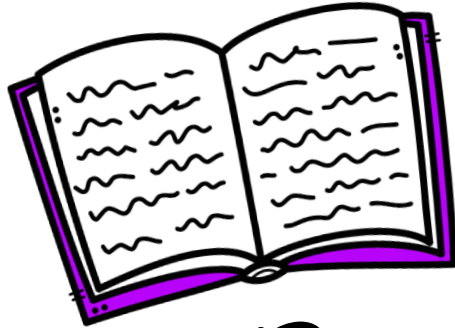


Rising 3<sup>rd</sup>, 4<sup>th</sup>, & 5<sup>th</sup> Grade  
Scholars-MRS. MENARD  
SUMMER PACKETS



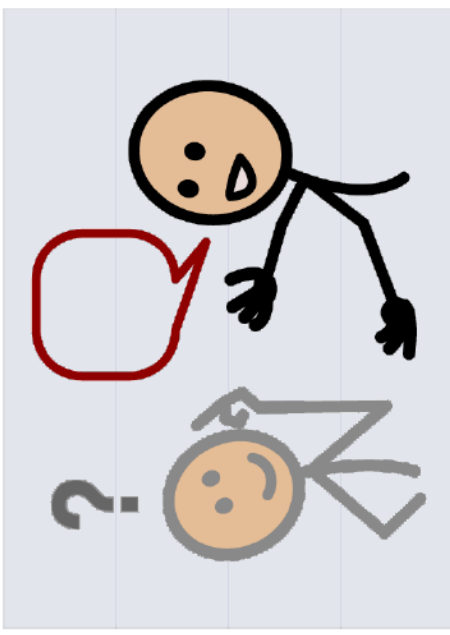


# Reading Practice Pages



# Ask and Answer Questions ES

## Dimension A Lesson 2: Introduction



### Common Core Content Activities

By Erica Price and Christina Willoughby

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# Introduction



Hello,  
my name is Josie. I  
go to elementary school.  
Jake and I will help you learn about  
asking and answering  
questions.




Hey,  
my name is Jake.  
Let's get started!

And  
It  
The  
**WORD**  
Up  
When you see this picture, you  
will find an important definition!

This picture tells you to grab  
your chapter books!



You will see this picture when  
you are about to see an exam-  
ple!



Put It The WORD Up  
**Definition: Question**

A sentence that is asking someone something and requires an answer.



**1. What is a question?**

a sentence that needs a reply



a reaction to a question



someone telling a story



Student response mode: \_\_\_ point \_\_\_ look \_\_\_ other



Put It The WORD Up  
**Definition: Answer**

A response to a question, statement, or situation.



**2. What is an answer?**

someone asking a question



a reaction to a question



someone telling a story



Student response mode: \_\_\_ point \_\_\_ look \_\_\_ other



**Example: Question**

Question: What color is the grass?

Question: How old are you?

Question: How many tires does a car have?



**Example: Answer**

Question: What color is the grass?

Answer: Green

Question: How old are you?

Answer: 10

Question: How many tires does a car have?

Answer: 4

Rising 1st&2nd Graders Menard - PowerPoint






# activity page



## Phone Conversation



## procedure

1. Pair into groups of two.  2
2. Pretend like you are talking on the phone with each other. 
3. Ask and answer questions for the following scenario. 

You want to invite your friend to a birthday party. Ask him/her if he/she wants to come. Give him/her the information on when it is and what to bring. Your friend will ask you questions about the things you like so he/she can buy you a good gift.





# activity page






## Questions and Answers



- 10 blank index cards 
- pencil 



## procedure

1. Write a question on each index card. 
2. Pass them to the person next to you. 
3. Your partner will read each question to you while you answer them. 

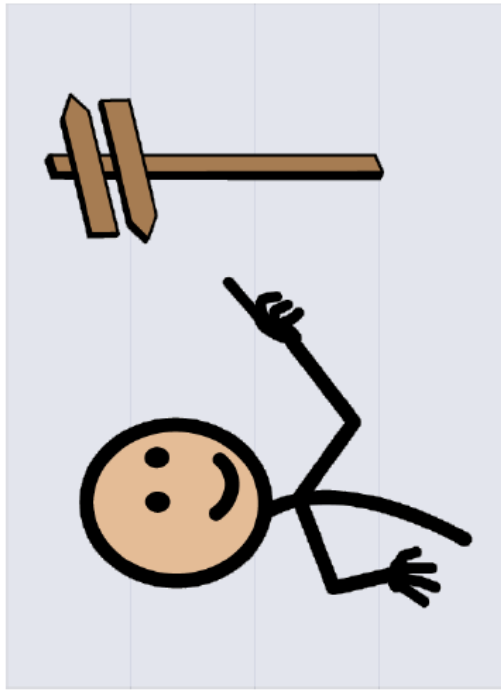




# Reading

## Ask and Answer Questions ES

Dimension A Lesson 3: Right There



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Reading - Ask and Answer Questions ES  
Lesson 3: Right There



Dim  
A

## Right There

This might sound like a funny title for a lesson, but what it really means is that we will answer questions based on text that is right in front of us!



We will be using our chapter books today, so make sure they are ready to go!



Story 1  
Page 1



1. What is the title of the story?

The Grasshopper



The Ant and the Grasshopper



Being Prepared



Student response mode: \_\_\_ point \_\_\_ look \_\_\_ other

2. Highlight your answer in the text.






**3. Who are the two main characters?**

a grasshopper and a bird  an ant and a bee  a grasshopper and an ant 

*Student response mode:* \_\_\_ point \_\_\_ look \_\_\_ other

**4. Highlight your answer in the text.**




**5. What was the ant doing?**

playing around  working hard  hiding in the grass 

*Student response mode:* \_\_\_ point \_\_\_ look \_\_\_ other

**6. Highlight your answer in the text.**

**7. What lesson did the grasshopper learn?**

It is best to be prepared.  It is best to play.  It is best to listen. 

*Student response mode:* \_\_\_ point \_\_\_ look \_\_\_ other

**8. Highlight your answer in the text.**



Story 2  
Page 3

**9. What is the title of the story?**

The Lion  The Ant and the Grasshopper  The Lion and the Boar 

*Student response mode:* \_\_\_ point \_\_\_ look \_\_\_ other

**10. Highlight your answer in the text.**

**11. Who are the two main characters?**

a lion and vultures  a lion and a boar  vultures and a boar 

*Student response mode:* \_\_\_ point \_\_\_ look \_\_\_ other

**12. Highlight your answer in the text.**



## Illustration



## procedure



**13. Why were the boar and the lion fighting?**

over who would eat first



over who could drink first



They were enemies.



Student response mode: \_\_\_ point \_\_\_ look \_\_\_ other

**14. Highlight your answer in the text.**

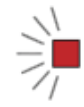


**15. What lesson did the boar and the lion learn?**

It is best to fight.



Drinking is important.



It is better to be friends.



Student response mode: \_\_\_ point \_\_\_ look \_\_\_ other

**16. Highlight your answer in the text.**



1. Reread one of the stories.

2. Draw a picture of the events in the story to show how well you understand it.

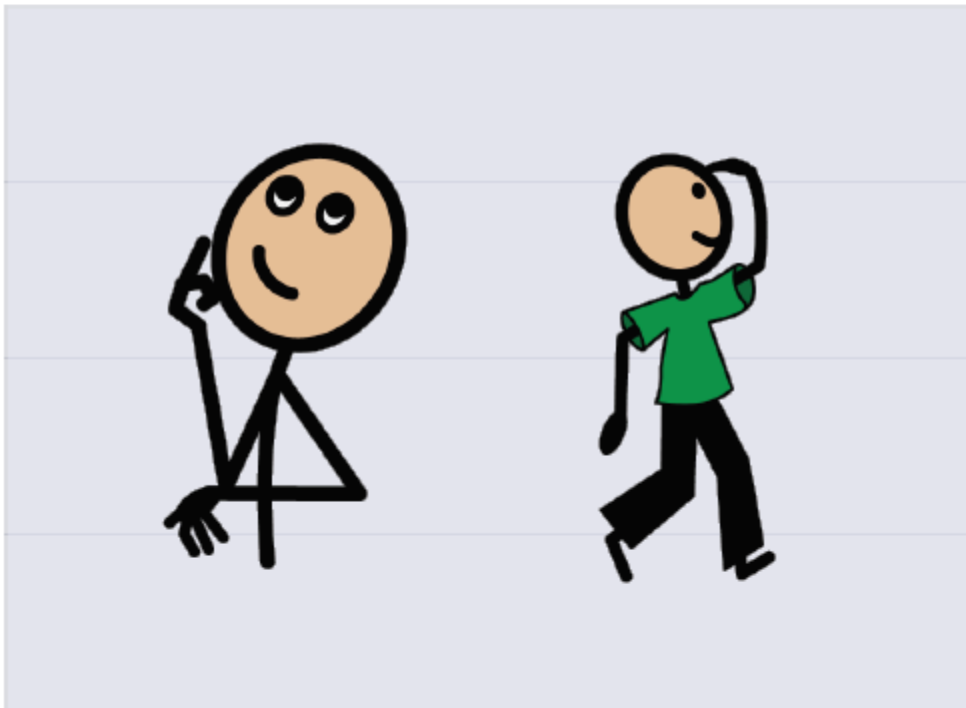




# Reading

## Ask and Answer Questions ES

**Dimension A** Lesson 4: Think and Search



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Reading - Ask and Answer Questions ES  
Lesson 4: Think and Search



Dim  
A

# Think and Search

Let's continue to work on answering questions about a text.

Today you will also have to ask some questions!



1. What is the title of the story?

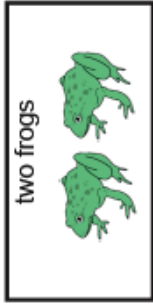


Student response mode: \_\_\_ point \_\_\_ look \_\_\_ other

2. Highlight your answer in the text.



3. Who are the two main characters?

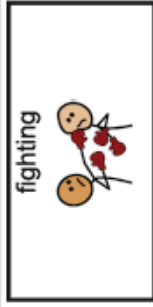


Student response mode: \_\_\_ point \_\_\_ look \_\_\_ other

4. Highlight your answer in the text.



5. What are the animals doing?

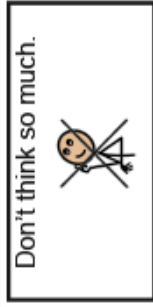
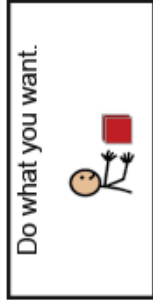


Student response mode: \_\_\_ point \_\_\_ look \_\_\_ other

6. Highlight your answer in the text.



7. What lesson is this story teaching you?



Student response mode: \_\_\_ point \_\_\_ look \_\_\_ other

8. Highlight your answer in the text.



# activity page



Story 4  
Page 7



## Questions



NEED

9. What is the title of the story?



The Fox and the Cat

The Ant and the Grasshopper

The Lion and the Boar

Student response mode: \_\_\_ point \_\_\_ look \_\_\_ other

10. Highlight your answer in the text.



11. Who are the two main characters?



a dog and a fox

a fox and a cat

a lion and a cat

Student response mode: \_\_\_ point \_\_\_ look \_\_\_ other

12. Highlight your answer in the text.



index cards



pencil



## procedure

1. Write down 2 questions on an index card.



2

2. Pass the index card to a classmate.



3. Ask your classmate to write the answer to your questions on the back of the index card.



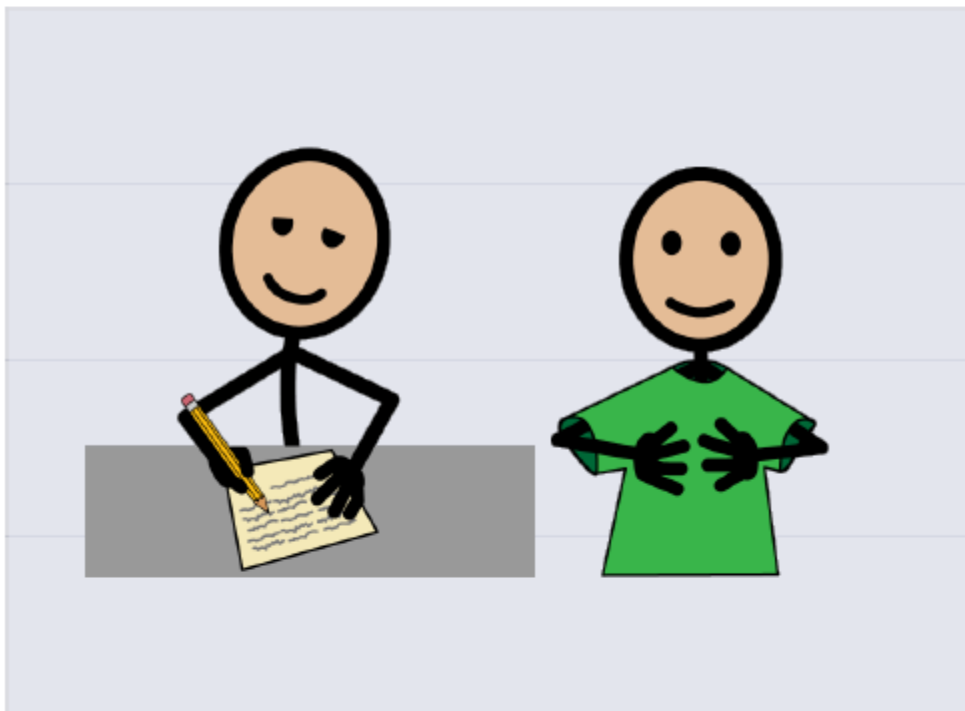


# Reading

## Ask and Answer

## Questions ES

### Dimension A Lesson 5: Author and Me



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Reading - Ask and Answer Questions ES  
Lesson 5: Author and Me



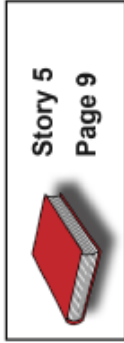
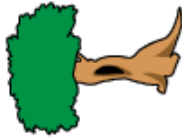
Dim  
A

# Author and Me

Today we are going to look at some more stories!

This time we will ask some questions with answers in the text. We will also ask some questions where you have to use what you already know!

Story 5  
Page 9



1. What is the title of the story?

The Reed and the Bush



The Tree and the Reed



The Flower and the Tree



Student response mode: \_\_\_ point \_\_\_ look \_\_\_ other

2. Highlight your answer in the text.



3. What is one of the main characters in the story?

Bush



Tree



Flower



Student response mode: \_\_\_ point \_\_\_ look \_\_\_ other

4. Highlight your answer in the text.



5. What event changed the life of the tree?

hurricane



rain



snow



Student response mode: \_\_\_ point \_\_\_ look \_\_\_ other

6. Highlight your answer in the text.



7. What did you learn from the story?

It is good to boast.



Big things are always better.



Little things can be strong.



Student response mode: \_\_\_ point \_\_\_ look \_\_\_ other

8. Highlight your answer in the text.





9. Draw a picture of the most important parts of the story.



# activity page



## About Me



NEED



index cards



pencil



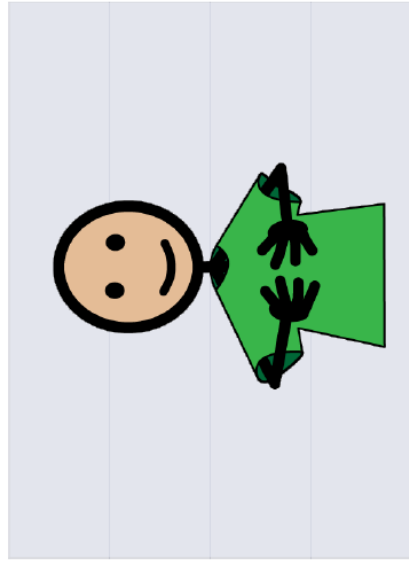
## procedure

1. Write down five different characteristics about yourself on five different index cards.
2. Get together with 3 students.
3. Place all cards face down. Pick up one card and read the word (e.g., blonde). Student is then required to ask the correct question (e.g., What is Billy's hair color?).



# Ask and Answer Questions ES

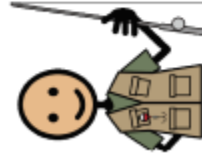
Dimension A Lesson 6: On My Own



## On My Own

Today's story is about a little fish and a fisherman!

Read the story and answer the questions below.



Story 6  
Page 11



1. What is the title of the story?


<p>The Reed and the Bush</p>	<p>The Tree and the Reed</p>	<p>The Fisher and the Little Fish</p>
------------------------------	------------------------------	---------------------------------------

Student response mode: \_\_\_ point \_\_\_ look \_\_\_ other

2. Highlight your answer in the text.

**3. Who is the main character in the story?**



Fisher 

Farmer 

Cook 

Student response mode: \_\_\_ point \_\_\_ look \_\_\_ other

**4. Highlight your answer in the text.**



**5. What is the main idea of the story?**



be greedy 

be happy 

be thankful for what you get 

Student response mode: \_\_\_ point \_\_\_ look \_\_\_ other

**6. After reading the story, read the following scenario.**



Your parents want to take you to the movie theater. They give you the choice of going now to watch the latest Disney movie or to wait until there's a better movie showing.

**7. In your own words describe what you would do and explain why. Add a picture to better explain yourself.**



---

---

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# activity page

Activity



## Role Play



NEED



scenario cards



## procedure

1. Get together in groups of two.



2

2. Read the scenario cards.



3. Pick one and use role play to show what you would do. Discuss your scenario with the class.



You find a wallet with money and an address in it. You have the choice of returning it to the owner or keeping the money.  
What would you do?



You are at your friends house. You see that your friend forgot to log out of facebook.  
Will you post something?  
What would you do?



You hear some of your friends talking bad about another friend. Will you join them or ask them to stop?



You went to the store with your friends to buy some candy. While you were in the aisle you notice that you forgot your money. What would you do?



Your mom went to the neighbor's house and told you not to watch TV. You get bored and really want to watch a show.  
What would you do?



You have a big test at school. You see the answer key on the teacher's desk.  
What would you do?



You go in the office and hear the principal talking to a friend about his behavior.  
What would you do?



You are playing a video game with some friends. One friend uses some bad language.  
What would you do?





# Reading

## Ask and Answer Questions ES

Dimension A Lesson 7: Review



### Common Core Content Activities

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Reading - Ask and Answer Questions ES  
Lesson 7: Review



Dim  
A

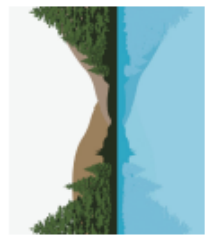


# Review

Wow!  
We've covered a lot of material,  
and you've been doing wonderfully. Now, it's  
time to review everything you've learned.



Story 7  
Page 13



1. What is the title of the story?



Student response mode: \_\_\_ point \_\_\_ look \_\_\_ other

2. Highlight your answer in the text.



3. Who is the main character in the story?



Student response mode: \_\_\_ point \_\_\_ look \_\_\_ other

4. Highlight your answer in the text.



5. What was one of the things the stag was not happy about?



Student response mode: \_\_\_ point \_\_\_ look \_\_\_ other

6. Highlight your answer in the text.



7. What is the main idea of the story?



Student response mode: \_\_\_ point \_\_\_ look \_\_\_ other

**8. After reading the story, read the following scenario.**

Your mother is taking you and your friend to the pool. You are very excited! When you get there your friend complains about the water and the other kids, and refuses to swim with you.

**9. In your own words, describe what you could say and why. Add a picture to better explain yourself.**

---

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---



# activity page



## Ten Questions

10

NEED



PowerPoint Presentation



## procedure

1. Open the PowerPoint presentation.



2. Find ten questions and their answers. Write them in the spaces provided.



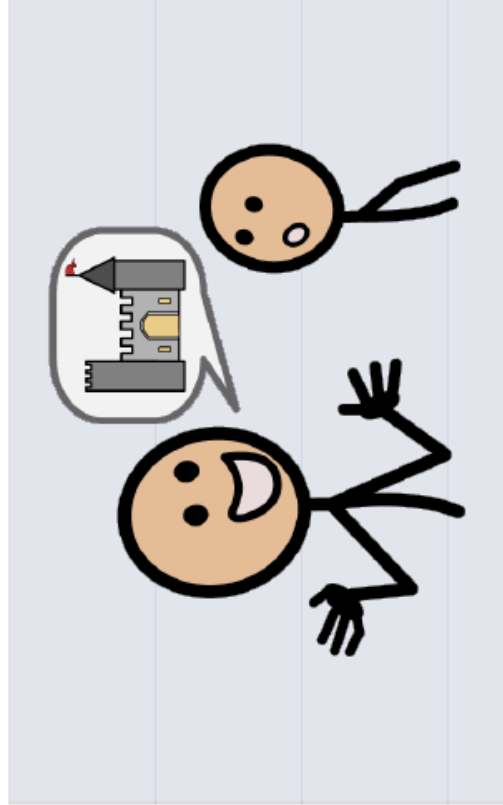
3. Present the PowerPoint presentation to your class.





# Reading

## Ask and Answer Questions ES Chapter Book Dimension A - Aesop's Fables



### Common Core Content Activities

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Story 4 - The Fox and the Cat	7
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Story 7 - The Stag at the Pool	13

Reading - Ask and Answer Questions ES  
Chapter Book - Aesop's Fables



Dim  
A

## Story 1



### **The Ant and the Grasshopper**

One summer's day a grasshopper was hopping about when an ant passed by. The ant was carrying an ear of corn to take to his nest.

“Why not stop doing all that work and come and talk to me?” asked the grasshopper.

“I am putting up food for the winter,” said the ant, “and you should do the same.”

“Why should I worry about the winter?” said the grasshopper. “We have plenty of food right now.” But the ant just shook his head at the foolish grasshopper and headed for his nest carrying his ear of corn.

When the winter came the grasshopper had no food and was soon dying of hunger, while the ants had plenty to eat. That's when the grasshopper realized it was best to plan ahead.

## Story 2



breath and saw some vultures waiting in the distance. Knowing the vultures would eat the first one to fall, they immediately decided to stop fighting. After all, it was far better for them to become friends than to be dinner for some highly uncivilized birds.

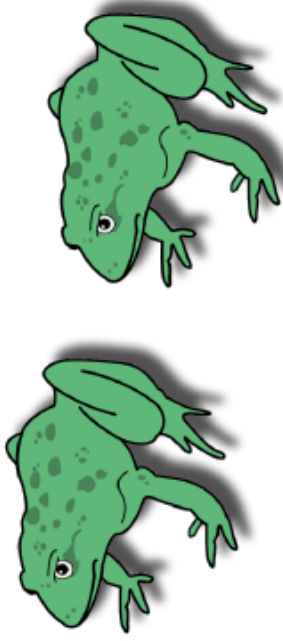
### **The Lion and the Boar**

On a hot summer day when everyone was thirsty, a lion and a boar came to a small well to get a drink. The lion, being the king of the jungle, thought he should be the first one to take a drink. But the boar disagreed and soon they were fighting horribly.

After several minutes of hitting and scratching and banging their heads together, they stopped to take a



### Story 3



### The Two Frogs

Two small frogs lived very happily together in the same pool. But, one summer's day it got so hot their little pool dried up. Though this made them very sad, they soon left to go find a new home.

As they hopped along, they came to a very deep well with plenty of water. Seeing the well, the younger frog said to his friend, "This looks like a wonderful place. We should live here."

But the other frog, being a little older and wiser said, "It does look like a wonderful place to live, but what would we do if the water dried up? How would we get out of such a deep hole?"

The young frog knew his friend was right, so they left the deep well and went on their way.



## The Fox and the Cat

One day a fox was bragging to a cat about all his clever ways of escaping his enemies. “I have a whole bag of tricks,” said the fox, “with a hundred different ways to get away from anyone who wants to hurt me.”

“I only have one way,” said the cat. “But it always works.”

Right then they heard the cry from a pack of hound dogs coming toward them, and immediately the cat climbed up a tree and hid in the branches.

“This is my plan,” said the cat. “What are you going to do?”

The fox thought first of one trick, then another, and while he was trying to decide, the hound dogs got closer and closer. When he finally made up his mind it was too late. He was surrounded by the hound dogs and the huntsmen.

<http://www.taleswithmorals.com/aesop-fable-the-fox-and-the-cat.htm>



“You think you are safer than me?” asked the tree.  
“Who could pull me up from my strong roots or make my head hit the ground?”

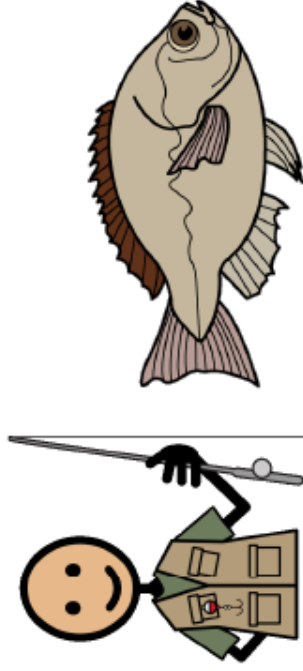
### The Tree and the Reed

“Well, little one,” said a tree to a reed that was growing at its foot, “why don’t you plant your feet deep in the ground and raise your head high in the air as I do?”

“No thank you, Mr. Tree,” replied the little reed. “I am very happy where I am. Plus, I think I am much safer.”

But soon the tree regretted what he had said, for a hurricane came and tore him up from his roots and threw him on the ground like a twig. The little reed however, bent back and forth from the force of the wind, but when the storm passed, he stood upright once more.

<http://www.taleswithmorals.com/aesop-fable-the-tree-and-the-reed.htm>



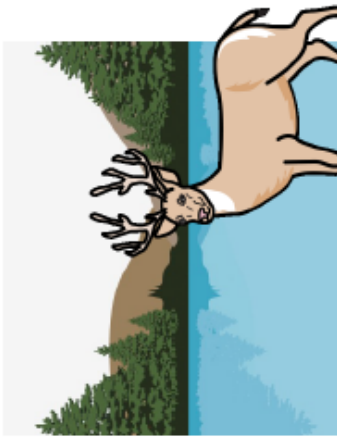
## The Fisher and the Little Fish

One spring afternoon a fisherman sat beside a river all day trying to catch some fish for his supper. Finally, after waiting patiently for hours, he caught one little fish.

“Please let me go sir,” begged the fish. “I am much too small for you to eat right now. If you put me back into the river, I will soon grow and in a few months I will

make a fine meal for you.”

“No my little fish,” said the fisherman. “I have you now. I may not catch you later.”



### **The Stag at the Pool**

One day a stag saw his shadow reflected in the water and greatly admired the size of his horns, but felt angry at having such weak, little feet. While he was still thinking about this, a lion came to the pool and the stag took off running as fast as he could. Before long the stag was far away from the ferocious lion. He decided to hide in the woods until the lion got tired of searching and went on his way. But, he no sooner got

into the trees when his huge horns got tangled up in some bushes. Within seconds the lion was upon him, licking his lips with delight. “Oh no!” said the stag. “Here I thought my feet were too small and weak, but they could have saved me. And the huge horns I was so proud of, have destroyed me.”



# Find The Main Idea

The ***main idea*** is the most important idea in a paragraph. Sometimes, the main idea is the first sentence. Sometimes the main idea is in the middle or at the end. Read the paragraphs carefully. Circle the main idea.

---

Kittens need special care. You have to feed kittens twice a day. They have a lot of energy. You need to play with them often. Kittens will chew on almost anything they find. You have to watch them closely.



**What is the main idea?**

1. Kittens will chew on almost anything.
2. Kittens need special care.

---

The puppy began to eat, but then he stopped. He yawned and stretched. He chased his tail. He rolled over and barked. He licked his paw. Finally, he went back to his dish and finished eating.



**What is the main idea?**

1. The puppy likes to eat.
2. The puppy takes a long time to eat.

## The Coat

"Do not go outside without your warm coat, Tom. It is very cold, and the snow lies thick on the ground. If you do, then you will catch cold, and you will be sick."

"I feel quite warm. I don't need to wear a warm coat."

"Yes, you do. In here we have a large fire. Outside there is no fire to keep you warm, and the cold wind blows. If you have no warm coat on, you will feel cold."



However, Tom thought he knew best, so he went outside with no coat on. Tom caught a bad cold and cough. He was in bed quite sick.

Jack, Will and Tom were supposed to play on the frozen pond the next day, but now Tom was too sick to go. When he was in bed, Tom thought how silly he had been. He would try to do all that he was told when he got well.

### Questions:

1. What was the weather like outside?

---

2. Why doesn't Tom think he needs a coat?

---

3. What happened when Tom went out without a coat?

---

4. Why did Tom think he had been silly?

---

## In Search of Flowers

A little girl went in search of flowers for her mother. It was early in the day, and the grass was wet. Sweet little birds were singing all around her.

What do you think she found besides flowers? She found a nest with young birds in it.

While she was looking at them, she heard the mother bird chirp as if to say, "Do not touch my children, little girl, for I love them dearly."

The little girl thought how dearly her own mother loved her.

So she left the birds. Then picking some flowers, she went home, and she told her mother what she had seen and heard.



### Questions:

1. What time of day is the girl looking for flowers?

---

2. What does she find?

---

3. What does the mother bird say to the girl?

---

4. Why does the girl leave the nest alone?

---

## Pretty Fish

"Look, mom! See what a pretty fish! It is a little trout," said John to his mother.

John's mother asked, "Where did you get it, John?"

"Frank caught it in the brook. I went to the brook to splash in the water and I saw this little fish. Then I told Frank about the fish, and he ran to get his fishing rod. He put the rod into the water and caught the fish, and I put it into this bucket."

"Well, what will you do with it?" asked John's mother.

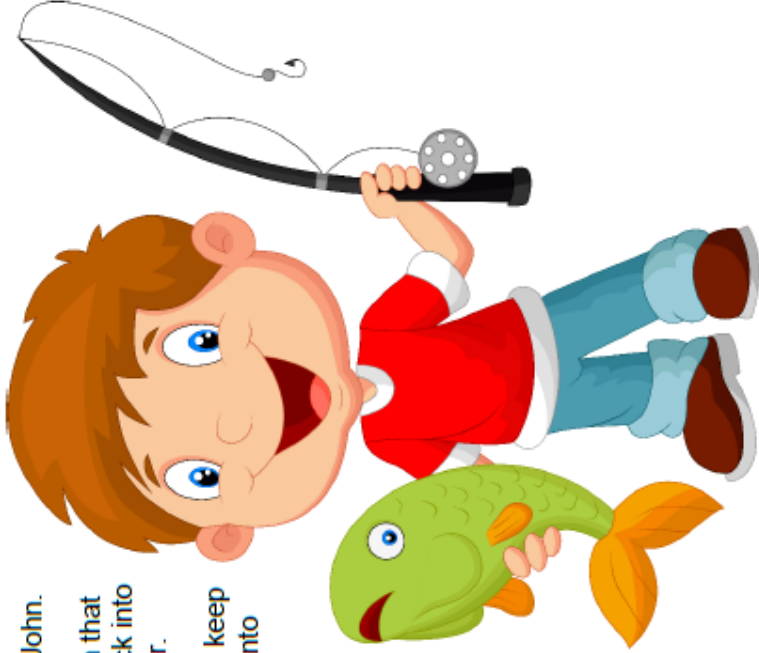
"I will keep it, mom," replied John.

"But, my boy, it will not live in that bucket. You should put it back into the brook," replied his mother.

John frowned. "I wish I could keep it. It is so pretty! May I put it into the pond?"

"No, John," said his Mom.

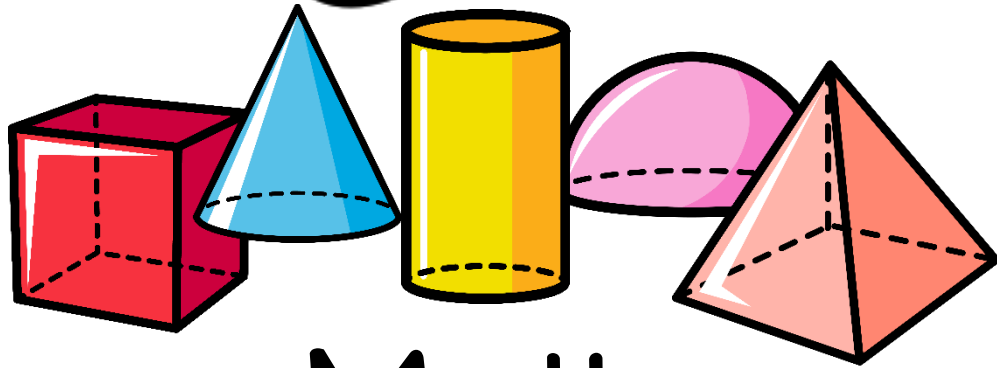
"You must put it into the brook. A trout will not live in the warm pond. The trout needs to go back to its home: the clear, cold brook."



### Questions:

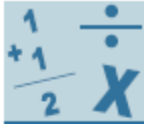
1. What kind of fish did John find?  
\_\_\_\_\_
2. How did Frank catch the fish?  
\_\_\_\_\_
3. Why can't the fish live in the pond?  
\_\_\_\_\_
4. What do you think will happen next in the story?  
\_\_\_\_\_





# Math Practice Pages



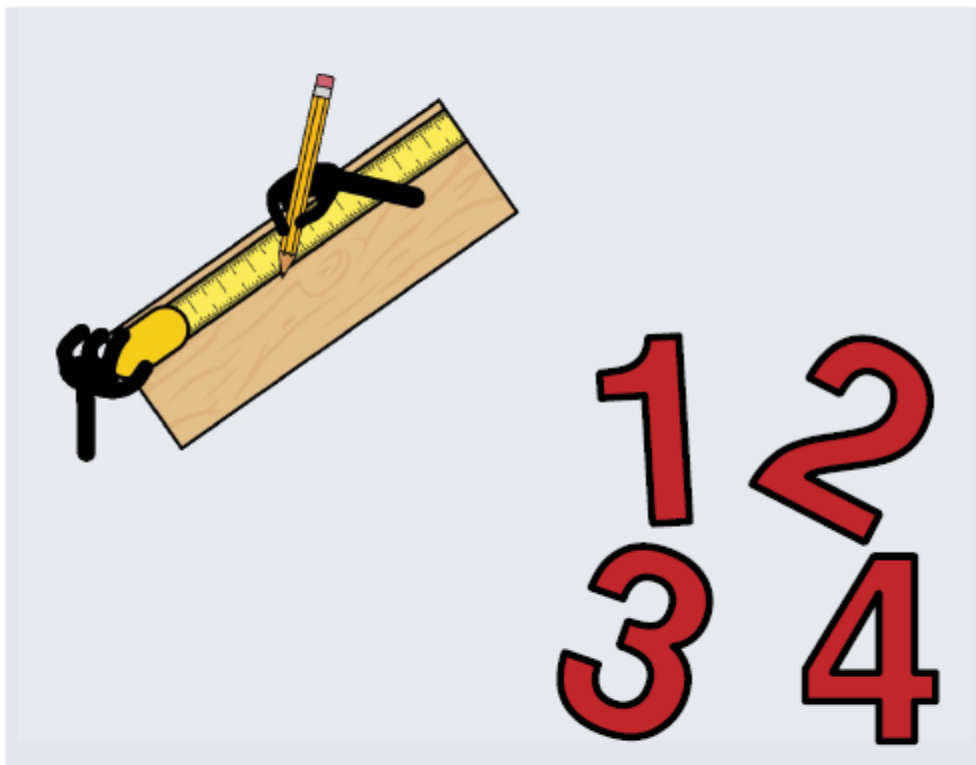


Math

Math - Measurement Data  
Lesson 2: Introduction

# Measurement Data

## Dimension A Lesson 2: Introduction

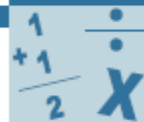


### Common Core Content Activities

By Erica Price and Christina Willoughby

Price and Willoughby, LLC dba SpecialEdSimplified

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Dim  
A



# Introduction

Hello,  
my name is Josie.  
Jake and I are going to explain  
some words that you will see during  
these activities.



Hey,  
my name is Jake.  
We are going to begin with  
measurement.




## It's The WORD Up

### Definition: Measurement

The size of something.



**1. What is measurement?**

a ruler 	to find the size 	the distance from end to end 
--	---	---

Student response mode: \_\_\_ point \_\_\_ look \_\_\_ other



### Your Turn! - Measuring

Cut out and use the attached ruler to find out how many inches long are the pencil and iReader.






## It's The WORD Up

### Definition: Length

The distance from one end of something to the other end.



**2. What is length?**

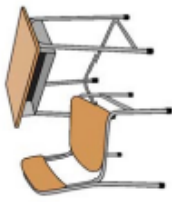
a ruler 	to find the size 	the distance from end to end 
--	---	---

Student response mode: \_\_\_ point \_\_\_ look \_\_\_ other



### Your Turn! - How many inches?

Using a ruler or yard stick, find out how many inches long your desk is!



## Definition: Data

1 2  
3 4

Information collected about people or things.

### 3. What is data?

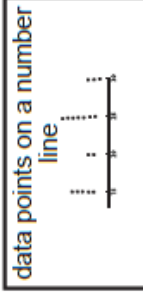
1 2  
3 4



collected information



a graph



data points on a number line

Student response mode: \_\_\_ point \_\_\_ look \_\_\_ other



### Your Turn! - Data Collection

Use the attached list of months and find out which month the people in your classroom birthday is in.

CALENDAR	
JAN	MAR
APR	JUN
JUL	SEP
OCT	NOV
DEC	

## Definition: Line Plot

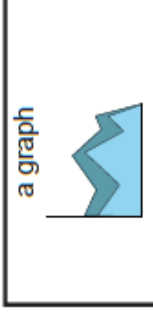
A graph of data using points above a number line.



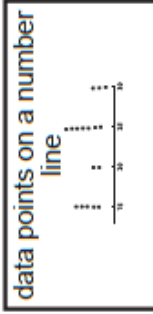
### 4. What are line plots?



collected information



a graph



data points on a number line

Student response mode: \_\_\_ point \_\_\_ look \_\_\_ other

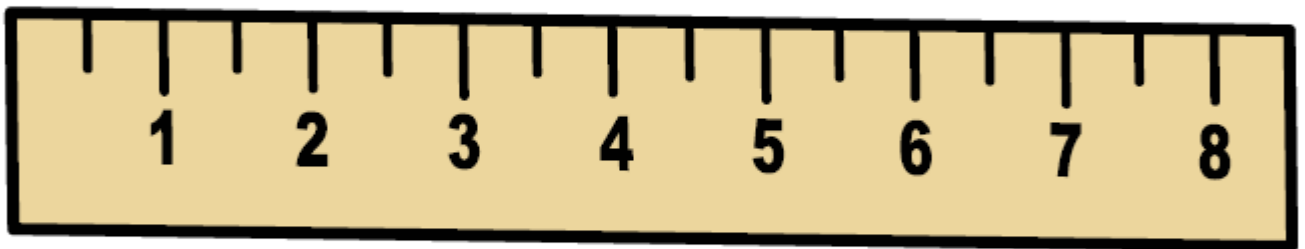
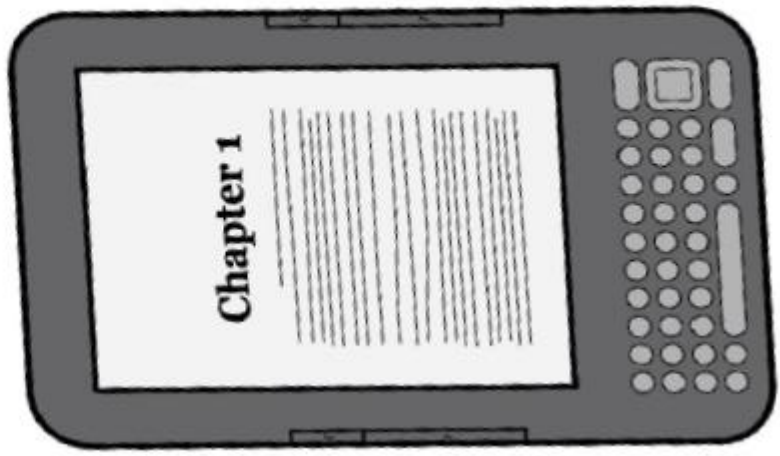














### Your Turn! - Line Plot

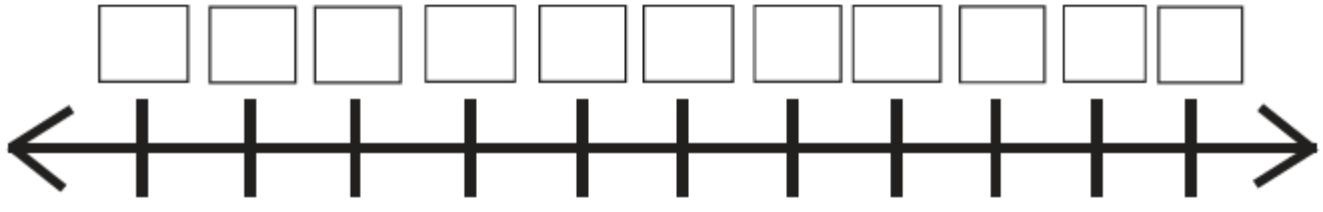
Label the number line (below) from 0 - 11. Ask each person in your room which number is their favorite.

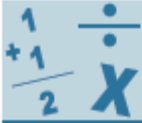


Place a dot above that number for each person.



MONTH	FRIENDS/TEACHERS
January 	
February 	
March 	
April 	
May 	
June 	
July 	
August 	
September 	
October 	
November 	
December 	



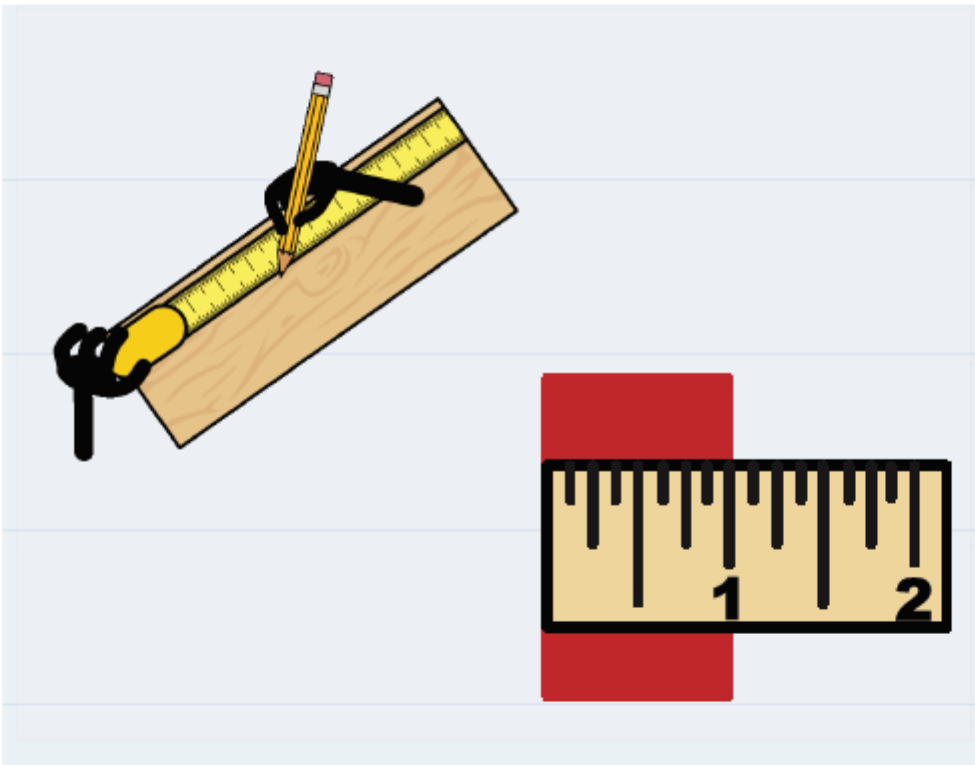


Math

Math - Measurement Data  
Lesson 3: Measuring to the Inch

# Measurement Data

## Dimension A Lesson 3: Measuring to the Inch

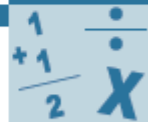


### Common Core Content Activities

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Dim  
A

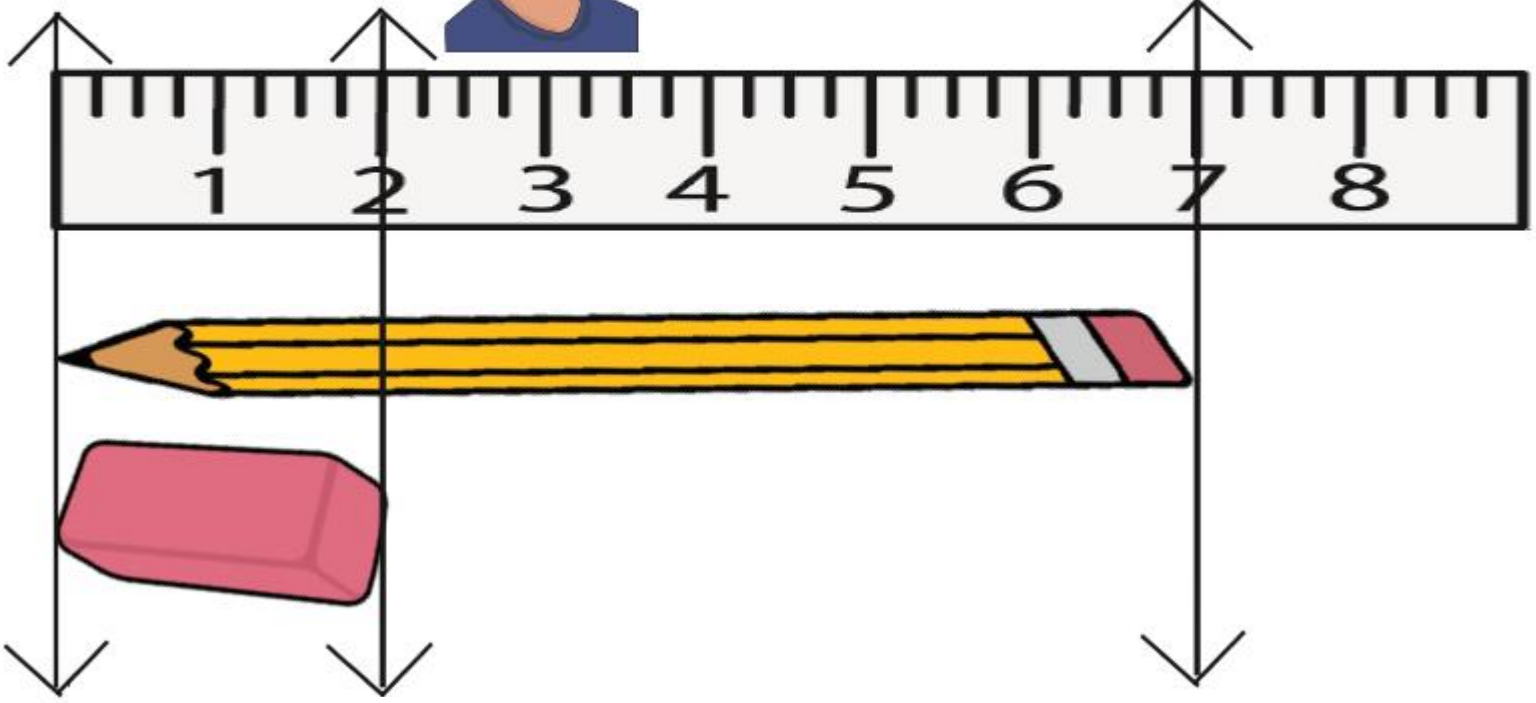
# Measuring to the Inch



We will begin measuring objects to the inch, so get out your rulers!



Let's practice measuring to the inch. Look at the ruler and determine how many inches each object is!



Put It The **Definition: Inch**  
WORD Up



A way to measure length. There are 12 inches in a foot.



1. What is an inch?

it measures liquids



it measures length



it is a ruler



Student response made: \_\_\_\_\_ point \_\_\_\_\_ look \_\_\_\_\_ other \_\_\_\_\_





Look at the ruler above. How many inches is the pencil? How many inches is the eraser?

**2. How long is the pencil in inches?**

<b>2</b>	<b>7</b>	<b>8</b>
----------	----------	----------

*Student response mode:* \_\_\_ point \_\_\_ look \_\_\_ other

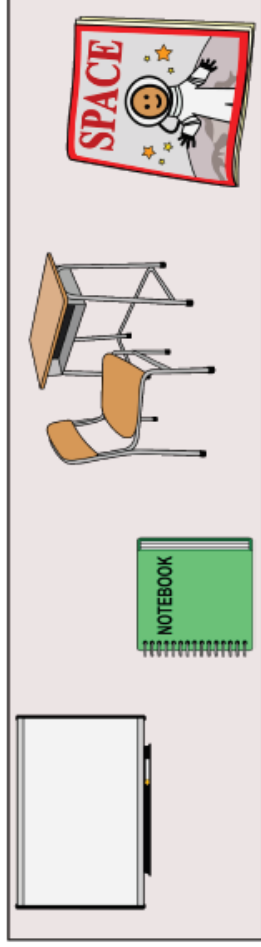
**3. How long is the eraser in inches?**






<b>2</b>	<b>7</b>	<b>8</b>
----------	----------	----------

*Student response mode:* \_\_\_ point \_\_\_ look \_\_\_ other



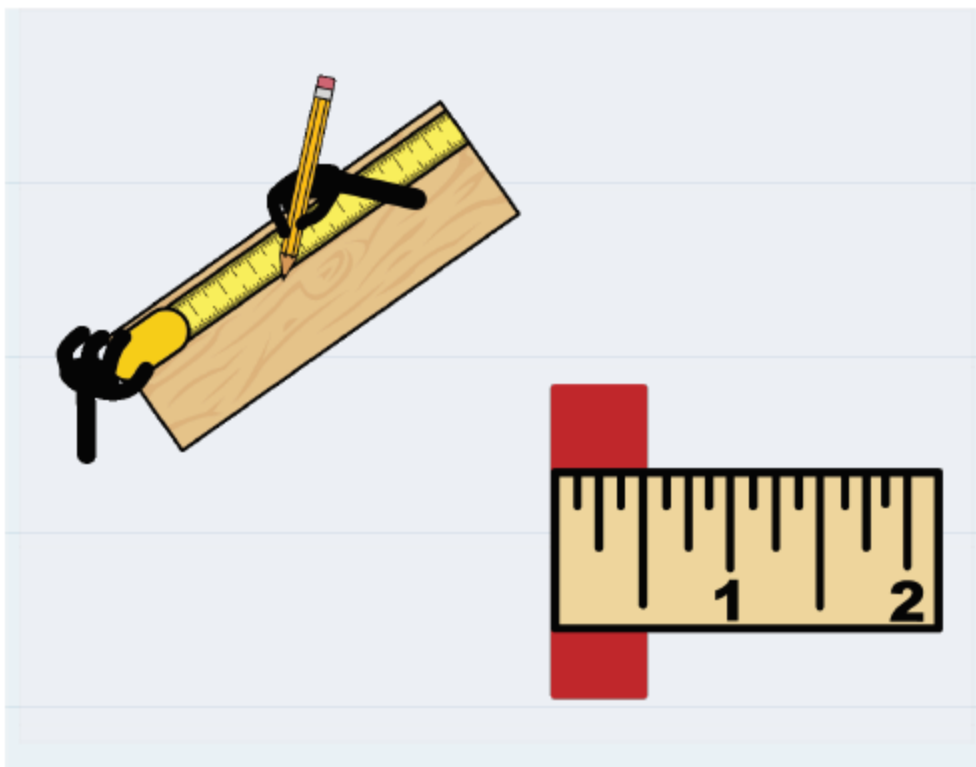
Below are a few pictures. Find each object in your classroom or school. Then find the measurement to the nearest inch.



		<b>inches</b>
dry erase board 		
notebook 		
desk 		
magazine 		

# Measurement Data

## Dimension A Lesson 4: Measuring to the Half-Inch



## Common Core Content Activities

By Erica Price and Christina Willoughby

Price and Willoughby, LLC dba SpecialEdSimplified

# Measuring to the Half-Inch

This time we will measure objects to the half-inch, so let's get started!



Put It The **WORD** Up  
**Definition: Half-inch**

A way to measure length. There are 2 equal parts in an inch.



1. What is a half-inch?

it measures liquids



two equal parts in an inch



it is a ruler




Student response mode: \_\_\_ point \_\_\_ look \_\_\_ other \_\_\_



Let's practice measuring to the half-inch. Look at the ruler and determine how long each object is!




Look  
at the flash drive above.  
Measure it in half-inches. Measure  
the baseball card in half-  
inches.

**2. Measure the flash drive by the half-inch. How long is it?** 

<b>2 1/2 inches</b>	<b>3 1/2 inches</b>	<b>4 1/2 inches</b>	
-------------------------	-------------------------	-------------------------	--

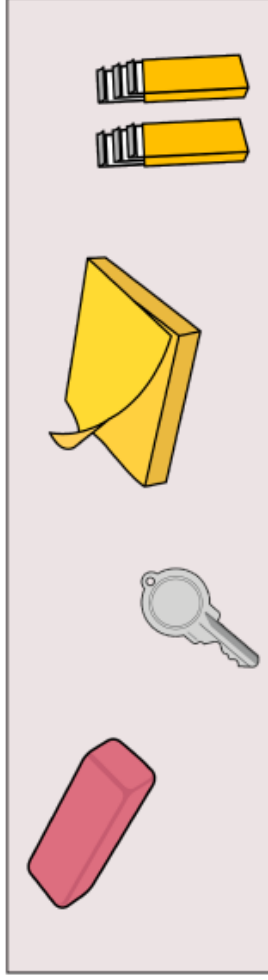
*Student response mode:*    \_\_\_ point    \_\_\_ look    \_\_\_ other






**3. Measure the card by the half-inch. How long is it?** 

<b>2 1/2 inches</b>	<b>3 1/2 inches</b>	<b>4 1/2 inches</b>	
-------------------------	-------------------------	-------------------------	--

*Student response mode:*    \_\_\_ point    \_\_\_ look    \_\_\_ other

Below  
are a few objects. Find  
each in your classroom or school.  
Then find the measurement to the  
nearest half-inch.



			 half-inch
eraser 			
key 			
Post-it note 			
gum 			

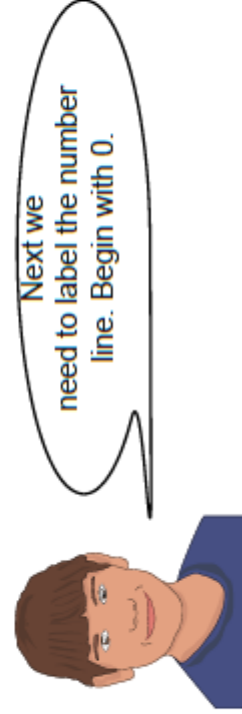
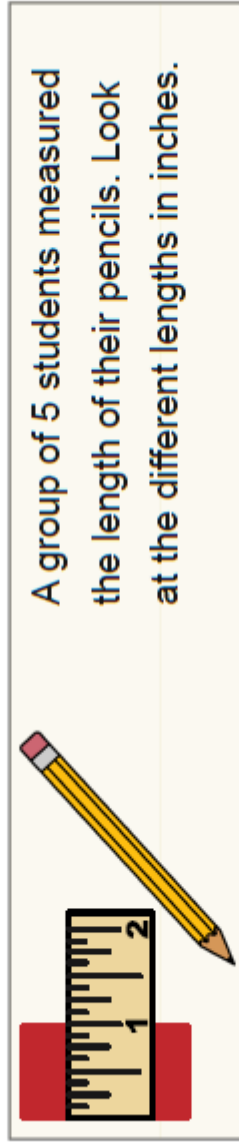
# Measurement Data

## Dimension A Lesson 5: Plotting Given Data

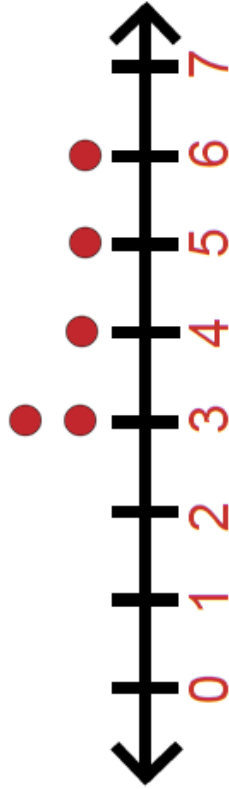
1 2 4  
3 4



# Plotting Given Data



1. Label the number line starting at 0.



Place a dot above the number to show the length of the pencil for each student.



2. How many students have pencils that are 4 inches long?

1
---

4
---

5
---

Student response mode: \_\_\_ point \_\_\_ look \_\_\_ other



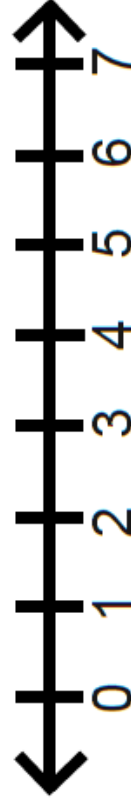
There are 5 students checking to see how many inches they have grown since last school year. Look at the inches each student grew.

1 1 0 1 2



3. Plot the data above onto the number line.

#####





4. How many students grew one inch?

1                      2                      3

Student response mode: \_\_\_ point \_\_\_ look \_\_\_ other

5. How many students did not grow any?


1                      2                      3

Student response mode: \_\_\_ point \_\_\_ look \_\_\_ other

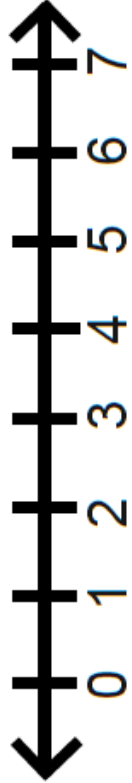
Five students measured the length of their fingers. Look at the different lengths in inches.

2   2   2   3   2





6. Plot the data above onto the number line.




+++++

7. How many students' fingers were 2 inches?

4                      2                      3


Student response mode: \_\_\_ point \_\_\_ look \_\_\_ other



8. How many students' fingers were 3 inches?

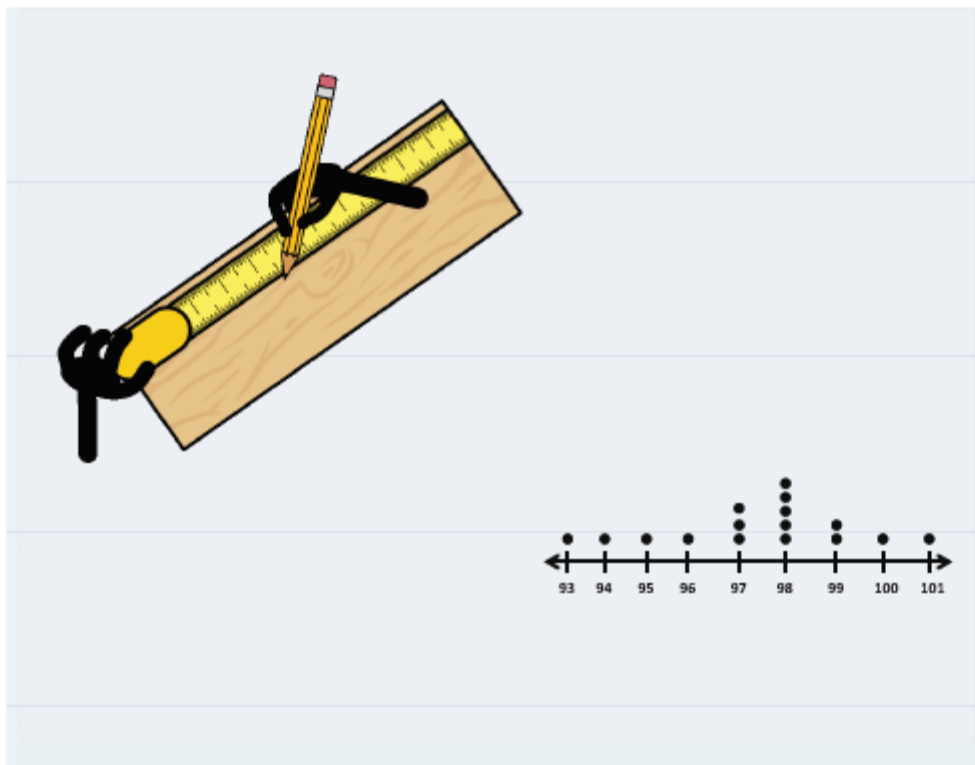
1                      2                      3

Student response mode: \_\_\_ point \_\_\_ look \_\_\_ other



# Measurement Data

## Dimension A Lesson 6: Measuring and Plotting



## Common Core Content Activities

By Erica Price and Christina Willoughby

Price and Willoughby, LLC dba SpecialEdSimplified






# Measuring and Plotting

In this activity we will measure objects and plot the measurements on a number line.



1. Measure five different pencils. Write the lengths in inches in the chart below.



	inches
pencil 1 	
pencil 2 	
pencil 3 	
pencil 4 	
pencil 5 	



2. Plot the data above onto the number line.

#####



3. How many pencils did you measure?






Student response mode: \_\_\_ point \_\_\_ look \_\_\_ other






4. How many pencils were four inches long?






Student response mode: \_\_\_ point \_\_\_ look \_\_\_ other

5. Find and measure the objects listed. Write the lengths in inches in the chart below.

	inches
eraser 	
CD 	
computer mouse 	
soup spoon 	
can of soda 	

6. Plot the data above onto the number line.



7. How many objects did you measure?

3

4

5

Student response mode: \_\_\_ point \_\_\_ look \_\_\_ other

8. How many objects were five inches long?

0

2

Student response mode: \_\_\_ point \_\_\_ look \_\_\_ other

# Measurement Data

## Dimension A Lesson 7: Review



## Common Core Content Activities

*By Erica Price and Christina Willoughby*

*Price and Willoughby, LLC dba SpecialEdSimplified*




# Review

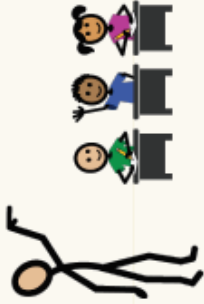


1. Complete the following sentences.

- a. Measurement is \_\_\_\_\_.
- b. Data collects information about \_\_\_\_\_.
- c. Points above a number line is a \_\_\_\_\_.
- d. With length, we measure distance from \_\_\_\_\_.

Student response mode:    \_\_\_ point    \_\_\_ look    \_\_\_ other

 people and things | line plot | end to end | the size of something |
   
 | 12 | ##### |  |
   
 | 34 | - - - - - |  |



Six students measured their heights in inches. Look at each student's height and plot it on the number line.

54 52 54 52 51 52 

2. Plot the data above onto the number line.

#####





1

2

3

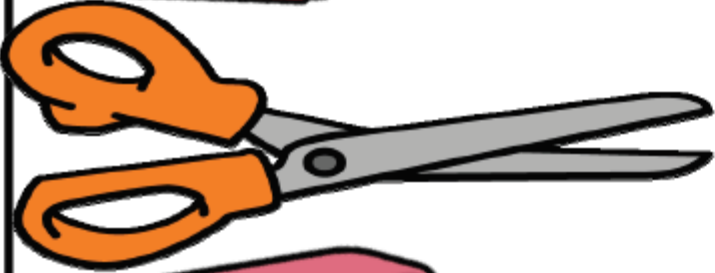
4

5

6

7

8



3. Which number occurs the most?



51

52

54

Student response mode: \_\_\_ point \_\_\_ look \_\_\_ other

4. Which number occurs the least?



51

52

54

Student response mode: \_\_\_ point \_\_\_ look \_\_\_ other

5. How many students are 54 inches tall?



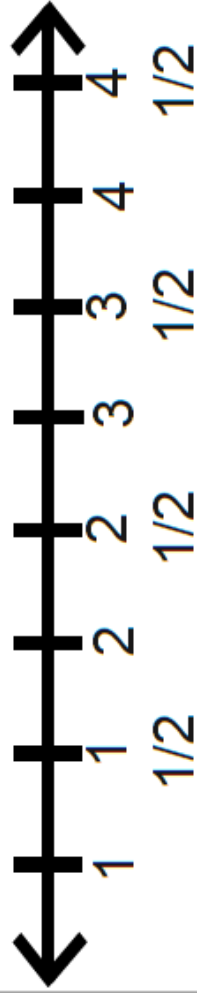
1


2

3

Student response mode: \_\_\_ point \_\_\_ look \_\_\_ other

6. Plot the measurement data from above onto the number line. #+++++



7. How many objects did you measure? 


3	4	5
---	---	---

Student response mode: \_\_\_ point \_\_\_ look \_\_\_ other

8. How many objects measured 2 1/2 inches long? 

2	3	4
---	---	---




Student response mode: \_\_\_ point \_\_\_ look \_\_\_ other

9. Measure the flash drive. How long is it? 

2 1/2 inches	3 1/2 inches	4 1/2 inches
-----------------	-----------------	-----------------

Student response mode: \_\_\_ point \_\_\_ look \_\_\_ other

10. Of the choices provided, which item is the longest? 

flash drive 	eraser 	bowling pin 
--	---	--

Student response mode: \_\_\_ point \_\_\_ look \_\_\_ other

11. Measure the bowling pin. How long is it? 

2 inches	3 inches	4 1/2 inches
-------------	-------------	-----------------

Student response mode: \_\_\_ point \_\_\_ look \_\_\_ other



# Line Plot

A graph of data using points above a number line.



# Length

Distance from one end of something to the other end.



# Measurement

To find the size of something.



1 2 3 4  
1 2 3 4

# Data

Information collected about people or things.

1 2 3 4  
1 2 3 4

## Adding a 2-digit number and a 1-digit number (with carrying)

---

### Grade 3 Addition Worksheet

Find the sum.

1.  $42 + 8 =$  \_\_\_\_\_

2.  $59 + 3 =$  \_\_\_\_\_

3.  $72 + 9 =$  \_\_\_\_\_

4.  $72 + 8 =$  \_\_\_\_\_

5.  $8 + 3 =$  \_\_\_\_\_

6.  $37 + 9 =$  \_\_\_\_\_

7.  $33 + 8 =$  \_\_\_\_\_

8.  $29 + 8 =$  \_\_\_\_\_

9.  $63 + 7 =$  \_\_\_\_\_

10.  $16 + 6 =$  \_\_\_\_\_

11.  $71 + 9 =$  \_\_\_\_\_

12.  $73 + 8 =$  \_\_\_\_\_

13.  $31 + 9 =$  \_\_\_\_\_

14.  $2 + 9 =$  \_\_\_\_\_

15.  $54 + 7 =$  \_\_\_\_\_

16.  $77 + 5 =$  \_\_\_\_\_

17.  $45 + 7 =$  \_\_\_\_\_

18.  $5 + 5 =$  \_\_\_\_\_

19.  $27 + 6 =$  \_\_\_\_\_

20.  $15 + 8 =$  \_\_\_\_\_

## Adding a 2-digit number and a 1-digit number (with carrying)

---

### Grade 3 Addition Worksheet

Find the sum.

1.  $21 + 9 =$  \_\_\_\_\_

2.  $3 + 9 =$  \_\_\_\_\_

3.  $52 + 8 =$  \_\_\_\_\_

4.  $62 + 8 =$  \_\_\_\_\_

5.  $63 + 7 =$  \_\_\_\_\_

6.  $82 + 8 =$  \_\_\_\_\_

7.  $75 + 8 =$  \_\_\_\_\_

8.  $77 + 4 =$  \_\_\_\_\_

9.  $37 + 8 =$  \_\_\_\_\_

10.  $61 + 9 =$  \_\_\_\_\_

11.  $7 + 4 =$  \_\_\_\_\_

12.  $8 + 8 =$  \_\_\_\_\_

13.  $34 + 8 =$  \_\_\_\_\_

14.  $36 + 6 =$  \_\_\_\_\_

15.  $12 + 8 =$  \_\_\_\_\_

16.  $6 + 6 =$  \_\_\_\_\_

17.  $3 + 8 =$  \_\_\_\_\_

18.  $8 + 6 =$  \_\_\_\_\_

19.  $29 + 3 =$  \_\_\_\_\_

20.  $27 + 4 =$  \_\_\_\_\_

## Multiplication Tables - 5 & 10

---

### Grade 3 Multiplication Worksheet

Find the product.

1.  $10 \times 10 =$  \_\_\_\_\_ 2.  $10 \times 9 =$  \_\_\_\_\_ 3.  $5 \times 9 =$  \_\_\_\_\_

4.  $5 \times 2 =$  \_\_\_\_\_ 5.  $10 \times 7 =$  \_\_\_\_\_ 6.  $5 \times 7 =$  \_\_\_\_\_

7.  $10 \times 11 =$  \_\_\_\_\_ 8.  $10 \times 3 =$  \_\_\_\_\_ 9.  $5 \times 8 =$  \_\_\_\_\_

10.  $5 \times 4 =$  \_\_\_\_\_ 11.  $10 \times 12 =$  \_\_\_\_\_ 12.  $5 \times 3 =$  \_\_\_\_\_

13.  $10 \times 2 =$  \_\_\_\_\_ 14.  $5 \times 11 =$  \_\_\_\_\_ 15.  $10 \times 5 =$  \_\_\_\_\_

16.  $10 \times 4 =$  \_\_\_\_\_ 17.  $5 \times 10 =$  \_\_\_\_\_ 18.  $10 \times 1 =$  \_\_\_\_\_

19.  $5 \times 12 =$  \_\_\_\_\_ 20.  $5 \times 1 =$  \_\_\_\_\_ 21.  $5 \times 6 =$  \_\_\_\_\_

22.  $5 \times 5 =$  \_\_\_\_\_ 23.  $10 \times 6 =$  \_\_\_\_\_ 24.  $10 \times 8 =$  \_\_\_\_\_

25.  $10 \times 4 =$  \_\_\_\_\_ 26.  $5 \times 6 =$  \_\_\_\_\_ 27.  $5 \times 2 =$  \_\_\_\_\_



# Multiplication Tables - 5 & 10

---

## Grade 3 Multiplication Worksheet

Find the product.

1.  $5 \times 2 =$  \_\_\_\_\_ 2.  $5 \times 8 =$  \_\_\_\_\_ 3.  $10 \times 5 =$  \_\_\_\_\_

4.  $10 \times 7 =$  \_\_\_\_\_ 5.  $5 \times 6 =$  \_\_\_\_\_ 6.  $10 \times 4 =$  \_\_\_\_\_

7.  $5 \times 10 =$  \_\_\_\_\_ 8.  $10 \times 2 =$  \_\_\_\_\_ 9.  $10 \times 12 =$  \_\_\_\_\_

10.  $5 \times 4 =$  \_\_\_\_\_ 11.  $10 \times 9 =$  \_\_\_\_\_ 12.  $5 \times 11 =$  \_\_\_\_\_

13.  $10 \times 3 =$  \_\_\_\_\_ 14.  $10 \times 11 =$  \_\_\_\_\_ 15.  $5 \times 12 =$  \_\_\_\_\_

16.  $10 \times 1 =$  \_\_\_\_\_ 17.  $5 \times 1 =$  \_\_\_\_\_ 18.  $5 \times 5 =$  \_\_\_\_\_

19.  $10 \times 6 =$  \_\_\_\_\_ 20.  $10 \times 10 =$  \_\_\_\_\_ 21.  $5 \times 9 =$  \_\_\_\_\_

22.  $5 \times 7 =$  \_\_\_\_\_ 23.  $10 \times 8 =$  \_\_\_\_\_ 24.  $5 \times 3 =$  \_\_\_\_\_

25.  $5 \times 3 =$  \_\_\_\_\_ 26.  $10 \times 3 =$  \_\_\_\_\_ 27.  $5 \times 9 =$  \_\_\_\_\_

## Multiplication Tables - 6 to 9 practice

---

### Grade 3 Multiplication Worksheet

Find the product.

1.  $8 \times 2 =$  \_\_\_\_\_ 2.  $6 \times 12 =$  \_\_\_\_\_ 3.  $7 \times 12 =$  \_\_\_\_\_

4.  $6 \times 11 =$  \_\_\_\_\_ 5.  $8 \times 3 =$  \_\_\_\_\_ 6.  $6 \times 7 =$  \_\_\_\_\_

7.  $9 \times 11 =$  \_\_\_\_\_ 8.  $7 \times 8 =$  \_\_\_\_\_ 9.  $6 \times 3 =$  \_\_\_\_\_

10.  $6 \times 10 =$  \_\_\_\_\_ 11.  $6 \times 1 =$  \_\_\_\_\_ 12.  $7 \times 4 =$  \_\_\_\_\_

13.  $8 \times 4 =$  \_\_\_\_\_ 14.  $9 \times 1 =$  \_\_\_\_\_ 15.  $7 \times 3 =$  \_\_\_\_\_

16.  $7 \times 7 =$  \_\_\_\_\_ 17.  $6 \times 6 =$  \_\_\_\_\_ 18.  $9 \times 12 =$  \_\_\_\_\_

19.  $8 \times 12 =$  \_\_\_\_\_ 20.  $8 \times 5 =$  \_\_\_\_\_ 21.  $7 \times 11 =$  \_\_\_\_\_

22.  $9 \times 10 =$  \_\_\_\_\_ 23.  $9 \times 2 =$  \_\_\_\_\_ 24.  $6 \times 8 =$  \_\_\_\_\_

25.  $9 \times 9 =$  \_\_\_\_\_ 26.  $7 \times 1 =$  \_\_\_\_\_ 27.  $9 \times 3 =$  \_\_\_\_\_

## Multiplication Tables - 6 to 9 practice

---

### Grade 3 Multiplication Worksheet

Find the product.

1.  $9 \times 6 =$  \_\_\_\_\_ 2.  $7 \times 9 =$  \_\_\_\_\_ 3.  $9 \times 11 =$  \_\_\_\_\_

4.  $7 \times 3 =$  \_\_\_\_\_ 5.  $7 \times 11 =$  \_\_\_\_\_ 6.  $6 \times 8 =$  \_\_\_\_\_

7.  $8 \times 8 =$  \_\_\_\_\_ 8.  $6 \times 12 =$  \_\_\_\_\_ 9.  $6 \times 9 =$  \_\_\_\_\_

10.  $6 \times 5 =$  \_\_\_\_\_ 11.  $9 \times 5 =$  \_\_\_\_\_ 12.  $8 \times 11 =$  \_\_\_\_\_

13.  $6 \times 2 =$  \_\_\_\_\_ 14.  $7 \times 4 =$  \_\_\_\_\_ 15.  $6 \times 10 =$  \_\_\_\_\_

16.  $7 \times 8 =$  \_\_\_\_\_ 17.  $8 \times 6 =$  \_\_\_\_\_ 18.  $6 \times 6 =$  \_\_\_\_\_

19.  $9 \times 1 =$  \_\_\_\_\_ 20.  $6 \times 7 =$  \_\_\_\_\_ 21.  $9 \times 12 =$  \_\_\_\_\_

22.  $9 \times 7 =$  \_\_\_\_\_ 23.  $7 \times 10 =$  \_\_\_\_\_ 24.  $7 \times 12 =$  \_\_\_\_\_

25.  $9 \times 4 =$  \_\_\_\_\_ 26.  $7 \times 2 =$  \_\_\_\_\_ 27.  $8 \times 9 =$  \_\_\_\_\_