

BridgePrep Academy of Village Green

A Bilingual Academy for Learning
"Where learning is a Journey"

3rd Grade

ELA Spring Break Packet

Student Name: _____

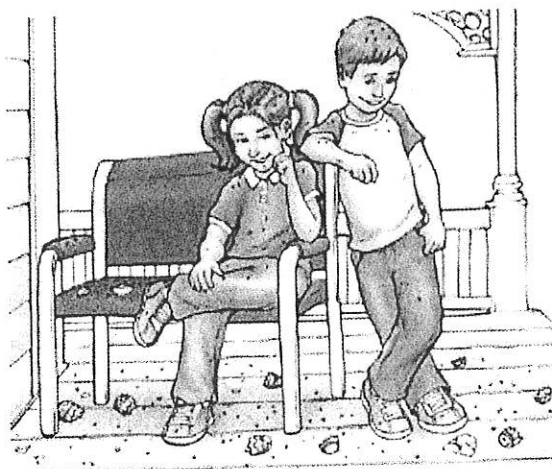
Main Campus

due date: Wednesday, March 30, 2016
for an Extra Credit Project grade

Name _____

Date _____

A Special Touch



“Mom, Henry is cracking the eggshells,” yelled Gina from the back porch.

Mother walked through the living room. She gazed at the brightly colored paper flowers that speckled the rug like a rainbow. Gina had left them there when she made them earlier. When Mother reached the back door her eyes widened. Her mouth dropped open. The porch, the children, and the chairs were covered with tiny bits of colorful paper called confetti and eggshells called cascarones that were broken into pieces.

“I know breaking cascarones on your heads is fun. Next time let’s wait until the guests are here,” Mother said with a smile.

Mother walked back into the house. Gina and Henry looked at each other and smiled. They were glad Mother was not upset about the mess. The children worked together to hang the paper flowers. Soon they were all in place.

As guests began to arrive, Henry noticed the floor. It was still covered with confetti from the broken cascarones. He stared at the floor for a minute and smiled.

“I think all the tiny paper bits add a special touch,” Henry said, hoping Gina would agree.

“I agree,” Mother said. She was standing at the back door with Tia Margaret and Abuela Rita.

“Me, too,” said their grandmother, Rita. “What’s a fiesta without cascarones and confetti?” Everyone laughed and came out on the porch to enjoy the fiesta.

_____ **1 What is one problem in the story?**

- A The confetti adds a special touch to the fiesta.
- B Mother is unhappy with the mess on the floor.
- C Mother wants to make paper flowers with the children.
- D The floor is covered with confetti before the guests arrive.

_____ **2 Read the sentences.**

When Mother reached the back door, her eyes widened. Her mouth dropped open.

Which sentence shows a similar reaction by another character?

- F He stared at the floor for a minute and smiled.
- G The children worked together to hang the paper flowers.
- H Everyone laughed and came out on the porch to enjoy the fiesta.
- J She gazed at the brightly colored paper flowers that speckled the rug like a rainbow.

_____ **3 Which statement from the passage contains a simile?**

- A She gazed at the brightly colored paper flowers that speckled the rug like a rainbow.
- B Everyone laughed and came out on the porch to enjoy the fiesta.
- C It was still covered with confetti from the broken cascarones.
- D He stared at the floor for a minute and smiled.

_____ **4 Read the sentence.**

She gazed at the brightly colored paper flowers that speckled the rug like a rainbow.

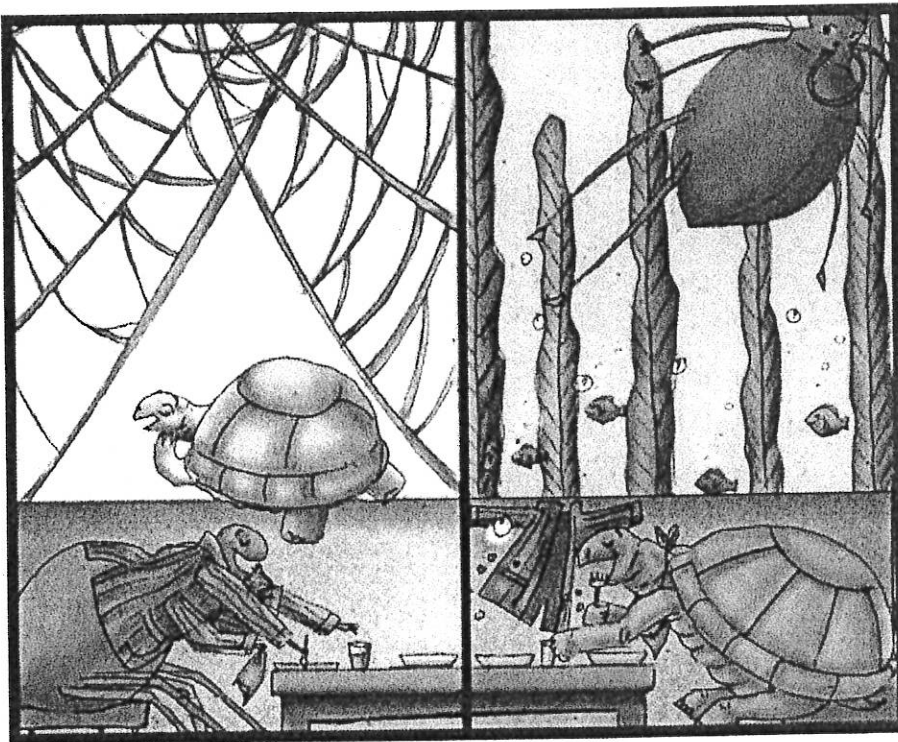
What does the word speckled mean?

- F covered
- G folded
- H moved
- J widened

Name _____

Date _____

Anansi & Turtle
An African Folktale
by Leslie Kimmelman



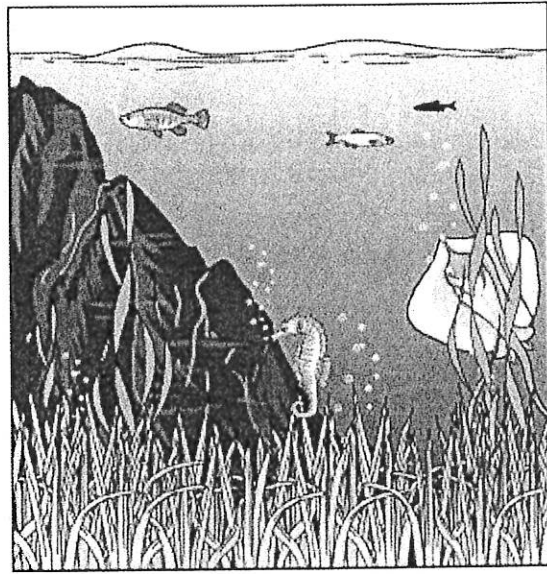
One evening, tired, dusty Turtle knocked on spider Anansi's door. Anansi invited him for dinner, just to be polite. But when Turtle reached for the bowl of tasty food, Anansi said cleverly, "Turtle, don't you know it is bad manners to eat without first washing up?"

So, hungry Turtle slowly walked back to the river to wash. By the time he returned, greedy Anansi had finished all the food.

A month later, Anansi visited Turtle. "Come down," Turtle invited from his dinner table at the river's bottom. But Anansi was too light to sink under the water. He had to put pebbles in his jacket pockets to get to Turtle's table.

Just as Anansi reached for some delicious food, Turtle said cleverly, “Don’t you know it is bad manners to wear a jacket at the table?” Of course, as soon as Anansi’s jacket was off, he floated up. He could only look on sadly as Turtle ate all the dinner himself.

Little Bony Sea Horse



Little bony sea horse,
Hiding in the sea,
Won't you show your colors,
And come out and play with me?

Little bony sea horse,
Swimming all around,
Slipping through the meadow,
Won't you please calm down?

Little bony sea horse,
Searching for some food,
Sucking through your snout,
Please don't be so rude!

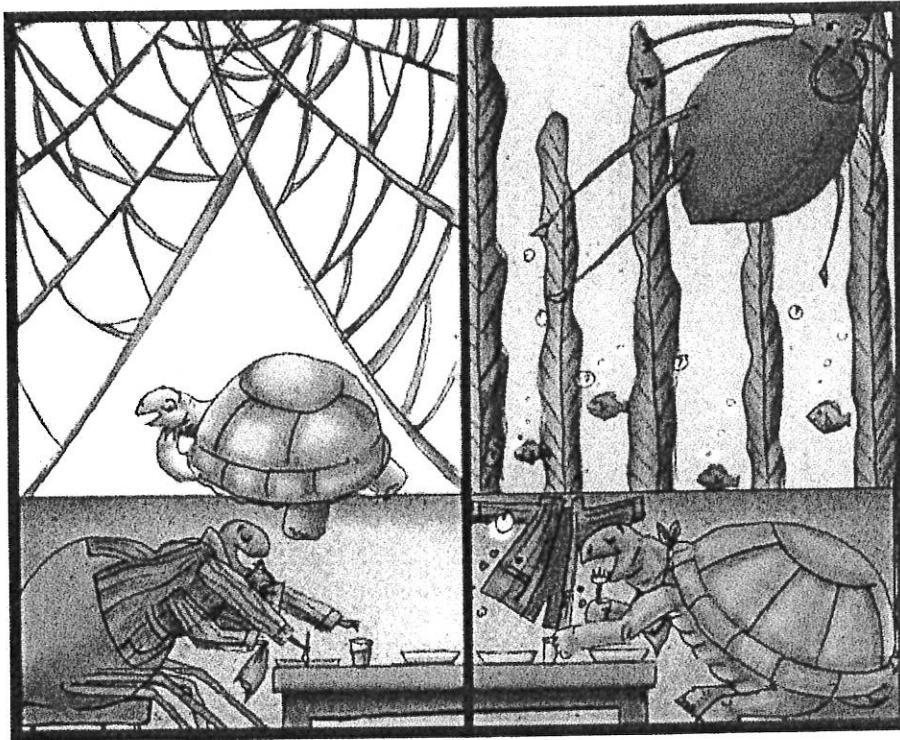
Little bony sea horse,
Flapping fins and tail,
Why aren't you stopping?
Why are you so pale?

Little bony sea horse,
 Why did you swim away?
 No one's here but me,
 And a little blue stingray!

1 How are the settings of “Anansi & Turtle” and “Little Bony Sea Horse” similar?

- A They both take place at the dinner table.
- B They both take place on the sandy shore.
- C They both take place in or near the water.
- D They both take place in or by the meadow.

Anansi & Turtle
An African Folktale
 by Leslie Kimmelman



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"Anansi & Turtle" from *Sesame Street Magazine*, September 2003. Copyright © 2003 Sesame Workshop. All rights reserved. Used by permission of Sesame Workshop.

_____ **1 At the end of the story, Turtle tricks Anansi by**

- A visiting him late one evening.
- B asking him to wash for dinner.
- C helping him find some pebbles.
- D telling him to remove his jacket.

_____ **2 Anansi puts pebbles in his pockets so that he can**

- F sink in the river.
- G start a collection.
- H give them to Turtle.
- J hide them from Turtle.

_____ **3 What lesson does Anansi learn in the end?**

- A Do not cheat others.
- B Jackets are bad luck.
- C Always clean your mess.
- D Do not invite others to dinner.

_____ **4 With which statement would the author MOST LIKELY agree?**

- F Anansi got what he deserved.
- G Anansi tried to be a good friend.
- H Turtle should have worn a jacket.
- J Turtle was rude to forget to wash.

_____ **5 What does Anansi do to show he is greedy?**

- A He eats all the food.
- B He cooks a big dinner.
- C He goes to Turtle's house.
- D He invites Turtle to his home.

_____ **6 Anansi and Turtle are ALIKE because they**

- F move slowly.
- G live in the river.
- H fool one another.
- J lack good manners.

_____ **7 Which word describes BOTH Anansi and Turtle?**

- A clever
- B curious
- C kind
- D lonely

_____ **8 Which is the BEST summary of the story?**

- F Anansi and Turtle invited each other for dinner and tricked each other so only one was able to eat.
- G Turtle and Anansi invited each other for dinner and tricked each other so they could both eat.
- H Anansi invited Turtle to dinner, but then Turtle tricked Anansi and ate by himself.
- J Turtle invited Anansi to dinner, but then Anansi tricked Turtle and ate by himself.

_____ **9 How is the setting DIFFERENT from the beginning of the story to the end of the story?**

- A The beginning of the story takes place at Anansi's house, and the end of the story takes place at Turtle's house.
- B The beginning of the story takes place at Turtle's house, and the end of the story takes place at Anansi's house.
- C The beginning of the story takes place at the table, and the end of the story takes place in the river.
- D The beginning of the story takes place at the river, and the end of the story takes place at the table.

Name _____

Date _____

Back in Time



Do you think you wake up too early in the morning? If you said yes, you might just change your mind after reading about Albert, a boy who lived in Colonial times.

My name is Albert. I live in Plymouth, Massachusetts. My sisters, brothers, and I wake up at 5:30 every morning. Before going to school, we do a lot of work. We must feed the chickens, milk the cows, and gather vegetables like crisp turnips, carrots, and peas. Sometimes we sweep the floor or get eggs from the chickens. After that, we eat breakfast and begin our long walk to school.

Our school has only one classroom. It does not bother me that my younger brothers and sisters are in my class. Miss Harlow, our teacher, starts the day by counting the students. Then, we begin our lessons. Our lessons are written on hornbooks which look like flat, wooden paddles. We read them over and over. After school, we return home to work on the farm. My sisters pluck feathers to fill quilts. They spin wool, churn butter, and help our mother prepare the meal. My brothers and I cut wood, carve tools, and make baskets. Someday I will be a cooper like my father, who makes barrels and buckets from wood and iron. On days when we have extra time, we play marbles or stick and ball. When the sun begins to set, Mother lights the candles we made ourselves. Bedtime comes and we sleep until a new day arrives.

Timeline of Albert's Day

The children wake up early and do chores.
 The children eat breakfast and then walk to school.
 The children spend the day at school.

The children return home and do more chores.
The children and their parents go to bed.

- _____ **1 Based on the story, what can the reader tell about school during the Colonial period?**
- A School days long ago were shorter than they are now.
 - B Students older than Albert attended a different school.
 - C Albert and the other students did not use regular books in their school.
 - D Albert and the younger students did not have the same teachers at school.
- _____ **2 How does Albert spend his time BEFORE school and AFTER school?**
- F playing games
 - G studying lessons
 - H working on the farm
 - J making wooden barrels
- _____ **3 What part of Albert's day is shown in the picture?**
- A after sunset
 - B after school
 - C before school
 - D before bedtime
- _____ **4 How is Albert's work at home DIFFERENT from his sisters' work at home?**
- F His sisters light the candles, while Albert carves tools.
 - G His sisters run outside and play, while Albert plays with marbles.
 - H His sisters spin wool and churn butter, while Albert cuts wood and makes baskets.
 - J His sisters weave baskets and cut wood, while Albert feeds the chickens and milks the cows.
- _____ **5 According to the passage, why will Albert be a cooper someday?**
- A because his father is a cooper
 - B because he is studying this trade in school
 - C because his brothers are learning this trade
 - D because he is making candles like a cooper
- _____ **6 Based on the title and picture, the reader can tell that the passage is about**
- F what chickens eat.
 - G where chickens live.
 - H how farm life was long ago.
 - J who has to care for the animals.

_____ 7 Which could be added to the timeline?

- A The mother lights the candles before school.
- B The father ends the day by feeding the chickens.
- C The teacher ends the day by counting the students.
- D The children play marbles or stick and ball after school.

Name _____

Date _____

Doc Annie McGrew

Here's what I think of Doc Annie McGrew,
the animal doctor who works at the zoo.
Doc Annie works hard from morning 'til night,
so the monkeys and zebras keep feeling all right.
Doc Annie is great, I'll tell you quite straight,
and the way that she speaks is really first-rate.
She always is friendly and wears a big smile,
She only gets serious once in a while.
Doc Annie has fun. I could tell right away
when I heard her talk to the penguins one day.
She's terribly smart, and no one is kinder.
When I visit the zoo, I'm eager to find her.
Doc Annie is always ready to greet
the children who scramble to sit at her feet
Listening and watching, they sit in a ring
while she tells about helping animals, her favorite thing.
Doc Annie McGrew has sparkles in her eyes
as she talks about things that crawl, swim, and fly.
Do you see why I like her? Do you know what I see?
I see someone I'd very much like to be!

- _____ 1 Why did the author **MOST LIKELY** write this poem?
- A to discuss different types of jobs at the zoo
 - B to share a story about things that crawl, swim, and fly
 - C to show how Doc Annie McGrew talks to the penguins
 - D to explain why the narrator wants to be like Doc Annie McGrew
- _____ 2 In the poem, how is **Doc Annie DIFFERENT** from other people?
- F No one is kinder than she is.
 - G No one is smarter than she is.
 - H No one is more fun than she is.
 - J No one is friendlier than she is.
- _____ 3 How does the narrator in the poem “Doc Annie McGrew” feel at the zoo?
- A excited
 - B serious
 - C surprised
 - D tired
- _____ 4 In the poem, how are **Doc Annie McGrew and the visiting children at the zoo ALIKE?**
- F All of them enjoy swimming.
 - G All of them enjoy the animals.
 - H All of them enjoy being outside.
 - J All of them enjoy getting up early.
- _____ 5 In the poem, what happens because **Doc Annie McGrew works hard?**
- A The penguins are learning to listen.
 - B The children are visiting every day.
 - C The animals can crawl, swim, and fly.
 - D The monkeys and zebras keep feeling all right.
- _____ 6 Which word would the narrator in “Doc Annie McGrew” **MOST LIKELY** use to describe **Doc Annie?**
- F caring
 - G fast
 - H lonely
 - J quiet

_____ 7 What would the narrator in “Doc Annie McGrew” MOST LIKELY do FIRST at the zoo?

- A go see the zebras
- B visit the monkeys
- C look at the penguins
- D find the animal doctor

_____ 8 The narrator of this poem would MOST LIKELY agree that

- F being kind is the way to get a good job.
- G animals are easy to treat and work with.
- H zoos are the only place to work and enjoy yourself.
- J people who love their work make others want the same job.

_____ 9 Which idea from “Doc Annie McGrew” is a FACT?

- A Doc Annie is great . . .
- B . . . no one is kinder . . .
- C She always is friendly . . .
- D . . . she tells about helping animals . . .

_____ 10 There is enough information in “Doc Annie McGrew” to tell that Doc Annie

- F loves her job.
- G is new at the zoo.
- H has many children.
- J loves the zebras the most.

_____ 11 Based on the poem, the narrator MOST LIKELY thinks that

- A being a zoo doctor is fun.
- B a zoo doctor must act serious.
- C a zoo doctor must enjoy stories.
- D zoo doctors earn a lot of money.

_____ 12 Read the line.

Doc Annie McGrew has sparkles in her eyes

The author MOST LIKELY uses the words sparkles in her eyes to show that the doctor is

- F excited.
- G pretty.
- H tired.
- J young.

_____ 13 Read these lines.

Doc Annie is always ready to greet
the children who scramble to sit at her feet.

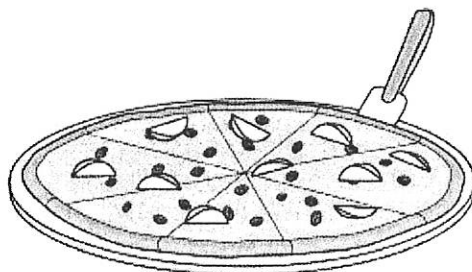
The author uses the word scramble to help show that the children are

- A eager.
- B polite.
- C puzzled.
- D scared.

Name _____

Date _____

Fruit Pizza



Here is a different kind of pizza.
Follow these directions to make a fruit pizza for dessert!

You Will Need:

Equipment	Ingredients
1 baking sheet (9 inches x 12 inches)	1 round, ready-made pie crust
1 rolling pin	1 can of applesauce
1 mixing cup	2 apples, peeled and sliced thin
	1 small box of raisins
	1 tablespoon sugar
	1/2 teaspoon cinnamon

What to Do:

1. Have an adult preheat oven to 350°.
2. Use the rolling pin to roll the unbaked pie crust flat. Roll the crust until it is large enough to cover the baking sheet. The crust will be very thin, but it will be crispy after it bakes.
3. Spread a thin layer of applesauce over the crust.
4. Place apple slices on top of the applesauce. Lay them flat.
5. Scatter raisins over the applesauce. You can add other sweet toppings to your pizza. Chocolate chips, peaches, pears, and bananas are all good choices.
6. Mix the sugar and cinnamon in a mixing cup. Sprinkle the mixture on top of the pizza.
7. Have an adult bake the pizza in an oven at 350 degrees for 15 minutes.
8. The adult should remove the pizza from the oven. The pizza will be too hot to eat right away. Let the pizza cool for another 15 minutes.
9. Cut the pizza into slices and enjoy a warm, delicious, fruity pizza pie!

_____ 1 Read the sentence.

Use the rolling pin to roll the unbaked pie crust flat.

What does the prefix *un-* in the word unbaked mean?

- A before
- B half
- C not
- D without

_____ 2 What should you do **AFTER** you mix the cinnamon and sugar in a mixing cup?

- F Sprinkle the mixture on top of the pizza.
- G Let the pizza cool for another 15 minutes.
- H Place apple slices on top of the applesauce.
- J Spread a thin layer of applesauce over the crust.

_____ 3 What should you do **FIRST** in order to make a fruit pizza?

- A Roll the unbaked pie crust flat.
- B Have an adult preheat the oven.
- C Scatter the raisins over the applesauce.
- D Mix the cinnamon and sugar in a mixing cup.

_____ 4 Why did the author **MOST LIKELY** write “Fruit Pizza”?

- F to tell readers to eat fruit pizza
- G to ask readers to make fruit pizza
- H to teach readers how to make fruit pizza
- J to show readers that fruit pizza can be healthy

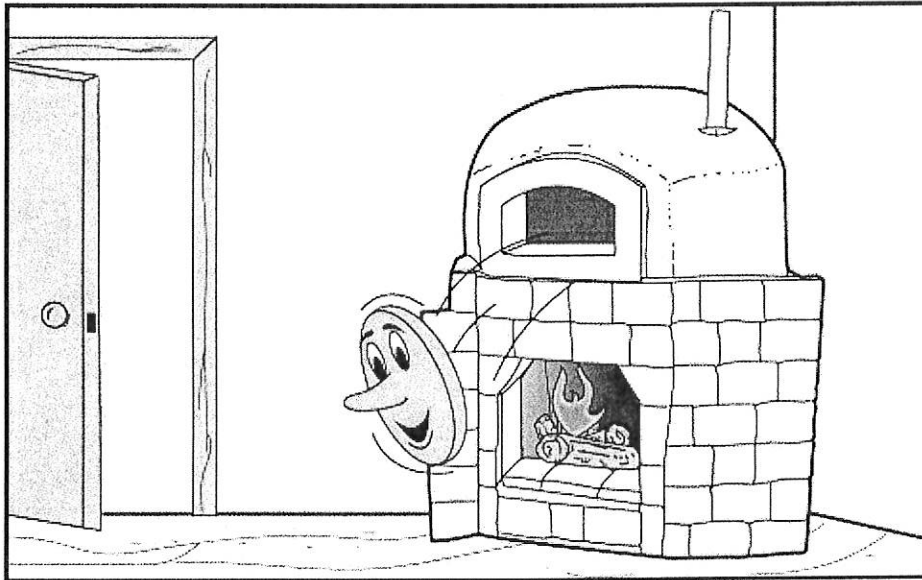
_____ 5 How do you know that the pizza in the picture has been baked and is ready to be served?

- A It has raisins on it.
- B It has apple slices on it.
- C It has been cut into slices.
- D It has been put on a baking sheet.

_____ 6 Why will the pizza crust **MOST LIKELY** be crispy after it is baked?

- F because of the baking sheet
- G because of the scattered raisins
- H because of the temperature of the oven
- J because of the spreading of the applesauce

Johnny Cake (an English tale)



The Johnny Cake jumped out of an open oven door.

Once there lived a farmer and his wife in the country. The wife said to the farmer, "I'm going to put a johnny cake in the oven to bake. Help me to remember it so it will not burn."

However, the farmer and his wife began working in their garden and forgot the johnny cake in the oven. Soon a rumble shook the oven, popping open the oven door. The johnny cake leaped out and rolled toward the open door of the house.

The farmer and his wife were startled to see their johnny cake heading out of the door and ran after him. Unfortunately, the johnny cake was too fast for the farmer and his wife. They sat on the ground to catch their breath.

The johnny cake ran into the woods. Soon he happened upon a fox that was lying quietly under the shade of a tree. Without rising, the fox called out to the johnny cake, "Well, hey there. Where are you going?"

"I've outrun the farmer and his wife. Surely I can outrun you too."

"Your voice is as soft as a whisper. Come closer so I may hear you," said the fox as he tilted his head toward the johnny cake.

The johnny cake stopped running and moved closer to the fox. "I said I've outrun the farmer and his wife. Surely I can outrun you too!"

"Oh, now you are as clear as a bell," smirked the fox and with one swoop of his head, he snapped the johnny cake between his teeth. This marked the end of the johnny cake's chase.

- _____ **1 How does the johnny cake escape?**
- A The johnny cake leaps off the table.
 - B The johnny cake jumps out of the oven.
 - C The johnny cake rides on the back of a fox.
 - D The johnny cake runs before the farmer eats him.
- _____ **2 How is the fox able to eat the johnny cake?**
- F The johnny cake cannot outrun the fox.
 - G The johnny cake does not notice the fox.
 - H The johnny cake is curious about the fox.
 - J The johnny cake is outsmarted by the fox.
- _____ **3 Which event in “Johnny Cake” allows the fox to snap up the johnny cake?**
- A The johnny cake meets the fox.
 - B The johnny cake runs into the woods.
 - C The johnny cake leaps out of the oven.
 - D The johnny cake moves closer to the fox.
- _____ **4 How is the johnny cake able to get away from the farmer and his wife?**
- F He can run faster than they can.
 - G They do not see him head out the door.
 - H They are too surprised to run after him.
 - J He runs behind a tree so that they cannot see him.

Name _____

Date _____

Lewis Has a Trumpet
by Karla Kuskin



A trumpet
A trumpet
Lewis has a trumpet
A bright one that's yellow
A loud proud horn.
He blows it in the evening
When the moon is newly rising
He blows it when it's raining
In the cold and misty morn
It honks and it whistles
It roars like a lion
It rumbles like a lion
With a wheezy huffing hum
His parents say it's awful
Oh really simply awful
But Lewis says he loves it
It's such a handsome trumpet
And when he's through with trumpets
He's going to buy a drum.

_____ **1 Read the lines.**

His parents say it's awful
Oh really simply awful

Which word means the OPPOSITE of awful?

- A careful
- B quiet
- C shiny
- D wonderful

_____ **2 Read these lines.**

A bright one that's yellow / It's such a handsome trumpet

The two lines are ALIKE because they both tell about

- F the cost of the trumpet.
- G the size of the trumpet.
- H the way the trumpet looks.
- J the sound the trumpet makes.

_____ **3 Read the lines.**

Lewis has a trumpet
A bright one that's yellow

In which sentence is the word bright used in the SAME way?

- A Tina had a bright idea about the trip.
- B I found a bright coin on the sidewalk.
- C It is fun to swim when the day is bright.
- D Our teacher enjoys our bright smiling faces.

_____ **4 In the poem, the sounds the trumpet makes are compared to the sounds of**

- F a wild beast.
- G a young child.
- H a beating drum.
- J a noisy rainstorm.

_____ **5 How will Lewis's house sound DIFFERENT when he is finished with his trumpet?**

- A The house will hum like a song.
- B The house will beat with drums.
- C The house will be nice and quiet.
- D The house will honk and whistle.

_____ **6 Why do Lewis's parents say the trumpet is awful?**

- F It makes such noise.
- G It is bright and yellow.
- H Lewis fails to care for it.
- J Lewis plays it too much.

Name _____

Date _____

The Pumpkin and the Tall Tree



Pumpkins make the earth beautiful and colorful during autumn.

Once upon a time in the summer, a pumpkin vine began to grow next to a very tall tree on a pumpkin farm. The vine kept growing and twisting until it reached the top of the tree's trunk.

One day, one lone pumpkin said proudly, "My vines are as tall as you, and it only took me six weeks to grow them. It took you 30 years to grow that tall!"

The tall tree answered the pumpkin, "Yes, your vines did grow in a short time. Just as we grow at different speeds, we have different purposes. I grew slowly, but now I stand tall like a tower and watch over the land. I've seen the squirrels gather acorns during the fall. I've seen the birds fly south for the winter. I've seen the green buds sprout in the spring and the young children play during the summer."

The tall tree continued, "You are here to make the earth colorful and beautiful during autumn. As soon as the fall winds blow, you will be finished growing, and people will come to see you and take your picture. If you are very big and bright, someone might even take you home."

The pumpkin became excited and turned toward the sun to soak up the sunshine. Many weeks later, the wind picked up. Leaves from the tall tree began to drift to the ground. The pumpkin's vines began to dry up and the pumpkin was left in a pile of leaves.

The pumpkin turned to the tall tree and asked, "Is it autumn? What do I do?"

The tall tree answered, "Do nothing, my neighbor. Soon the people will come."

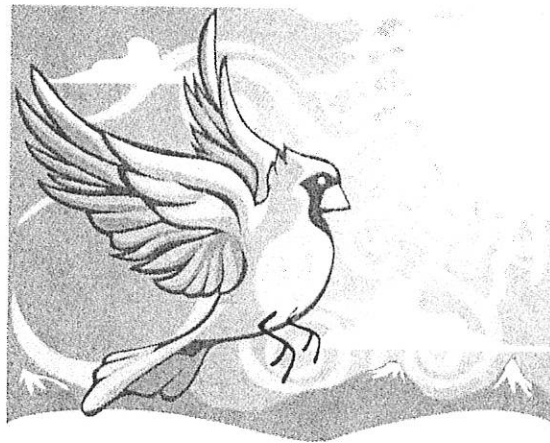
The pumpkin waited. Soon, visitors came to the farm to see all the pumpkins. Many of the people had cameras. They took pictures of the pumpkins, and many of them took pictures of the pumpkin next to the tall tree. Small children sat next to the pumpkin and hugged it.

One quiet evening, the tall tree spoke. "You are a wonderful pumpkin. You will not be my neighbor much longer."

"I will miss you," the pumpkin said, "but I will be happy to leave the farm and see another place too."

One cool morning, when there was a chill in the air, a young boy picked up the pumpkin and held it close. As the boy walked away from the tall tree, the pumpkin looked back at his friend. The tall tree slowly waved good-bye with its bare branches.

The Legend of the Red Bird
A Cherokee Tale Retold
by Bonnie Highsmith Taylor



In the First Times, everything had life. Wind, fog, rain, shadows—even sunbeams.

One Sun Child, as sunbeams were called, loved going into the forests where the Cherokee children played.

Sometimes Father Sun would say to this Sun Child, "Today you shall spread your rays across the prairie." Or, "This is a good day for you to go into the deep canyon where the great river runs."

But Sun Child would beg, “Oh, please, Father, let me go to the forest. It is so dark there. The children need my light.”

Father Sun would always give in.

Nearly every day in the springtime Sun Child warmed the young flowers that bloomed in the woods. He wakened the ladybugs from their winter sleep. He listened to the laughter of the children.

In the summer Sun Child danced with the butterflies. He sparkled on the ripples of small streams where the children cooled their feet. He was happiest in the summer, for he could come to the forest every day.

In the autumn Sun Child raced with the red and gold leaves as they made their way, twirling and fluttering, to the ground. He warmed the children’s chilly fingers and noses in the cool mornings.

But when winter came, Sun Child was sad, for only once in a while could he go to the forest and watch the children play.

Father Sun tried to explain. “You must be patient. The Fog Children, the Wind Children, and the Snow Children must have their turns.”

“But in the winter the flowers do not bloom,” cried Sun Child. “All the birds leave and go to the warm south. The forest is dark and gloomy. The children need me to brighten the cold winter days.” He sighed. “I wish I could stay in the forest always.”

“You shall have your wish, my child,” said Father Sun.

Suddenly the Sun Child found himself in the forest. But what was this? He was covered with feathers—beautiful red feathers! They glistened on his wings and rose in a handsome crest on his head. He was a bird!

Now he could stay in the forest always. When the other birds flew south for the winter, he would stay behind to brighten the forest. And no one would ever know that this red bird, the cardinal, was once a sunbeam.

“Legend of the Red Bird” retold by Bonnie Highsmith Taylor from *Highlights*, December 1989, Copyright © 1989 by Highlights for Children, Inc., Columbus, OH. Used by permission.

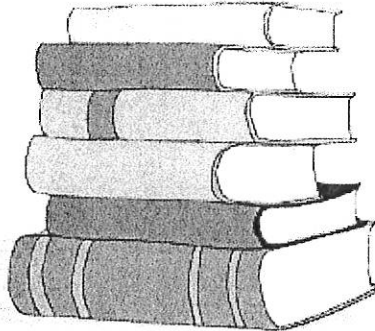
1 How are the settings of “The Pumpkin and the Tall Tree” and “The Legend of the Red Bird” similar?

- A Both take place outside during the autumn.
- B Both take place outside during the summer.
- C Both take place outside during cool mornings.
- D Both take place outside during several seasons.

Name _____

Date _____

The Library
by Barbara A. Huff



It looks like any building
When you pass it on the street,
Made of stone and glass and marble,
Made of iron and concrete.
But once inside you can ride
A camel or a train,
Visit Rome, Siam, or Nome,
Feel a hurricane,
Meet a king, learn to sing,
How to bake a pie,
Go to sea, plant a tree,
Find how airplanes fly,
Train a horse, and of course
Have all the dogs you'd like,
See the moon, a sandy dune,
Or catch a whopping pike.*
Everything that books can bring
You'll find inside those walls.
A world is there for you to share
When adventure calls.
You cannot tell its magic
By the way the building looks,
But there's wonderment within it,
The wonderment of books.

***pike**: a type of fish

“The Library” by Barbara A. Huff, from *Favorite Poems of Old and New*, copyright © 1957 by Barbara A. Huff. Reprinted by permission of the author.

Read the line.

Or catch a whopping pike.*

_____ 1. The word “pike” is marked with an asterisk [*] because it is

- A a nonsense word.
- B an unfamiliar word.
- C an unfamiliar place.
- D a subtitle in the poem.

_____ 2. The first four lines of the poem are MAINLY about

- F what the library looks like.
- G where the library is located.
- H why the library was created.
- J how the books in the library are arranged.

_____ 3. Read the line.

But there’s wonderment within it,

What is the base word of wonderment?

- A derm
- B ment
- C won
- D wonder

_____ 4. The poem is MAINLY about

- F making new friends at the library.
- G learning how new libraries are built.
- H understanding how to find books in the library.
- J getting new experiences from books in the library.

_____ 5. Which lines from the poem are an example of fantasy?

- A It looks like any building
When you pass it on the street,
- B Made of stone and glass and marble,
Made of iron and concrete.
- C But once inside you can ride
A camel or a train,
- D Everything that books can bring
You'll find inside those walls.

_____ 6. Which pair of words rhyme?

- F sing, share
- G calls, looks
- H street, concrete
- J adventure, airplanes

_____ 7. Which line is an example of alliteration?

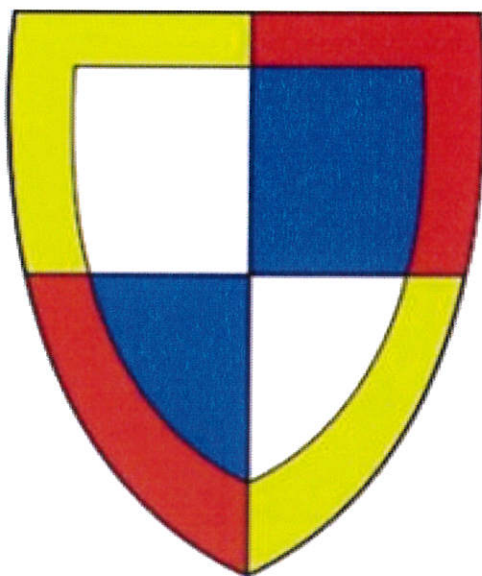
- A When adventure calls.
- B Find how airplanes fly,
- C Meet a king, learn to sing,
- D But there's wonderment within it,

_____ 8. Read the lines.

It looks like any building / When you pass it on the street . . .
You cannot tell its magic / By the way the building looks,

Why did the poet include these lines?

- F to explain the differences in the building
- G to explain the similarities in the building
- H to explain the magic in the library books
- J to explain the magic within the library walls



BridgePrep Academy of Village Green

A Bilingual Academy for Learning
"Where learning is a Journey"

3rd Grade

Math Spring Break Packet

Student Name: _____

Main Campus

due date: Wednesday, March 30, 2016
for an Extra Credit Project grade



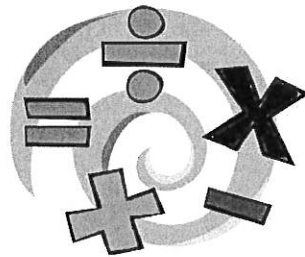
Name: _____

Grade 3

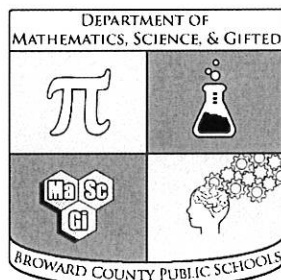
Mathematics Florida

Standards Assessments

Warm-ups



Compiled by the Broward County Public Schools
Office of Instruction and Intervention
Mathematics, Science, & Gifted Department



Grade 3 FSA Warm-Ups

Day 1

1. Alondra makes 4 necklaces. She uses 5 beads on each necklace. Which number sentence could be used to find the number of beads Alondra uses?

- A) $4 \times 5 = \square$
- B) $4 + 4 + 4 + 4 = \square$
- C) $5 + 5 + 5 + 5 + 5 = \square$
- D) $5 + 4 = \square$

2. Lucy and her mother made tacos. They put 2 tacos on each of 7 plates.

Select all of the equations that show the total amount of tacos Lucy and her mother made.

- A) $2 + 7 = 9$
- B) $2 + 2 + 2 + 2 + 2 + 2 + 2 = 14$
- C) $8 + 6 = 14$
- D) $2 \times 7 = 14$
- E) $7 - 2 = 5$

3. Laura wants to plant 28 flowers in her new garden. If she plants 7 flowers in each row. Which equation could be used to find the number of rows Laura will have?

- A) $28 + 7$
- B) $28 - 7$
- C) 28×7
- D) $28 \div 7$

4. Which three statements can be represented by the expression $24 \div 4$?

- A) Erica makes 24 mini pizzas. She gives away 4 mini pizzas.
- B) Masen has 24 marbles. He sorts them into groups of 4 marbles each.
- C) Deepak has 24 baseball cards. He puts them into piles containing 4 cards each.
- D) Kathy puts 24 stickers in 4 books.
- E) Kalani fills a new bookshelf with 24 books. She puts the same number of books on each of the 4 shelves.

5. Write the correct answer in the box below.

$$568 + \boxed{} = 612$$

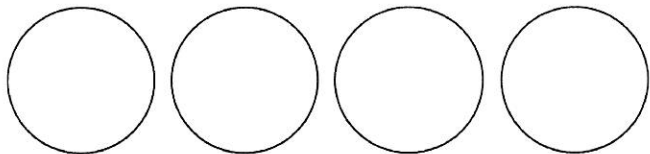
Grade 3 FSA Warm-Ups

Day 2

6. Marie has to plant 24 flowers in the garden. Complete the table to show 3 different designs for how Marie could plant flowers.

	Numbers of Rows	Number of Columns
Design 1		
Design 2		
Design 3		

7. Tyrone took 16 pennies from his bank and put them in 4 equal stacks. How many pennies were in each stack? Show your work.



pennies

8. Elizabeth has 12 horses on her farm. She puts an equal number of horses in each of 3 pens. How many horses are in each pen?

There are horses in each pen.

Day 3

9. Kaden has 4 containers. He puts 8 toy cars in each container. What is the total number of toy cars Kaden put in these containers?

toy cars

10. Darius bakes 18 muffins for his friends. He gives each of his friends an equal number of muffins and has none left over.

Part A

Draw a picture to show one way that Darius could have divided the muffins and complete the sentence.



He gave muffins to friends.

Part B

Could Darius have divided all of his muffins equally among 4 of his friends? Explain why or why not.

Grade 3 FSA Warm-Ups

Day 4

11. Mrs. Edwards baked 48 cookies. She packaged them into 8 bags. How many cookies were in each bag?

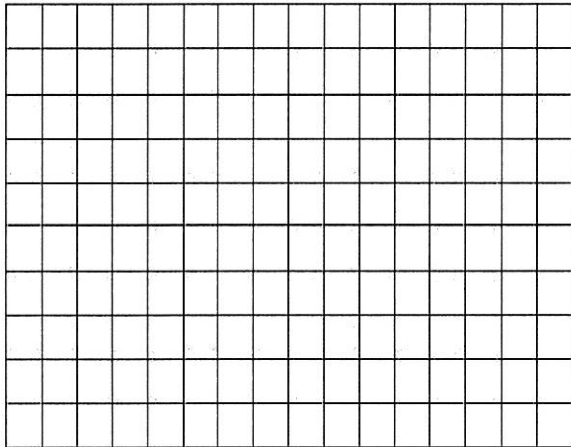
cookies

12. José buys 36 pounds of flour. Each bag weighs 9 pounds. How many bags of flour did José buy?

bags

13. Chris plants 40 pumpkin seeds in 8 equal rows.

Make an array to represent the problem.



How many seeds does Chris plant in each row?

seeds

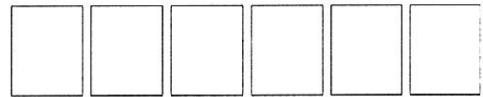
Day 5

14. Marissa is buying a new rug. The rug is 8 feet long and 4 feet wide. What is the area of the rug?

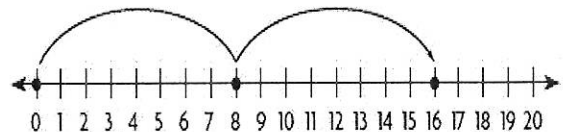
square feet

15. Mrs. Ruiz sorted spools of thread into 6 boxes. Each box holds 6 spools. How many spools of thread does Mrs. Ruiz have?

Use the model to solve. Explain how you solved the problem.



16. Mrs. Lindsay went hiking for two days. The first jump on the number line shows how many birds she saw the first day. She saw the same number of birds the next day.



Write the equation or expression for the model number line above.

Grade 3 FSA Warm-Ups

Day 6

17. Select all of the situations that can be represented by $45 \div 9$.

- A) Mariko has 45 donuts and places an equal number of donuts into 9 bags.
- B) Mariko has 45 donuts and gives 9 of them to a friend.
- C) Mariko has 45 donuts and her friend gave her 9 more.
- D) Mariko has 9 donuts and needs to buy more donuts to give to her brother.
- E) Mariko shares 45 donuts with 9 friends.

18. Select all number sentences where the unknown factor 6 is?

- A) $4 \times \square = 32$
- B) $\square \times 6 = 36$
- C) $8 \times \square = 49$
- D) $\square \times 3 = 18$
- E) $4 \times \square = 12$

19. Circle the unknown factor and quotient.

$$8 \times \begin{array}{|c|} \hline 6 \\ \hline 7 \\ \hline 8 \\ \hline \end{array} = 48$$

$$\begin{array}{|c|} \hline 6 \\ \hline 7 \\ \hline 8 \\ \hline \end{array} = 48 \div 8$$

Day 7

20. Devon has 80 books to pack in boxes. She packs 10 books in each box. How many boxes does she need?

Write an equation using the letter n to stand for the unknown factor. Explain how to find the unknown factor.

boxes

21. Does replacing the unknown number with 7 make each equation true? Select Yes or No for each equation.

	Yes	No
$6 \times \square = 36$	<input type="checkbox"/>	<input type="checkbox"/>
$8 \times \square = 64$	<input type="checkbox"/>	<input type="checkbox"/>
$49 \div \square = 7$	<input type="checkbox"/>	<input type="checkbox"/>
$54 \div \square = 6$	<input type="checkbox"/>	<input type="checkbox"/>

Grade 3 FSA Warm-Ups

Day 8

22. Which number makes the equation true?

$$36 \div 4 = \square$$

- A) 32
B) 16
C) 13
D) 9

23. Select all of the number sentences that have the same value as 7×5 ?

A) $7 + (3 + 2) = \square$

B) $7 \times (3 + 2) = \square$

C) $(5 \times 4) + (5 \times 3) = \square$

D) $(7 \times 2) + (7 \times 5) = \square$

E) $(5 \times 3) = \square$

24. Nadia has 4 sheets of stickers. There are 8 stickers on each sheet. She wrote this number sentence to represent the total number of stickers.

$$4 \times 8 = 32$$

Select a related number sentence that also represents the total number of stickers she has?

A) $8 + 4 = \square$

B) $4 + 4 + 4 + 4 = \square$

C) $8 \times 8 = \square$

D) $8 \times 4 = \square$

Day 9

25. Two equations are shown.

$$7 \times 3 = 3 \times \square$$

$$\square + 5 = 5 + 8$$

Write in the missing value using the numbers from the box below to make the equations correct.

1, 2, 3, 5, 7, 8, 9, 13, 21

26. Match the numbers to the boxes to create a different expression that is equal to $(2 + 3) + 4$.

$$(2 + 3) + 4 = (\square + \square) + \square$$

1, 2, 3, 4, 5, 6, 7, 8, 9

27. Use the correct numbers from the box below to create two multiplication equations that can be used to solve $30 \div 5$.

5, 6, 30

$$\square \times 5 = \square$$

$$5 \times \square = \square$$

Grade 3 FSA Warm-Ups

Day 10

28. There are 28 prizes in 4 equal rows. How many prizes are in each row?

Complete each equation to represent the problem.

$$4 \times \square = 28$$

$$28 \div 4 = \square$$

prizes

29. Select a number to complete each equation.

0

1

7

$$7 \div 1 = \square$$

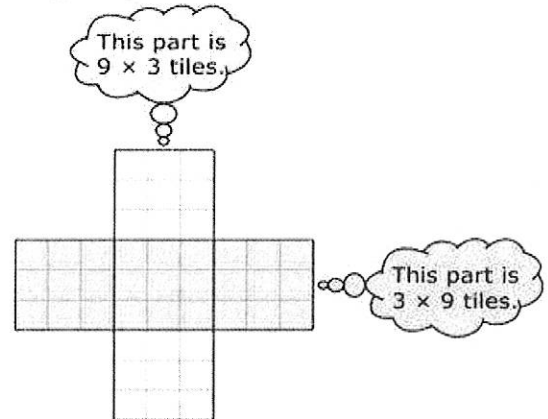
$$7 \div 7 = \square$$

$$0 \div 7 = \square$$

30. Create a multiplication equation or expression you could use to solve $16 \div 2$.

Day 11

31. Tasha is doing an art project with square tiles. She needs to figure out how many tiles she will need. This picture shows her design. Tasha thinks:



Tasha says, "I need $(9 \times 3) + (3 \times 9) = 27 + 27 = 54$ tiles to make the design."

Which statement explains why Tasha is not correct?

- A) $27 + 27$ does not equals 54.
- B) (3×9) does not equal (9×3) .
- C) Tasha multiplied 9×3 incorrectly.
- D) Tasha included the 9 squares in the middle twice.

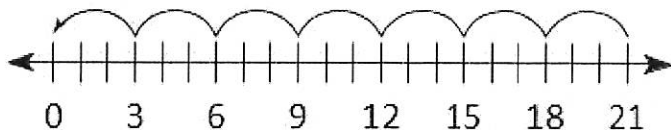
32. Circle numbers to complete the related facts.

7		7	
9		8	
64	$\times 8 = 72$	9	$72 \div$
80		64	$= 8$

Grade 3 FSA Warm-Ups

Day 12

33. Bella made \$21 selling bracelets. She wants to know how many bracelets she sold. Bella used this number line.



Write the division equation is represented by the number line.

34. Complete the chart to show the products.

x				
9	27	36	45	54

35. Select all factor pairs that equal 48.

- A) 3 and 9
- B) 4 and 12
- C) 6 and 8
- D) 6 and 9
- E) 9 and 4

Day 13

36. Complete the table to find the quotients.

Problem	Quotient
$16 \div 4$	
$54 \div 6$	
$56 \div 7$	

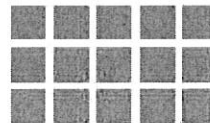
37. Circle the symbol that makes the multiplication sentence true.

9×6

$>$
 $<$
 $=$

$3 \times 3 \times 9$

38. Select all equations that represent the array. Mark all that apply.



- A) $3 \times 5 = \square$
- B) $2 \times \square = 12$
- C) $\square \div 3 = 5$
- D) $5 \times \square = 15$
- E) $12 \div 3 = \square$

Grade 3 FSA Warm-Ups

Day 14

39. Seth collected 24 toy cars. Then he gave away 3 toy cars to each of his 5 friends. How many toy cars does Seth have left? Explain how you solved the problem.

cars

40. Mrs. Garcia puts 57 cans on a shelf. She puts an equal number of cans in each of 9 rows and puts 3 cans in the last row. How many cans does she put in each of the 9 equal rows?

Circle the equation that can be used to solve the problem.

$$(3 \times c) + 9 = 57$$

$$(9 \times c) + 3 = 57$$

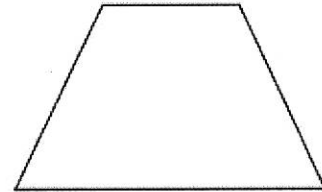
$$(57 \div 9) + 3 = c$$

Solve the problem.

cans

Day 15

41. Victor drew lines to divide a trapezoid into equal parts that represent $\frac{1}{3}$ of the whole area. Draw lines to show how Victor divided the trapezoid.



42. Eleni bought 3 packs of crayons. She then found 3 crayons in her desk. Eleni now has 24 crayons. How many crayons were in each pack that she bought? Explain how you solved the problem.

crayons

Grade 3 FSA Warm-Ups

Day 16

43. Monday, the bookstore sold 65 books. On Tuesday, the bookstore sold 115 books. The bookstore must sell 600 books by Friday. Write an equation that can be used to find how many more books, b , the bookstore must sell.

Solve the equation and write your answer in the box below.

books

44. Brian is going camping in 2 weeks and 2 days. Which equation can be used to find the number of days until Brian goes camping?

- A) $2 + 7 - 2 = c; c = 11$ days
- B) $2 \times 7 - 2 = c; c = 12$ days
- C) $2 \times 5 + 2 = c; c = 12$ days
- D) $2 \times 7 + 2 = c; c = 16$ days

Day 17

45. Tim says the rule for the pattern shown in the table is “Add 3.” Is his rule correct? Explain how you know.

Packages	1	2	3	4	5
Markers	4	8	12	16	20

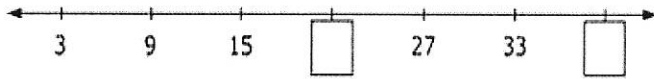
46. Helene is completing the table below. If she selects an odd number to be multiplied by each factor, would her answer be even or odd? Write *even* or *odd* to describe each product.

\times	1	2	3	4	5
odd number					

Grade 3 FSA Warm-Ups

Day 18

47. What unknown numbers complete the pattern on the number line?



48. Carol plays a ball game. She gets 7 points each time her ball hits a target. If she hits the target at least 5 times in a row, she gets an extra 25 points.

What is the total number of points Carol gets if she hits the target 5 times in a row?

point(s)

49. Etta buys some ribbon and cuts it into 7 pieces that are the same length. Each piece is 9 inches long. How long was the ribbon that Etta bought?

inches

Day 19

50. Heather's puppy weighs 23 pounds. He has been gaining 3 pounds every month as he grows. If this pattern continues, how much will the puppy weigh 5 months from now?

pounds

51. Lisa completed the table to describe the product of a mystery one-digit number and each factor in the table.

×	1	2	3	4	5
?	even	even	even	even	even

Part A

Give all of the possible numbers that could be Lisa's mystery one-digit number.

Part B

Explain how you know that you have selected all of the correct possibilities.

Grade 3 FSA Warm-Ups

Day 20

52. What value is 948 rounded to the nearest 100?
Write your answer in the box below.

53. A. Round 754 to the nearest hundred.

- B. Round 754 to the nearest ten.

54. Round each number to the nearest 10.

Number	Rounded to the nearest 10
351	
356	
364	

Day 21

55. There are 486 books in the classroom library. Complete the chart to show 486 rounded to the nearest 10.

Hundreds	Tens	Ones

56. Show how you would estimate the sum of each number sentence below. Then solve.

$393 + 225 =$

$353 + 328 =$

$481 + 215 =$

$309 + 335 =$

Grade 3 FSA Warm-Ups

Day 22

57. Alexandra and Erika collect shells. The tables show the kinds of shells they collected.

Alexandra's Shells	
Shell	Number of Shells
Scallop	36
Jingle	95
Clam	115

Erika's Shells	
Shell	Number of Shells
Scallop	82
Clam	108
Whelk	28

Part A

Who collected more shells? About how many more did she collect? Explain how you solved the problem.

collected about more shells.

Part B

Alexandra and Erika have the greatest number of what kind of shell? How many shells of that kind do they have in all?

They have the greatest number of _____.

There are _____ in all of this kind of shell.

58. What is the sum of 245, 212, and 286? Write your answer in the box below.

59. Fran checked the time on her watch after she finished her daily run.



Select the time that Fran finished running. Select all that apply.

- A) 14 minutes before nine
- B) eight forty-six
- C) quarter to nine
- D) nine forty-six
- E) nine forty

Grade 3 FSA Warm-Ups

Day 23

60. Daniel has 402 pieces in a building set. He uses 186 pieces to build a house. How many pieces does he have left?

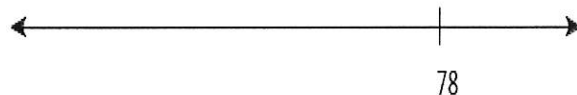
pieces

61. Janna buys 2 bags of dog food for her dogs. One bag weighs 37 pounds. The other bag weighs 15 pounds. How many pounds do both bags weigh? Explain how you solved the problem.

pounds

Day 24

62. Alexandra has 78 e-mails in her inbox. She deletes 47 e-mails. How many e-mails are left in her inbox? Draw jumps and label the number line to show your thinking.



e-mails

63. Luke solves the following problem.

$$352 - 148$$

Part A

He says the difference is 214. Explain the mistake Luke made.

Part B

Write the correct answer in the box.

$352 - 148 =$

Grade 3 FSA Warm-Ups

Day 25

64. Use the table for Parts A, B, and C.

Susie's Sweater Shop	
Month	Number of Sweaters Sold
January	402
February	298
March	171

Part A: The table shows the number of sweaters sold online in three months. How many sweaters were sold in January and February?

sweaters

Part B: How many more sweaters were sold in January than in March?

sweaters

Part C: How many more sweaters were sold in February and March than in January?

sweaters

65. Select all expressions that are equal to 427.

- A) $202 + 225$
- B) $311 + 126$
- C) $466 - 39$
- D) $538 - 91$
- E) $730 - 303$

Day 26

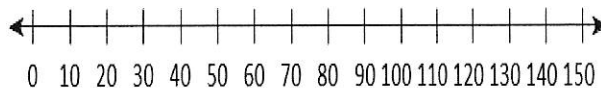
66. Select all expressions that have a product of 360.

- A) 3×70
- B) 4×90
- C) 5×60
- D) 6×60
- E) 9×40

67. Determine which equations show the Distributive Property. Select all that apply.

- A) $5 \times 60 = 5 \times (20 + 40)$
- B) $8 \times 20 = 8 \times (10 + 10)$
- C) $9 \times (4 + 3) = 9 \times 7$
- D) $30 \times 6 = 6 \times 30$
- E) $4 \times 3 \times 5 = 4 \times (5 \times 3)$

68. Each train can carry 20 cars. Use the number line to find how many cars 6 trains can carry.



cars

Grade 3 FSA Warm-Ups

Day 27

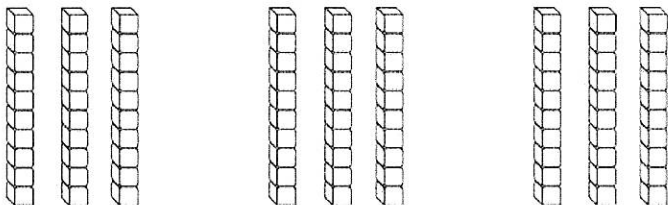
69. A store has 30 boxes of melons. Each box holds 4 bags. Each bag holds 2 melons. What is the total number of melons in the store?

melons

70. A printer prints newsletters for different groups each month. Which group uses the greatest number of pieces of paper?

Group	Number of pieces of paper in newsletter	Number of copies of newsletter printed
Garden Ladies	5	70
Book Lovers Club	6	80
Model Train Fans	7	60
Travel Club	8	50

71. Samantha made this multiplication model. Write the equation that represents the model.

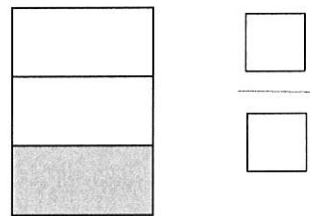


Day 28

72. Celina has 10 boxes of markers. Each box contains 7 markers. How many markers does Celina have in total?

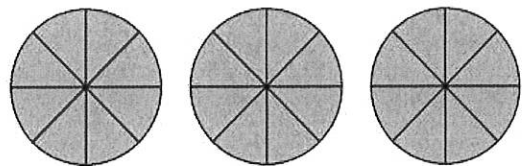
markers

73. What fraction names the shaded part?



Explain how you know how to write the fraction.

74. Gary paints some shapes.



Select one number from each column to show a fraction greater than 1 that names the parts Gary painted.

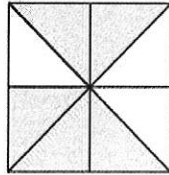
Numerator	Denominator
<input type="radio"/> 3	<input type="radio"/> 3
<input type="radio"/> 4	<input type="radio"/> 4
<input type="radio"/> 8	<input type="radio"/> 8
<input type="radio"/> 24	<input type="radio"/> 24

Grade 3 FSA Warm-Ups

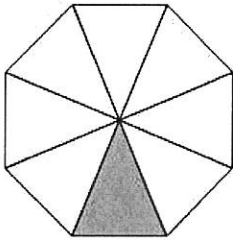
Day 29

75. Select a numerator and a denominator from each column for the fraction that names the shaded part of the shape.

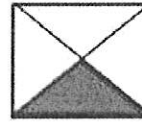
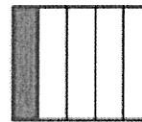
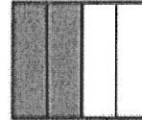
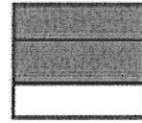
Numerator	Denominator
<input type="radio"/> 2	<input type="radio"/> 3
<input type="radio"/> 3	<input type="radio"/> 5
<input type="radio"/> 5	<input type="radio"/> 6
<input type="radio"/> 6	<input type="radio"/> 8



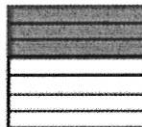
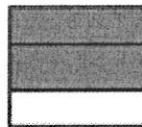
76. Omar shaded a model to show the part of the lawn he finished mowing. What fraction names the shaded part? Explain how to write the fraction.



77. Each model shown has been shaded to represent a fraction. Circle the model that shows $\frac{2}{3}$ shaded?



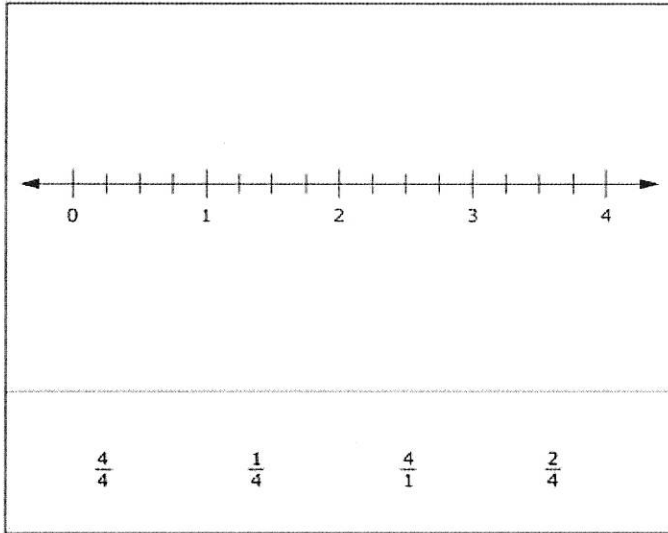
78. Each model shown has been shaded to represent a fraction. Circle the model that shows $\frac{3}{4}$ shaded?



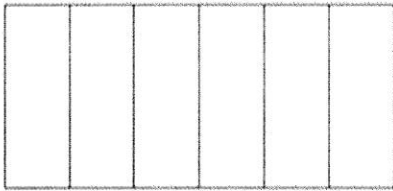
Grade 3 FSA Warm-Ups

Day 30

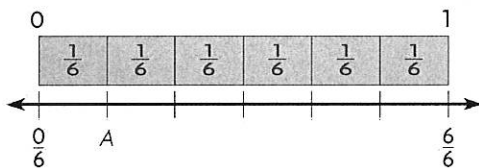
79. Write each fraction on the number line in its correct location.



80. Using the model below, color in the parts to shade $\frac{1}{3}$ of the whole.

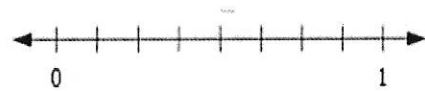
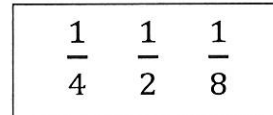


81. What fraction names point A on the number line?



82. Robert says, “When comparing two fractions with a numerator of 1, the fraction with the larger denominator is greater.”

Write each fraction in the correct location on the number line to find out if Robert’s statement is true.



Is Robert’s statement true?

- Yes
 No

83. Select all fractions below that make this comparison true.

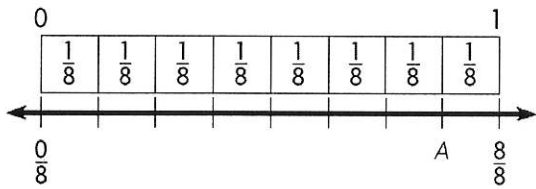
$$\frac{2}{8} < \square$$

- A) $\frac{3}{8}$
 B) $\frac{2}{6}$
 C) $\frac{2}{4}$
 D) $\frac{2}{3}$
 E) $\frac{1}{8}$

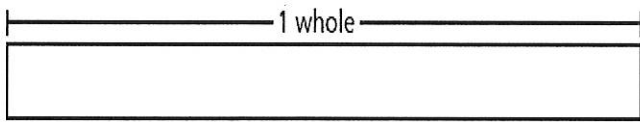
Grade 3 FSA Warm-Ups

Day 31

84. What fraction names point A on the number line?



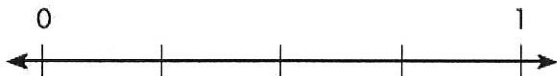
85. Divide the fraction bar into 6 equal parts. Then shade 4 parts.



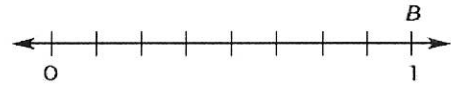
What fraction does the shaded fraction bar represent?

Show the fraction as the sum of unit fractions.

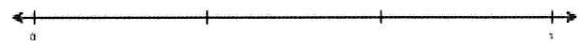
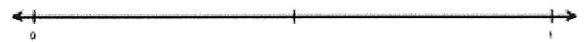
86. Locate and draw point F on the number line to represent $\frac{2}{4}$.



87. Maria drew a number line divided into 8 equal parts. What fraction names point B on the number line?



88. Circle the number line that is divided into fourths?



89. What fraction is represented by the total length marked on the number line?



A) $\frac{1}{2}$

B) $\frac{4}{6}$

C) $1\frac{1}{2}$

D) $1\frac{2}{3}$

Grade 3 FSA Warm-Ups

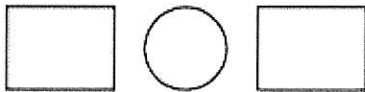
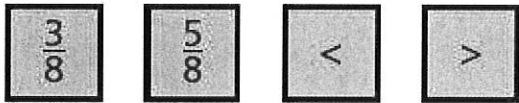
Day 32

90. Write the whole number that is equal to each fraction. Complete the table shown.

Fraction	$\frac{2}{2}$	$\frac{6}{2}$	$\frac{4}{2}$	$\frac{8}{2}$
Whole	—	—	—	—

91. Chun lives $\frac{3}{8}$ mile from school. Gail lives $\frac{5}{8}$ mile from school.

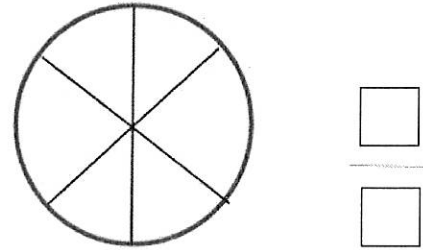
Use the fractions and symbols provided, making an inequality that shows which distance is longer.



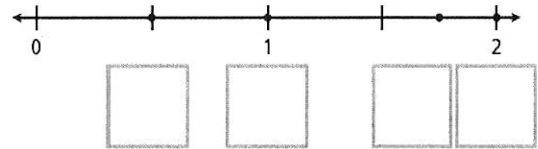
92. Cora measures the heights of three plants. Draw a line to match each height to the word that describes its place in the order of heights.

$\frac{4}{6}$ foot •	$\frac{4}{4}$ foot •	• least
$\frac{4}{8}$ foot •		• between
		• greatest

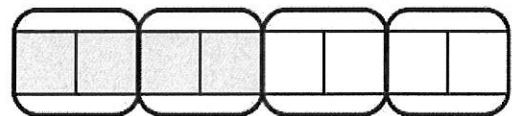
93. Shade in the regions in the model to show a fraction less than $\frac{3}{6}$. Then write the fraction.



94. Select the correct fractions to label each of the four points on the number line.



95. Danielle drew a model to show equivalent fractions.



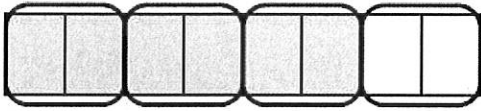
Use the model to complete the number sentence.

$$\frac{1}{2} = \frac{\square}{\square} = \frac{\square}{\square}$$

Grade 3 FSA Warm-Ups

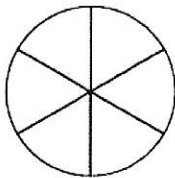
Day 33

96. Sam went on a sailboat ride. The ride lasted $\frac{3}{4}$ hour.



What fraction is equivalent to $\frac{3}{4}$?

97. Tom rode his horse for $\frac{4}{6}$ mile. Liz rode her horse for an equal distance. What is an equivalent fraction that describes how far Liz rode? Use the models to show your work.

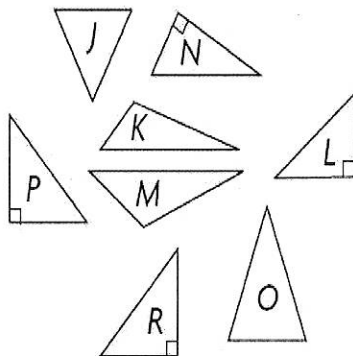


Liz rode

nile.

98. Write the letter of each triangle where it belongs in the table. Some triangles might belong in both parts of the table. Some triangles might not belong in either part.

Has 1 Right Angle	Has at Least 2 Sides of Equal Length



99. Alex has the same chores every day. The length of time, in minutes, of each chore is shown. He starts at 10:00 a.m. and completes one chore immediately after the other. Complete the table to show what time he will start and finish each chore.

Chore	Length of Time it Takes	Start time	End Time
Gardening	16 minutes	10:00 am	
Sweeping	5 minutes		
Dusting	13 minutes		

100. A chicken dish needs to bake in the oven for 35 minutes. The dish needs to cool for at least 8 minutes before serving. Scott puts the chicken dish in the oven at 5:14 P.M.

Can Scott serve the dish at 5:51 P.M.? Explain how you know.

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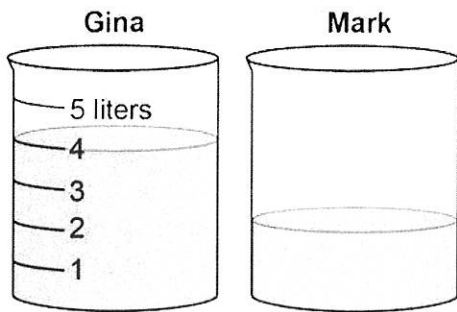
Day 34

101. Anthony's family went out to dinner. They left at 5:05 P.M. They returned home 47 minutes later.

What time did Anthony's family get home?

: P.M.

102. Gina and Mark have similar containers filled with different amounts of water as shown.



Gina's container has 4 liters of water. About how much water, in liters, does Mark's container have?

liters

103. A deli makes its own salad dressing. Each bottle has 3 grams of spices. How many grams of spices are needed to make 8 bottles?

grams of spices

104. Amy has 30 grams of flour. She puts 5 grams of flour in each pot of potato soup that she makes. How many pots of potato soup can Amy make?

A) 3 pots

B) 5 pots

C) 6 pots

D) 15 pots

105. Select all of the objects with a mass greater than 1 kilogram.

A) bicycle

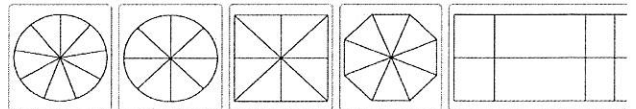
B) pen

C) eraser

D) chair

E) spiral notebook

106. Which shapes show equal parts?



Grade 3 FSA Warm-Ups

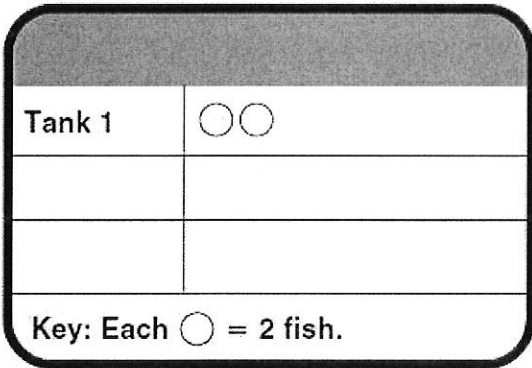
Day 35

107. The Pet Shop keeps track of the number of fish it has for sale. The frequency table shows how many fish are in each tank.

Fish in Tanks	
Tank	Number of Fish
Tank 1	16
Tank 2	9
Tank 3	12

Part A

Use the data in the table to complete the picture graph.



Part B

How many symbols did you draw for Tank 2?

symbols

Explain

108. Use the frequency table from question 107 to solve the following problem.

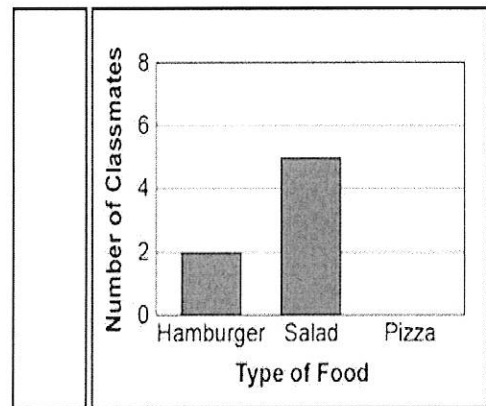
Each tank can hold up to 20 fish. How many more fish can the Pet Shop put in the 3 tanks?

- A) 60 fish
- B) 33 fish
- C) 23 fish
- D) 20 fish

109. John surveys his classmates about their favorite foods. The result is shown in the table below.

Favorite Food	
Pizza	6
Salad	5
Hamburger	2

Part A: Use the table to complete the bar graph.



Part B: How many more classmates prefer pizza over hamburger?

classmates

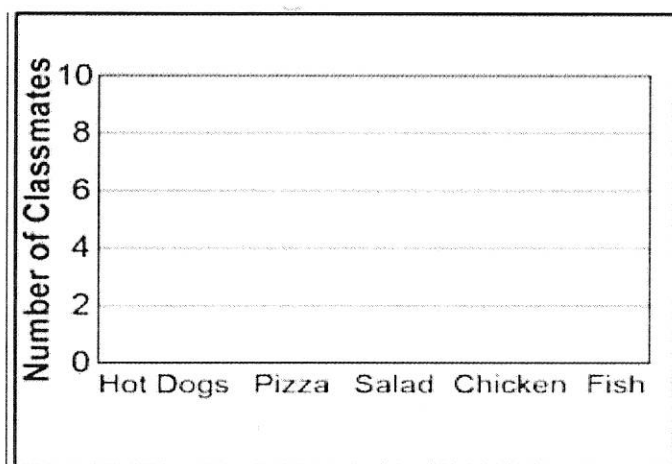
Grade 3 FSA Warm-Ups

Day 36

110. Vanesa surveys her classmates about their favorite foods. The result is shown in the table below.

Favorite Food	
Hot Dogs	6
Pizza	9
Salad	7
Chicken	8
Fish	3

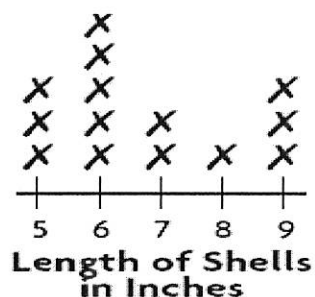
Part A: Create a bar graph that displays the data from the table above.



Part B: Solve the problem using the data above.
How many fewer classmates prefer fish than pizza?

classmates

111. Robin collected shells during her vacation. She measured the length of each shell to the nearest inch and recorded the data in a line plot.



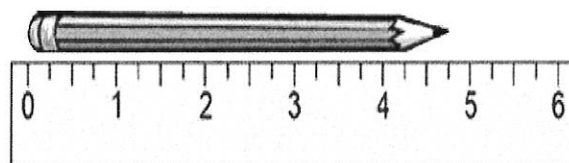
Part A: How many shells were 6 inches long or longer?

shells

Part B: How many more shells did that were 5 inches long than were 8 inches long?

shells

112. A pencil is shown.



Part A

What is the length of the pencil to the nearest quarter of an inch?

inches

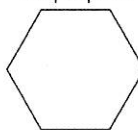
Part B

What is the length of the pencil to the nearest whole inch?

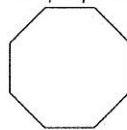
inches

113. Divide each shape into the number of equal parts shown. Then write the fraction that describes each part of the whole.

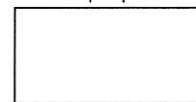
2 equal parts



4 equal parts



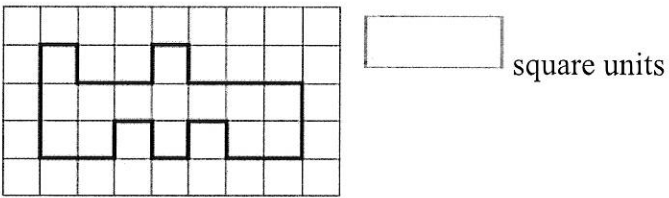
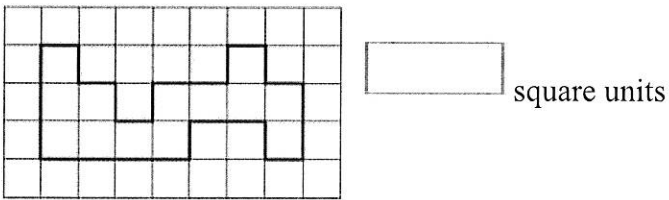
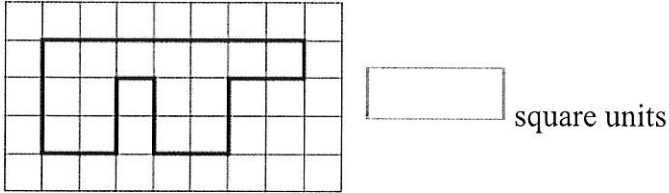
6 equal parts



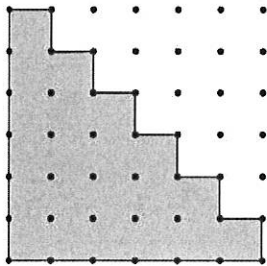
Grade 3 FSA Warm-Ups

Day 37

114. Write the area of the figure in the box next to each shape.



115. What is the perimeter and area of this figure?

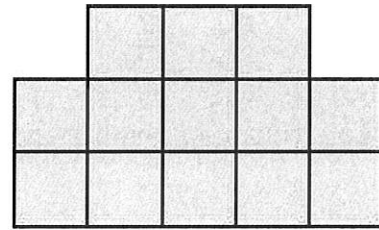


Perimeter units

Area square units

Explain how you found the answer.

116. How many squares need to be added to this figure so that it has the same area as a square with a side that measures 5 units?

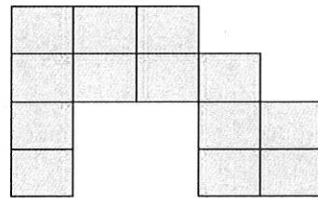


squares

117. Alex counts the tiles on his floor. What measurement does Alex find?

- A) The perimeter of the floor
- B) The area of the floor
- C) The width of one tile
- D) The cost of the floor

118. What is the area of the figure shown? Each unit square is 1 square meter.

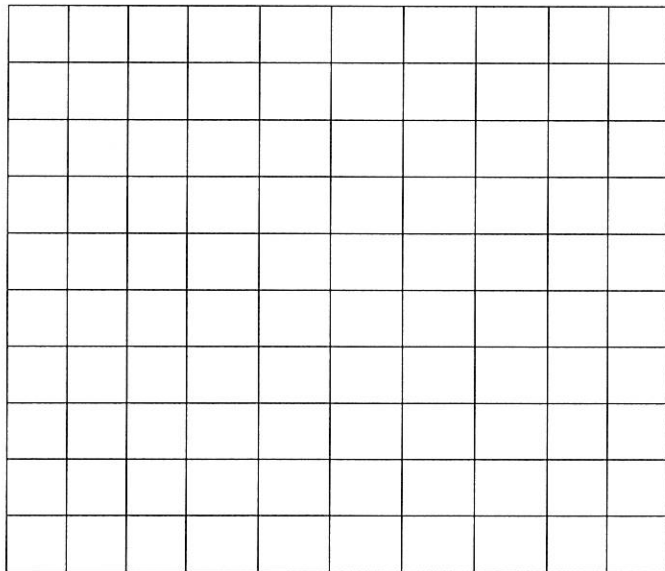


square meters

Grade 3 FSA Warm-Ups

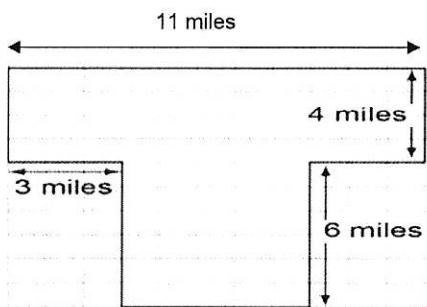
Day 38

119. Steve makes a banner with an area of 8 square feet. On the grid, draw all possible rectangles with an area of 8 square feet. Label the lengths of each side of all rectangle drawn. Write the total perimeter on the inside of each rectangle.



Compare the perimeters of the banners. What do you notice about their shapes?

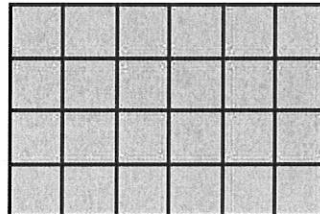
120. A park is shown.



What is the area of the park in square miles?

 square miles

121. Brady is placing square tiles on the floor of the kitchen. Each unit square is 1 square foot.



Select all of the equations that Brady can use to find the area of the kitchen floor.

- A) $4 \times 6 = 24$
- B) $4 + 4 + 4 + 4 + 4 = 20$
- C) $4 + 6 + 4 + 6 = 20$
- D) $6 + 6 + 6 + 6 = 24$
- E) $4 \times 5 = 20$
- F) $6 \times 4 = 24$

122. Keisha draws a sketch of her living room on grid paper. Each unit square is 1 square meter. Write and solve a multiplication equation that can be used to find the area of the living room in square meters

 square meters

Grade 3 FSA Warm-Ups

Day 39

123. Raul makes a sign for the school fair. It has a length of 9 inches and a width of 8 inches. What is the area of the sign?

Write an equation to solve the problem.

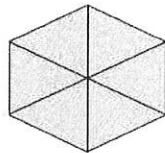


Area of the sign: square inches

124. Lydia is knitting a blanket. The blanket will be 5 feet long and 4 feet wide. What will the area of the blanket be?

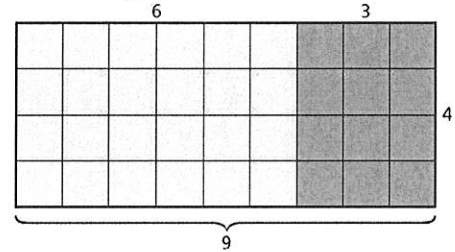
- A) 24 square feet
- B) 20 square feet
- C) 15 square feet
- D) 9 square feet

125. This hexagon has been divided into triangles with equal areas. What part of the hexagon is each triangle?



- A) $\frac{1}{2}$
- B) $\frac{1}{5}$
- C) $\frac{1}{6}$
- D) $\frac{6}{6}$

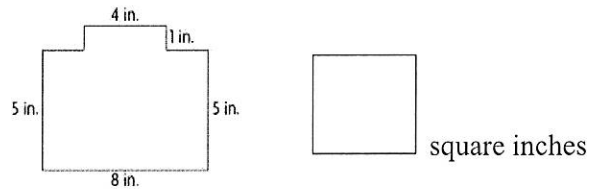
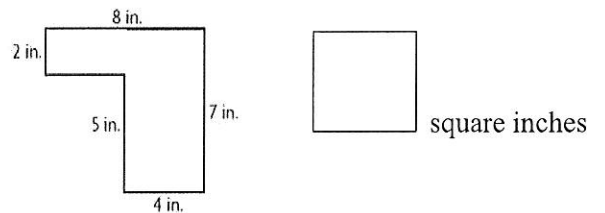
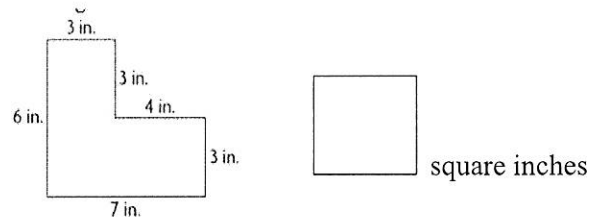
126. Kylie wants to find the area of the large rectangle by adding the areas of the two small rectangles.



Select all of the expressions Kylie can use to find the area of the large rectangle.

- A) $24 + 12$
- B) $(4 \times 6) + (4 \times 3)$
- C) $(6 \times 4) + (9 \times 4)$
- D) $(6 \times 4) + (3 \times 9)$

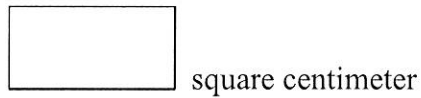
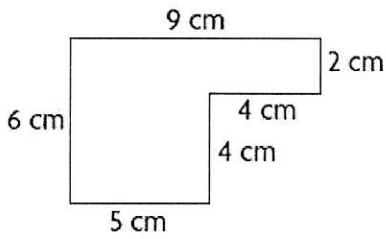
127. Write the area of each figure in the box next to each figure.



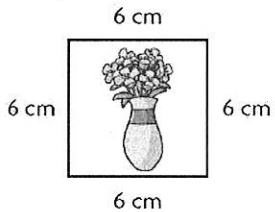
Grade 3 FSA Warm-Ups

Day 40

128. What is the area of the shape?



129. Kim wants to put trim around a picture she drew. How many centimeters of trim does Kim need for the perimeter of the picture?

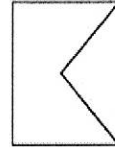


- A) 24 cm
- B) 36 cm
- C) 46 cm
- D) 60 cm

130. Ben is planning a garden. Which measurement describes the perimeter of his garden?

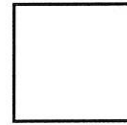
- A) The length of the garden multiplied by the width.
- B) The amount of soil he will need.
- C) The number of seeds he will buy.
- D) The length of fence he will need.

131. Select all of the words that can describe this shape.



- A) polygon
- B) open shape
- C) pentagon
- D) hexagon
- E) quadrilateral

132. Select all of the words that can describe this shape.



- A) rectangle
- B) rhombus
- C) square
- D) quadrilateral
- E) polygon

133. Select the shapes that are quadrilaterals and not rectangles.

- A) rhombus
- B) parallelogram
- C) triangle
- D) trapezoid
- E) square