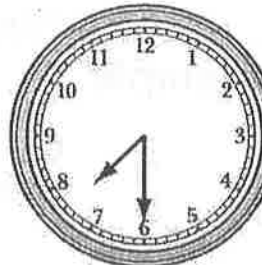
Picture	Answer the question.	Write your equation here.
example 	There is 1 cat. How many <i>eyes</i> ? 2	$1 \times 2 = 2$
1 	There are 10 cats. How many <i>eyes</i> ?	
2 	There are 6 cats. How many <i>ears</i> ?	
3 	There are 3 cats. How many <i>whiskers</i> ?	

NAME _____

DATE _____

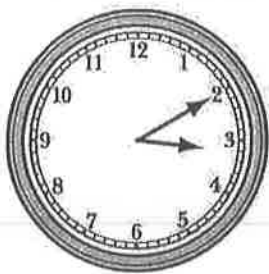
Telling Time on Analog & Digital Clocks

1 Fill in the bubble that shows the time on the clock.

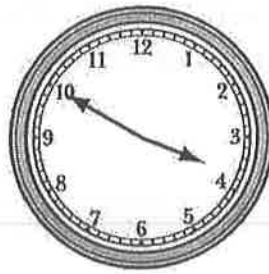
<p>a</p> <p><input type="radio"/> 1:55</p> <p><input type="radio"/> 2:11</p> <p><input type="radio"/> 2:55</p> <p><input type="radio"/> 11:10</p> 	<p>b</p> <p><input type="radio"/> 3:45</p> <p><input type="radio"/> 9:03</p> <p><input type="radio"/> 9:15</p> <p><input type="radio"/> 10:15</p> 	<p>c</p> <p><input type="radio"/> 6:35</p> <p><input type="radio"/> 6:40</p> <p><input type="radio"/> 7:30</p> <p><input type="radio"/> 8:30</p> 
--	---	---

2 Draw lines to show match the clocks that show the same time.

a



b

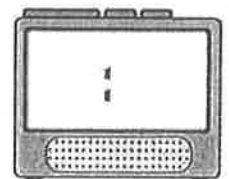
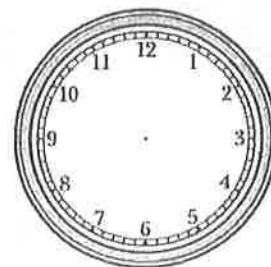


c



CHALLENGE

3 Sam leaves school at 3:15. It takes Sam 2 minutes to walk 1 block and he lives 13 blocks away from school. Draw hands on the clock face and write the time on the digital clock to show when he gets home from school if he doesn't stop along the way. Show all of your work.



NAME _____

DATE _____

Eric's Three-Coin Problem

Eric has 3 coins in his pocket. They are worth \$0.40. What coins does he have in his pocket?

- 1 What is this problem asking you to figure out?
- 2 Underline any information in the problem that will help you find the answer.
- 3 Use this space to solve the problem. Show all your work using numbers, words, and/or labeled sketches. Write the answer on the line below when you're finished.

Answer _____

NAME _____

DATE _____

Understanding Place Value

1 Circle the place value of the underlined digit. Then write its value.

Number	Place Value	Value
ex a 4 <u>5</u> 2	ones <u>tens</u> hundreds	50
ex b 10 <u>3</u>	<u>ones</u> tens hundreds	3
a <u>3</u> 82	ones tens hundreds	

Number	Place Value	Value
b 16 <u>4</u>	ones tens hundreds	
c 4 <u>7</u> 1	ones tens hundreds	
d <u>5</u> 04	ones tens hundreds	

2 Write $>$ or $<$ on the line to make a true statement.

ex 456 <u><</u> 546	a 96 _____ 69	b 326 _____ 362	c 127 _____ 217
d 960 _____ 906	e 312 _____ 231	f 304 _____ 430	g 719 _____ 790

3 Fill in the missing digits to make each statement true. There is more than one right answer for each one.

ex 3 <u>2</u> 7 $<$ 347	a 435 $>$ ____35	b 107 $<$ ____07	c 935 $<$ 93____
d 2____3 $>$ 263	e 1____7 $<$ 137	f 276 $>$ 2____6	g 119 $<$ 1____9

NAME _____

DATE _____

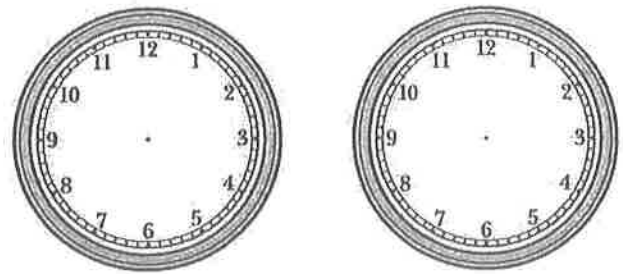
Alexis Walks Home from School

Alexis started walking home from school at 3:15. She got home 20 minutes later. What time did she get home?

1 What is this problem asking you to figure out?

2 Underline any information in the problem that will help you find the answer.

3a Use this space to solve the problem. Show all your work using numbers, words, and/or labeled sketches. You can use the clocks to help. Write the answer on the line below when you're finished.

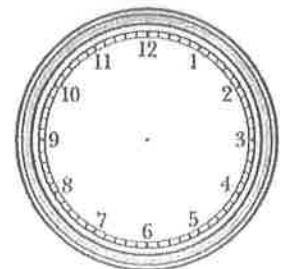


b Answer _____



CHALLENGE

4 Social studies started 55 minutes before Alexis started walking home from school at 3:15. What time did social studies start?



Grade 3 Practice Book Answer Keys



ANSWER KEY

Use after Unit One, Session 10

Page 1, Addition & Subtraction Fact Practice

- 4, 6, 8, 10, 12, 14, 16, 18
- 5, 7, 9, 11, 13, 15, 17, 19
- 2, 3, 4, 5, 6, 7, 8, 9
- 1, 2, 1, 2, 2, 1, 2, 1
- (challenge) Students' responses will vary. Example:
The answers to all the doubles facts are even. The answers to all the neighbors facts are odd.

Page 2, Sam's Pet Graph

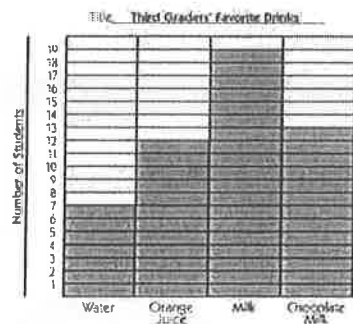
- Dogs
- 4 students
- 3 more students chose dogs than cats.
- 5 more students chose cats than birds.
- Students' responses will vary. Example:
How many students did Sam survey?
 - Students' responses will vary. Example:
Sam surveyed 23 students.

Page 3, Numbers in the Hundreds

- 147
 - 302
 - 178
- 226, 262, 226 < 262
 - 307, 317, 307 < 317
 - 894, 849, 894 > 849

Page 4, The Cafeteria Survey

- Students' work may vary slightly. Example:



- 51 students; students' work will vary.
- Milk was the most popular drink.
- Students' responses will vary. Example:
How many more students voted for milk than water?
 - Students' responses will vary. Example:
12 more students voted for milk.

Page 5, Fast Tens & Fast Nines Practice

- 12, 13, 14, 15, 16, 17, 18, 19
- 11, 12, 13, 14, 15, 16, 17, 18
- 8, 2, 5, 7, 3, 6, 4, 9
- 10, 10, 10, 10, 10, 10, 10, 10
- (challenge) Students' responses will vary. Example:
The answers to both problems go in counting order.

Page 6, Jorge's Saving Plans

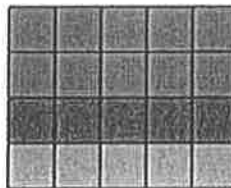
- 4 weeks
- 10 weeks
- 12 weeks
- (challenge) 7 more weeks after the 7th week;
14 weeks in all.

Page 7, Missing Numbers Fill-In

- 5, 7, 4, 2
10, 1, 3, 6
- 2, 8, 3, 18
5, 6, 4, 14
- 7, 10, 9, 7, 7, 11
8, 9, 9, 3, 14, 5
- (challenge) Students' responses will vary. Example:
They are all doubles addition facts.

Page 8, Name the Fraction

- $\frac{1}{3}$
 - $\frac{1}{4}$
 - $\frac{1}{2}$
 - $\frac{1}{4}$
 - $\frac{1}{3}$
- (challenge) $\frac{1}{4}$ of the array is green.



Page 9, Related Addition & Subtraction Facts

- 10, 10, 10, 10, 11, 13, 14
- 11, 12, 12, 13, 14, 13, 12



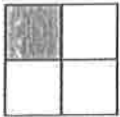
Use after Unit One, Session 10 (cont.)

Page 9, Related Addition & Subtraction Facts (cont.)

- 3 5, 7, 5, 5, 8, 6, 6
6, 8, 4, 7, 8, 5, 9
- 4 (challenge) 300, 390, 610, 900, 810, 700, 700
- 5 (challenge) 127, 340, 116, 96, 203, 225, 111

Page 10, Fraction Fill-Ins

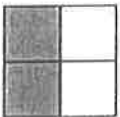
- 1 a One of four regions shaded. Example:



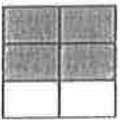
- b One of three regions shaded. Example:



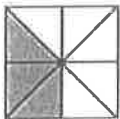
- c Two of four regions shaded. Example:



- d (challenge) Four of six regions shaded.
Example:



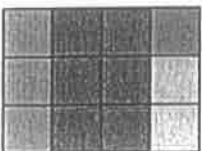
- e (challenge) Three of eight regions shaded.
Example:



- 2 (challenge) $\frac{2}{8}$ of the circle is blue. ($\frac{1}{4}$ is also acceptable.) Example:



- 3 (challenge) $\frac{2}{12}$ of the rectangle is brown. ($\frac{1}{6}$ is also acceptable.) Example:



Use after Unit One, Session 20

Page 11, Dollar Signs & Decimal Points

- 1 a \$0.05
b \$0.10
c \$0.25
- 2 a \$0.03
b \$0.30
c \$0.50
d \$0.25
e \$0.45
- 3 a (challenge) 1 quarter, 1 dime, 2 nickels, 1 penny
b (challenge) 3 dimes, 3 nickels, 3 pennies

Page 12, Telling Time to the Hour, Half Hour & Quarter Hour

- 1 a 4:00
b 10:05
c 3:30
d 2:45
e 11:15
- 2 (challenge) Clock e
- 3 (challenge) Clock d
- 4 (challenge) Clock c

Page 13, More Dollar Signs & Decimals

Coin Collection	Value of Collection	Grid
example 	\$0.55	
1 	\$0.51	
2 	\$0.42	
3 	\$0.45	



Use after Unit One, Session 20 (cont.)

Page 14, Leaves & Flower Petals

- 15 petals, $5 + 5 + 5 = 15$ or $3 \times 5 = 15$
- 14 leaves, $2 + 2 + 2 + 2 + 2 + 2 + 2 = 14$ or $7 \times 2 = 14$
- 20 petals, $5 + 5 + 5 + 5 = 20$ or $4 \times 5 = 20$

Page 15, Bamboo Shoot Growth Graph

- 11 feet
- On the 8th day
- No
- a No
b Students' explanations will vary. Example:
Because the line on the graph goes up a different amount on some of the days. The plant only grew 1 foot between Days 7 and 9, but it grew 2 feet between Days 2 and 4. It grew faster some times, and more slowly other times.
- (challenge) It was 12 inches or 1 foot more than 2 yards tall. Students' work will vary.

Page 16, Eyes, Ears & Whiskers

- 20 eyes, $2 + 2 + 2 + 2 + 2 + 2 + 2 + 2 + 2 + 2 = 20$ or $10 \times 2 = 20$
- 12 ears, $2 + 2 + 2 + 2 + 2 + 2 = 12$ or $6 \times 2 = 12$
- 18 whiskers, $6 + 6 + 6 = 18$ or $3 \times 6 = 18$

Page 17, Telling Time on Analog & Digital Clocks

- a 1:55
b 9:15
c 7:30

2



- (challenge) 3:41; Students' work will vary.



Page 18, Eric's Three-Coin Problem

- Students' responses will vary. Example: *What 3 coins add up to 40¢?*

- Eric has 3 coins in his pocket. They are worth \$0.40. What coins does he have in his pocket?
- Students' work will vary. A quarter, a dime, and a nickel.

Page 19, Understanding Place Value

- a hundreds, 300
b ones, 4
c tens, 70
d hundreds, 500
- a $96 > 69$
b $326 < 362$
c $127 < 217$
d $960 > 906$
e $312 > 231$
f $304 < 430$
g $719 < 790$
- Students' responses will vary.

Page 20, Alexis Walks Home from School

- Students' responses will vary. Example: *What time did Alexis get home from school?*
- Alexis started walking from home from school at 3:15. She got home 20 minutes later. What time did she get home?
- a Students' work will vary.
b 3:35
- (challenge) 2:20

Use after Unit Two, Session 15

Page 21, Expanded Notation: 3-Digit Numbers

1

	Hundreds	Tens	Ones	Equation
ex	200 	40 	5 	$200 + 40 + 5 = 245$
a	100 	30 	7 	$100 + 30 + 7 = 137$
b	200 	60 	5 	$200 + 60 + 5 = 265$

- (challenge) Part b, 128. Student work will vary.