3rd Grade

Summer

Activity

Packet

Name: _____

Due the first week of 2020-2021 school year.

Dear Parents,

Your child must read the book _Frindle_ this summer along with 2 other books from the lists in this packet. Please have your child complete all Reading and Math activities. This way they will not lose what they have learned this year over summer break. This packet will need to be returned to your child's 3rd Grade Teacher in August and will be worth 10% of their Reading and Math Grade for the 1st Quarter.

Sincerely,

The Third Grade Teachers

Third Grade Summer Packet

Summer 2020

Frindle!

Name: _____

Vocabulary

Frindle

Chapters 1 - 5

Fill in the missing letters to create a word from the story. Then write the full word on the line. Be sure each word is spelled correctly.

1. ____ r i ____ s ____ n

    clue: a shade of red

1. _____

2. p ____ u n ____ e ____

    clue: moved quickly and suddenly

2. _____

3. ____ e a ____ i ____ g

    clue: smiling happily

3. _____

4. f ____ a ____ t i ____ ____ l l ____

    clue: uncontrolled; hurried

4. _____

5. a ____ ____ u ____ i n t ____ d

    clue: to get to know something or someone

5. _____

6. ____ r i ____ l ____

    clue: very formal or proper

6. _____

Name: _____

Frindle

In Chapter 2 of *Frindle* the reader is introduced to Mrs. Granger. Using the character description in the book, draw a picture of Mrs. Granger. Then, on the lines below, describe her personality.

_____

_____

_____

_____

_____

Frindle

Chapters 1 - 5

1. What is the name of Nick Allen's elementary school?

    a. Washington Elementary   **b.** Lincoln Elementary

    c. Jefferson Elementary   **d.** Kennedy Elementary

2. When Nick Allen was in third grade, what did he turn Miss Deaver's classroom into?

    a. a tropical island   **b.** a ski resort

    c. a water park   **d.** an aquarium

3. What did Mrs. Granger expect every student to have at their home?

    a. an encyclopedia   **b.** a thesaurus

    c. a dictionary   **d.** Internet access

4. What special quality made Mrs. Granger famous?

    a. X- ray vision   **b.** eyes in back of her head

    c. extraordinary strength   **d.** super hearing

Frindle

Chapters 1 - 5

5. Explain how a "guaranteed-time-waster" question works.

    _____

    _____

    _____

6. How did Mrs. Granger respond to Nick's "guaranteed-time-waster" question?

    _____

    _____

    _____

7. True or False?

    Nick wasted Mrs. Granger's entire class period with his presentation. _____

8. True or False?

    Mrs. Granger fit an entire day's work into the last eight minutes of class. _____

Name: _____

Frindle

This picture shows a scene from Chapter 5 of the book, *Frindle*. Color the illustration.
Then write a few sentences to explain what's happening in the scene.

_____

_____

_____

_____

_____

_____

_____

Name: _____

Vocabulary

Frindle

Chapters 6 - 10

Match each vocabulary word from the story, "Frindle" to the correct definition on the right. Write the letter on the line.

_____ 1. absorbed

a. something that is very popular for a short time

_____ 2. clattered

b. to put special attention on someone or something

_____ 3. abruptly

c. not real or genuine

_____ 4. vandalism

d. to take in something

_____ 5. phony

e. to separate things into different directions

_____ 6. fad

f. the power to make decisions or give orders

_____ 7. forbidding

g. purposely destroying or damaging property

_____ 8. emphasize

h. not allowing someone to do something

_____ 9. scattered

i. made a series of short, loud, noises

_____ 10. authority

j. very sudden

Name: _____

Frindle

Chapters 6 - 10

1. What three things happened on Nick and
    Janet's walk home from school?

    • _____

    • _____

    • _____

2. How did Nick put his plan into action at the Penny Pantry store?

    _____

    _____

    _____

3. Instead of "cheese" what did the 5th grade kids say and do when their class picture
   was being taken? Why did the picture have to stay that way?

    _____

    _____

    _____

Frindle

Chapters 6 - 10

4. What did Pete and Nick try to get every kid in 5th grade to ask Mrs. Granger? What was the result of this?

_____

_____

_____

5. What was the purpose of Mrs. Chatham's visit to Nick's parent's house?

    a. to expel Nick from school   **b.** to tell how Nick has been in trouble

    c. to congratulate Nick   **d.** to stop the spread of frindle

6. Who visited the school to talk to Mrs. Chatham and Mrs. Granger?

    a. a reporter   **b.** Nick's parents

    c. a lawyer   **d.** a group of students

7. The next morning Judy Morgan received something when she was at work. What was it and what were some things that she noticed?

_____

_____

_____

Name: _____

Vocabulary
Frindle
Chapters 11 - 15
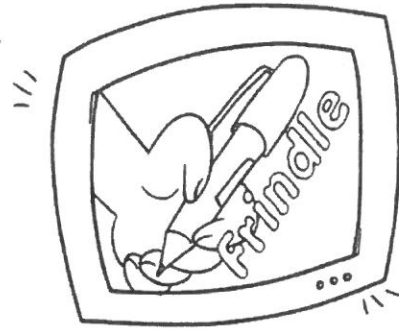
Choose the correct definition for each underlined vocabulary word.

6. My little brother causes a <u>ruckus</u> when he plays with his friends.

   a. chain reaction   **b.** peaceful atmosphere

   c. mess   **d.** lots of noise

7. Writers often receive a <u>royalty</u> with every copy of their book that is sold.

   a. award   **b.** honor

   c. payment   **d.** picture

8. <u>Curiosity</u> got the best of me and I opened my birthday presents a few days early.

   a. excitement   **b.** inability to wait

   c. anxiousness   **d.** wanting to know something

9. He had a <u>remarkable</u> talent for playing the piano.

   a. dim   **b.** unusual

   c. loud   **d.** beautiful

10. The doctor said it would take about six weeks before she made a full <u>recovery</u>.

   a. healing   **b.** functioning

   c. ability   **d.** friendship

Vocabulary

Frindle

Chapters 11 - 15
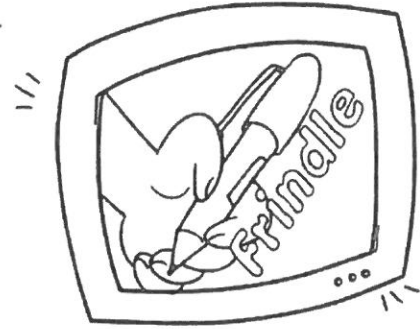
Choose the correct definition for each underlined vocabulary word.

1. The coach <u>masterminded</u> the team's winning strategy.

    a. ruined   **b.** planned

    c. accepted   **d.** fought

2. As the <u>plot</u> unfolded the movie became very interesting.

    a. events   **b.** time

    c. characters   **d.** adventure

3. All the women think he's a good looking <u>fellow</u>.

    a. child   **b.** man

    c. friend   **d.** dog

4. The barking dogs were a big <u>disruption</u> in our quiet neighborhood.

    a. fear   **b.** chaos

    c. attraction   **d.** interruption

5. This year our school made a big <u>profit</u> from the candy bar sales.

    a. gain of money   **b.** loss of money

    c. donation   **d.** crisis

Name: _____

Frindle

Chapters 11 - 15
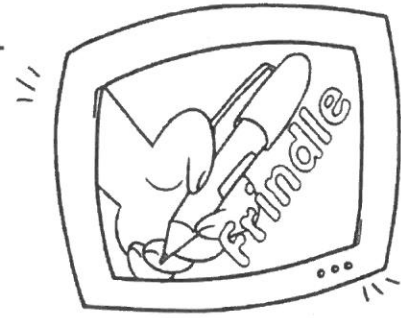
1. How did Bud Lawrence use frindle's popularity to make a company?

   _____

   _____

   _____

2. What potential problem did Bud Lawrence face?

   _____

   _____

   _____

3. Why didn't Mr. Allen want Nick to know about his contract with Bud?

   _____

   _____

   _____

4. True or False?

   In Westfield, frindle became a normal word that people used daily. _____

Frindle

Chapters 11 - 15
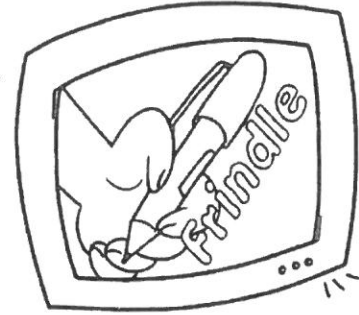
5. Two important things happened to Nick his junior year of college, what were they?

   ● _____

   ● _____

6. What did the second important thing contain?

   _____

   _____

7. Nick finally realized Mrs. Granger played an important role in the creation of the word frindle. What was her role and how did she really feel about it?

   _____

   _____

   _____

8. In the end, what did Nick do to thank Mrs. Granger?

   _____

   _____

   _____

Objective
I can use strategies to solve addition and subtraction word problems.
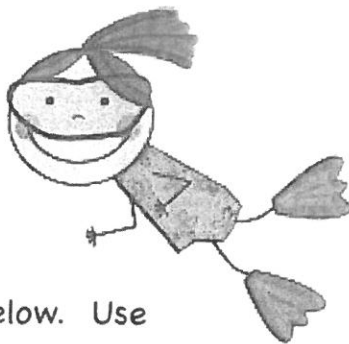
2.OA.1
Operations and Algebraic Thinking

Directions: Read the word problems below. Use strategies to find the answer.

1. Peter 36 beetles at the park. He caught 18 of them. How many beetles were left?

2. Greg's family ate 14 hotdogs for dinner. They have 9 hotdogs left. How many hotdogs did they have to begin with?

3. The temperature was 46 degrees in the morning. At lunch the temperature was 85 degrees. How much warmer did it get?

4. Greg's family ate 14 hotdogs for dinner. They have 9 hotdogs left. How many hotdogs did they have to begin with?

Objective
I can use strategies to solve addition and subtraction word problems.
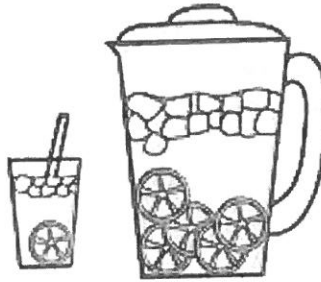
2.OA.1
Operations and Algebraic Thinking

Directions: Read the word problems below. Use strategies to find the answer.

5. Jamie sold 26 cups of lemonade on Monday. She sold 17 cups of lemonade on Tuesday, and Jamie sold 12 cups on Wednesday. How many cups did Jamie sell in all?

6. Scott saw 52 butterflies, and Jenny saw 36 butterflies. How many more butterflies did Scott see than Jenny?

4. Write and solve a word problem where the answer is 16.

_____

_____

_____

_____

Directions: Solve the addition sentences below.

1. $4 + 4 =$ _____

2. $17 + 3 =$ _____

3. $14 + 4 =$ _____

4. $13 + 3 =$ _____

5. $16 + 2 =$ _____

6. $11 + 9 =$ _____

7. $12 + 8 =$ _____

8. $7 + 11 =$ _____

9. $6 + 14 =$ _____

10. $9 + 13 =$ _____

11. $12 + 2 =$ _____

12. $5 + 12 =$ _____

13. $6 + 14 =$ _____

14. $6 + 13 =$ _____

15. $14 + 6 =$ _____

16. $9 + 8 =$ _____

17. $8 + 10 =$ _____

18. $5 + 12 =$ _____

19. $4 + 7 =$ _____

20. $19 + 1 =$ _____

21. $17 + 2 =$ _____

22. $10 + 10 =$ _____

23. $15 + 5 =$ _____

24. $6 + 5 =$ _____

25. $2 + 9 =$ _____

26. $14 + 3 =$ _____

27. $17 + 2 =$ _____

Objective

I know my addition facts.

2.OA.2
Operations and
Algebraic
Thinking

1. $4 + 16 =$ _____

2. $3 + 0 =$ _____

3. $1 + 9 =$ _____

4. $5 + 2 =$ _____

5. $2 + 10 =$ _____

6. $4 + 12 =$ _____

7. $1 + 16 =$ _____

8. $3 + 5 =$ _____

9. $1 + 11 =$ _____

10. $3 + 2 =$ _____

11. $2 + 7 =$ _____

12. $4 + 8 =$ _____

13. $2 + 18 =$ _____

14. $3 + 16 =$ _____

15. $1 + 19 =$ _____

16. $0 + 6 =$ _____

17. $3 + 4 =$ _____

18. $1 + 18 =$ _____

19. $2 + 11 =$ _____

20. $2 + 14 =$ _____

21. $5 + 4 =$ _____

22. $1 + 10 =$ _____

23. $4 + 7 =$ _____

24. $0 + 20 =$ _____

25. $1 + 13 =$ _____

26. $4 + 3 =$ _____

27. $3 + 13 =$ _____

Objective

I know my subtraction facts.

2.OA.2
Operations and
Algebraic
Thinking

1. $16 - 9 =$ _____

2. $13 - 0 =$ _____

3. $19 - 9 =$ _____

4. $14 - 3 =$ _____

5. $13 - 10 =$ _____

6. $16 - 3 =$ _____

7. $15 - 9 =$ _____

8. $18 - 8 =$ _____

9. $19 - 7 =$ _____

10. $8 - 1 =$ _____

11. $17 - 6 =$ _____

12. $11 - 5 =$ _____

13. $19 - 1 =$ _____

14. $4 - 2 =$ _____

15. $20 - 3 =$ _____

16. $6 - 2 =$ _____

17. $11 - 10 =$ _____

18. $4 - 4 =$ _____

19. $8 - 2 =$ _____

20. $18 - 4 =$ _____

21. $18 - 12 =$ _____

22. $17 - 10 =$ _____

23. $6 - 5 =$ _____

24. $20 - 17 =$ _____

25. $8 - 5 =$ _____

26. $16 - 1 =$ _____

27. $20 - 12 =$ _____

1. $19 - 10 =$ _____

2. $12 - 9 =$ _____

3. $11 - 9 =$ _____

4. $10 - 5 =$ _____

5. $18 - 15 =$ _____

6. $15 - 1 =$ _____

7. $4 - 1 =$ _____

8. $6 - 2 =$ _____

9. $18 - 17 =$ _____

10. $20 - 20 =$ _____

11. $6 - 3 =$ _____

12. $4 - 0 =$ _____

13. $19 - 10 =$ _____

14. $13 - 8 =$ _____

15. $16 - 15 =$ _____

16. $19 - 7 =$ _____

17. $10 - 0 =$ _____

18. $18 - 5 =$ _____

19. $8 - 1 =$ _____

20. $13 - 3 =$ _____

21. $11 - 11 =$ _____

22. $20 - 5 =$ _____

23. $19 - 7 =$ _____

24. $20 - 17 =$ _____

25. $17 - 14 =$ _____

26. $16 - 3 =$ _____

27. $19 - 3 =$ _____

2.OA.3
Operations and Algebraic Thinking

Directions: Determine whether the numbers are odd or even by counting by 2's. Write odd or even for the numbers below.

4 _____   18 _____   10 _____

15 _____   19 _____   8 _____

Directions: Make the objects below into groups of two to see if they are even or odd.

Example

6 Even	9 _____	7 _____
14 _____	5 _____	18 _____

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Objective

I can use repeated addition to help me understand multiplication.
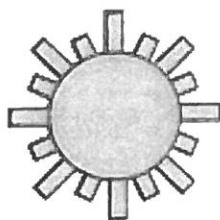
2.OA.4
Numbers and Operations in Base Ten

Directions: Make rectangular arrays below to show repeated addition.

Example
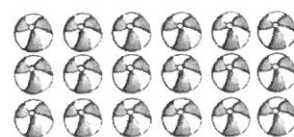
$6 + 6 + 6 = 18$

14

21

18

12

24

Objective
I can use place value to round whole numbers to the nearest 10 or 100.

Directions: Round each number in the box to the nearest 10. Use the boxes below to decide what color to make each box.

5	29	27	34	23	6	9	20	76	83
24	31	28	32	25	10	13	23	81	75
16	85	66	71	7	22	6	8	77	84
12	93	73	67	11	17	16	19	22	8
18	15	69	19	12	6	21	7	13	21
24	65	73	72	11	14	18	68	70	9
9	74	55	60	56	57	63	62	60	15
14	65	71	67	63	61	58	59	64	20
17	45	51	54	47	48	52	49	54	5
39	50	46	53	54	45	49	51	46	38
41	35	44	36	35	43	40	37	38	42

If the number adds up to:

10 or 20- Color it light blue

30- Color it light green

40- Color it green

50- Color it dark blue

60- Color it red

70- Color it peach

80- Color it yellow

90- Color it brown

Objective
I can use place value to round whole numbers to the nearest 10 or 100.

Directions: Round each number in the box to the nearest 100. Use the boxes below to decide what color to make each box.

146	550	98	779	91	330	269	455	301	487
612	121	814	144	596	846	756	619	632	563
130	800	136	642	149	303	490	289	505	340
796	125	777	101	567	849	635	751	590	756
110	560	119	772	129	290	344	515	315	500
630	808	605	813	648	800	585	838	779	600
275	301	450	347	299	480	320	460	253	323
829	595	803	834	565	620	769	642	580	579
281	470	333	267	506	321	525	255	475	245
570	844	615	822	625	847	575	823	763	841
296	322	549	465	310	283	485	302	521	287

If the number rounds to:

100- Color it blue

300 or 500- Color it red

600 or 800- Leave it white.

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Directions: Count the base ten blocks and write the number in the sun.

1.

2.

3.

4.
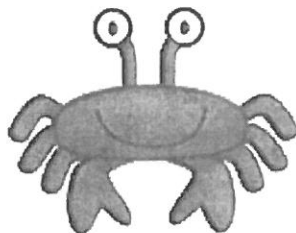
Directions: Subtract to find the difference.

1. 86 – 45=

2. 573 – 206=

3. 749 – 258=

4. 836 – 548=

5. 508 – 443=

6. 500 – 428=

7.
732
– 458

8.
621
– 257

9.
500
– 267

10.
634
– 479

11.
3,771
– 2,504

12.
3,288
– 1,490

13.
6,004
– 1,739

14.
4,038
– 3,226

Objective

I can count to 1,000 using 1s, 5s, 10s and 100s.

2.NBT.2
Numbers and Operations in Base Ten

Write the missing numbers.

Row 1: 212, ___, ___, ___, ___, 217

Row 2: ___, ___, 726, ___, 728, ___

Row 3: ___, 444, ___, ___, ___, 448

Row 4: 900, ___, ___, ___, ___, ___

Row 5: ___, ___, 336, ___, ___, ___

Count to 1,000 by 100's- write them on the watermelon slices.
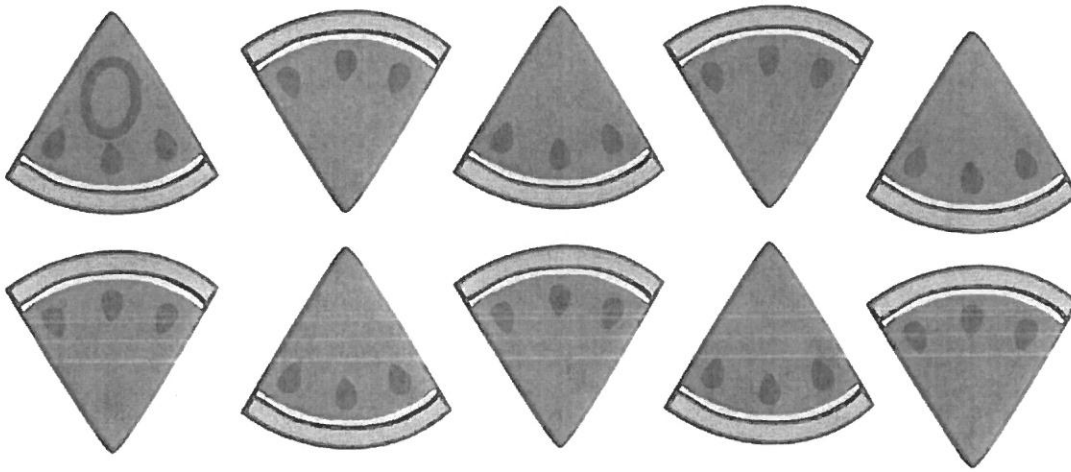
Fill in the missing numbers from 10-1000, counting by 10's.

10	20				60				
		130	140				180		200
210				250				290	
	320		340		360		380		
410									500
		530				570			
	620			650				690	
710	720				760				
		830	840					890	
910				950					

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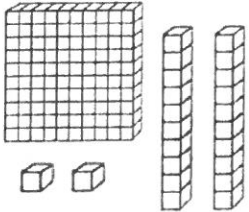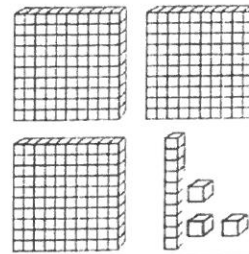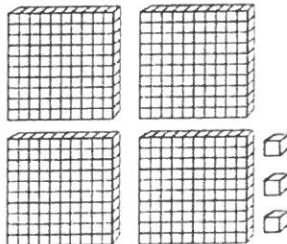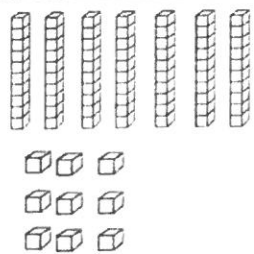
Objective

I can read and write numbers to 1,000 in different ways.
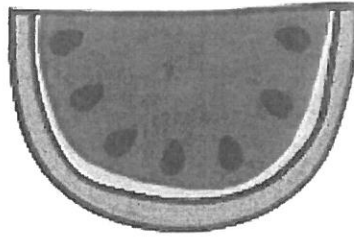
Count the base 10 blocks. Write the number, number word, and the expanded form.

Base 10 Blocks	Number	Number Word	Expanded Form

Objective

I can compare three-digit numbers using <, =, and >.

Directions: Compare the numbers using < > or =.

421 _____ 345   675 _____ 576

100 _____ 109   881 _____ 879

232 _____ 218   551 _____ 555

200 _____ 410   600 _____ 600

688 _____ 710   786 _____ 966

146 _____ 245   252 _____ 244

2.NBT.6
Numbers and Operations in Base Ten

Add the numbers using addition strategies.

$15 + 36 + 19 + 12 = $ _____

$21 + 14 + 18 + 22 = $ _____

$43 + 13 + 20 + 9 = $ _____

$35 + 38 + 17 + 36 = $ _____

$26 + 18 + 12 + 17 = $ _____

$26 + 31 + 47 + 8 = $ _____

$17 + 18 + 19 + 20 = $ _____

Directions: Add the numbers and match them with their sum.

1.   102 + 305   638

2.   395 + 243   407

3.   485 + 263   950

4.   740 + 210   287

5.   164 + 123   748
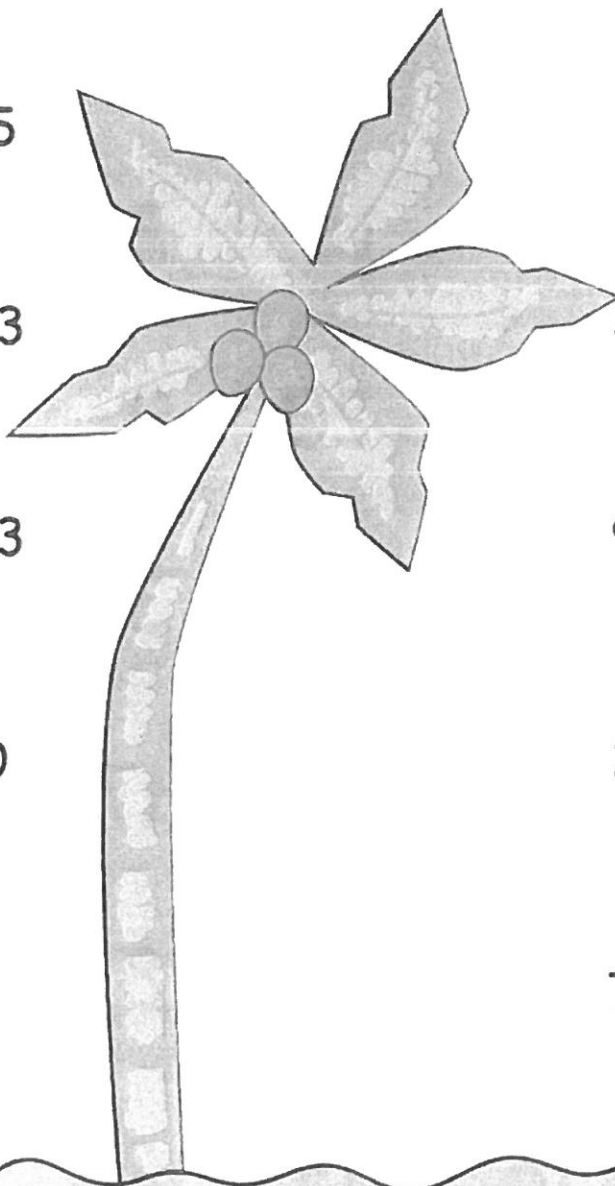
<u>Directions</u>: Mentally add or subtract ten to fill in the boxes.

710   720   ☐   730   740   ☐   760   770   ☐   790

390   380   ☐   360   350   ☐   330   320   ☐   300
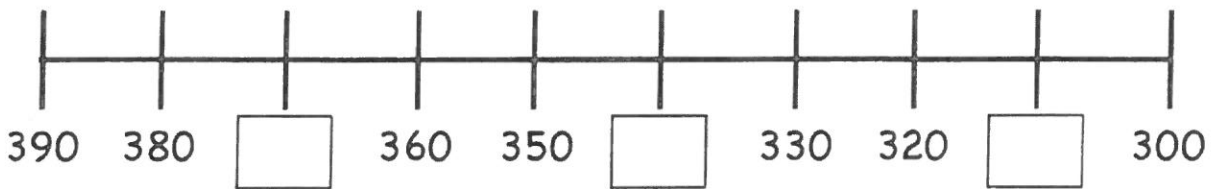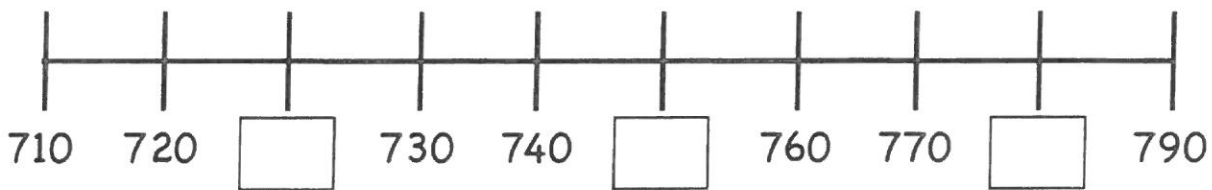
<u>Directions</u>: Mentally add or subtract hundreds to fill in the boxes.

☐ — 314 — ☐
100 less   100 more

☐ — 213 — ☐
100 less   100 more

☐ — 867 — ☐
100 less   100 more

☐ — 742 — ☐
100 less   100 more
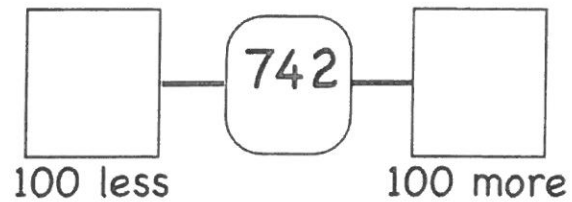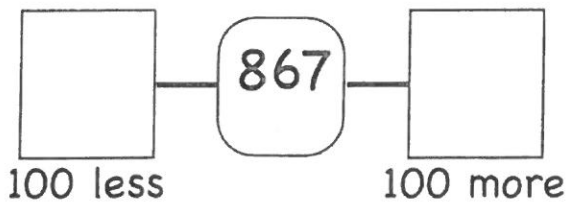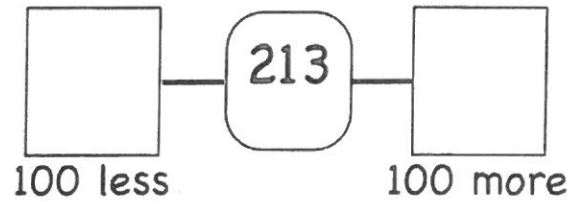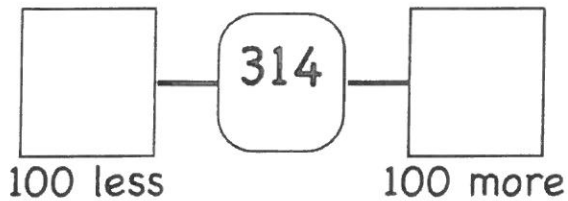
<table>
<tr><td>

Objective

I can use different tools to measure objects.

</td><td>

2.MD.1
Numbers and
Operations in
Base Ten

</td></tr>
</table>

Directions: Circle the best tool for measuring each object.

1. Which tool would you use to find out how much a book weighs?

a.   b.   c.   d.
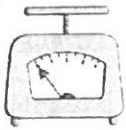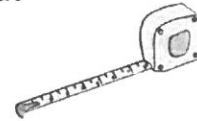
2. Which tool would you use to see how warm it is outside?

a.   b.   c.   d.
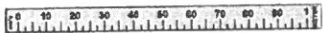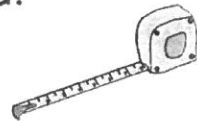
2. Which tool would you use to see how long your book is?
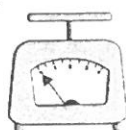
a.   b.   c.   d.
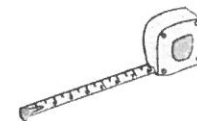
Objective
I can use standard units or grams, kilograms, and liters to estimate volume and mass.
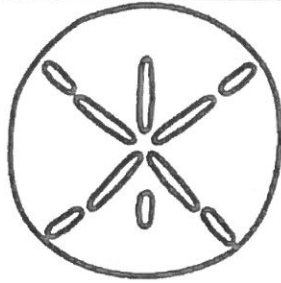
2.MD.3
Measurement
and
Data

Directions: Estimate the length of each object by circling your answer.
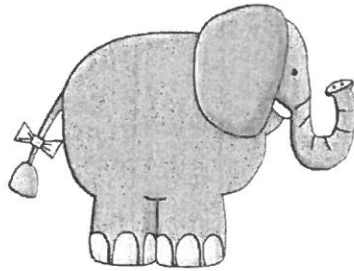
A. 16 feet   B. 16 inches   C. 16 centimeters

A. 4 Inches   B. 4 Feet   C. 4 Meters
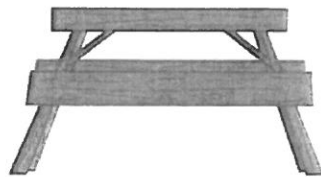
A. 5 Centimeters   B.5 Inches   C. 5 Feet

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Objective

I can use addition and subtraction to solve measurement problems.

2.MD.5
Measurement
and
Data

An ear of corn is 11 inches long. A chicken leg is 8 inches long. How much longer is the corn than the chicken leg?

_____

Three ants crawled out of a picnic basket. The first ant crawled 24 inches. The second ant crawled 38 inches, and the third went 13 inches. How far did they crawl in all?

_____

Tom threw a baseball 24 feet, he needed to throw it 16 feet further to get to the catcher. How far away was the catcher from Tom?

_____

The zebra at the zoo was 146 meters away from Paul. The Giraffe was 263 meters away. How much further was the giraffe?

_____

Objective

I can make and use a number line.
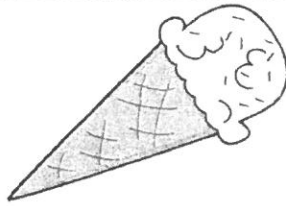
2.MD.5
Measurement
and
Data

Directions: Write the missing number on the number line.

1.

| 12 | 13 | 14 | ☐ | ☐ | ☐ | 18 | 19 | ☐ | 21 |

2.

| 33 | 34 | ☐ | ☐ | ☐ | ☐ | 39 | ☐ | ☐ | ☐ |

3.

| ☐ | ☐ | ☐ | ☐ | 43 | ☐ | ☐ | ☐ | ☐ | ☐ |

4.

| 78 | 79 | ☐ | ☐ | 81 | ☐ | 83 | ☐ | ☐ | 86 |

5.

| ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | 63 |

<table>
<tr><td>Objective

I can tell time to five minutes.</td><td></td><td>2.MD.5
Measurement
and
Data</td></tr>
</table>
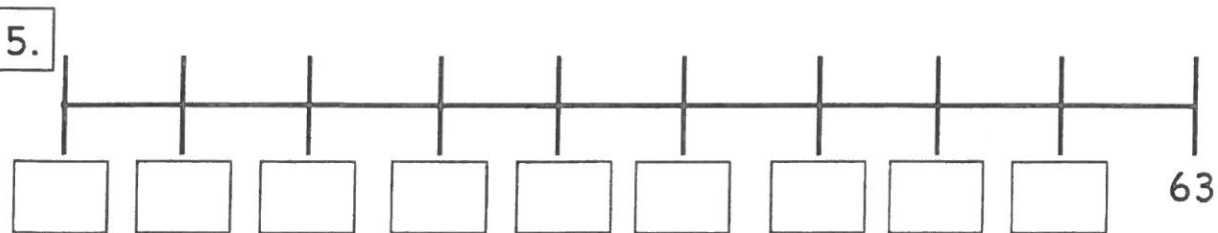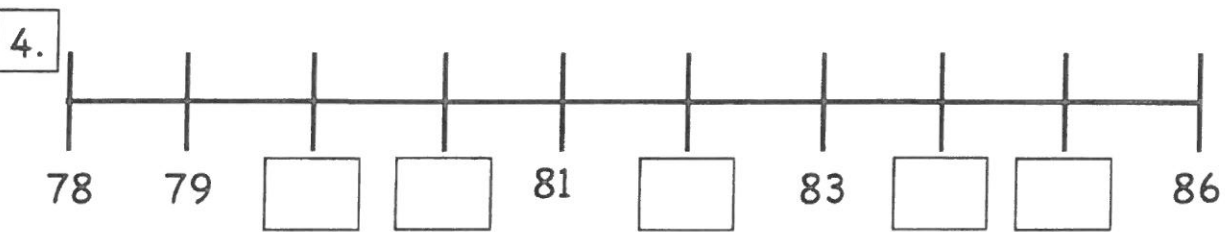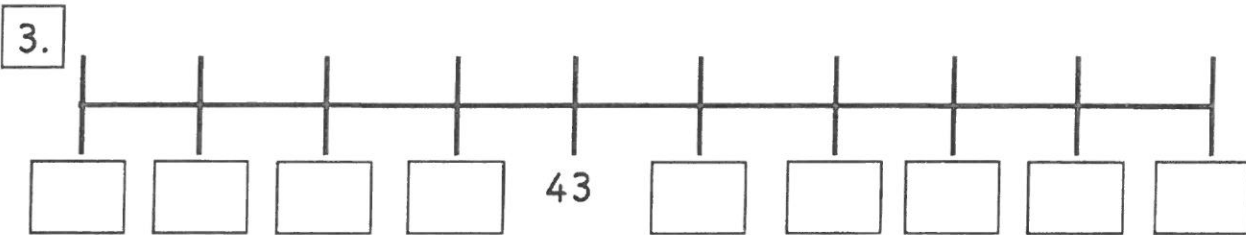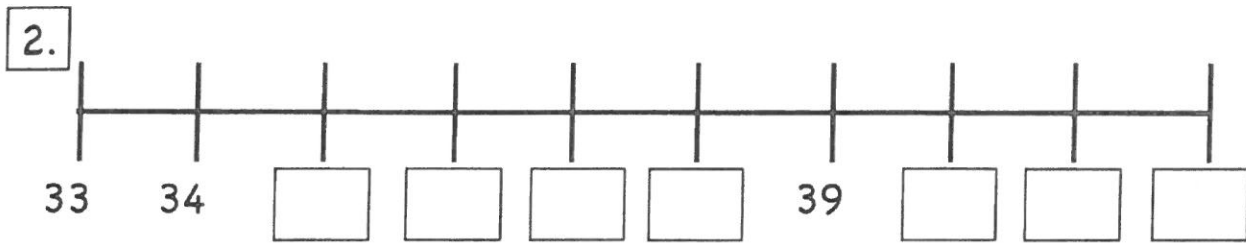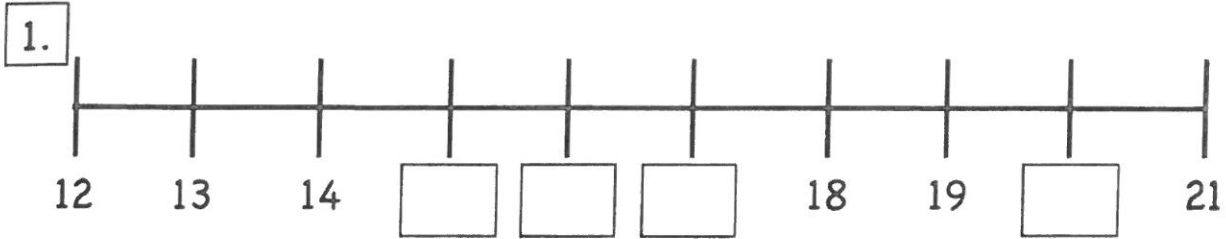
Directions: Write the time under each clock.
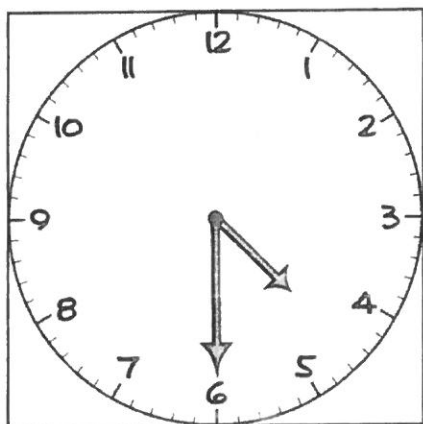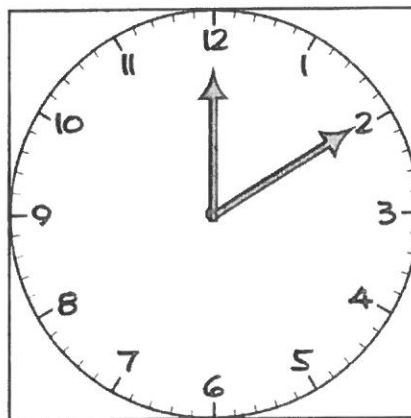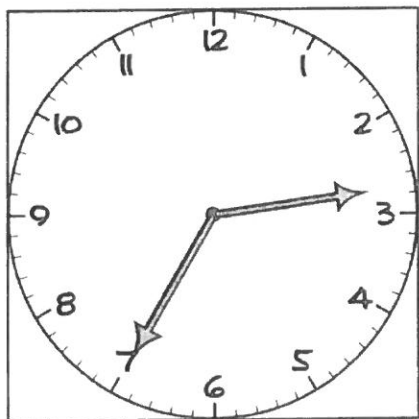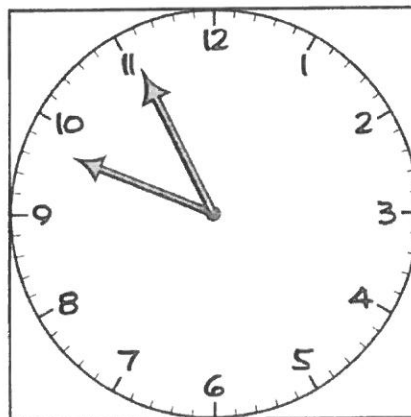
_____ : _____

_____ : _____

_____ : _____

_____ : _____

Objective

I can tell time to five minutes.
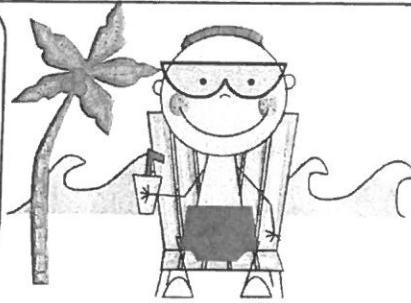
2.MD.5
Measurement
and
Data

Directions: Draw the hands to match the time.

2:15	4:20
7:55	8:30

Objective

I can tell time to five minutes.
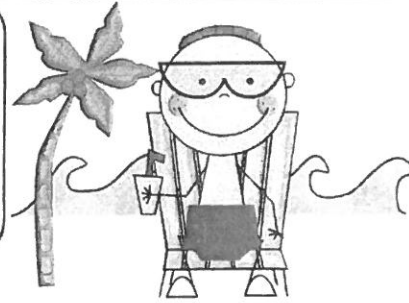
2.MD.5
Measurement
and
Data

Directions: Draw the hands to match the time.

9:40

5:05

1:10

3:45

Objective

I can count money to help me solve word problems.

2.MD.8
Measurement
and
Data

Directions: Write the value of each coin.

Penny _____

Dime _____

Nickel _____

Quarter_____

Count the money, and write the amount

_____

_____

_____

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Objective

I can make a graph.
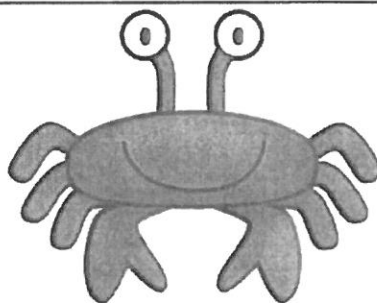
2.MD.10
Measurement
and
Data

Directions: Create a bar graph with the information provided. Then answer the questions.

Dog	6
Cat	7
Fish	3
Turtle	9

Favorite Pets

```
10 --------------------------------------------
 9 --------------------------------------------
 8 --------------------------------------------
 7 --------------------------------------------
 6 --------------------------------------------
 5 --------------------------------------------
 4 --------------------------------------------
 3 --------------------------------------------
 2 --------------------------------------------
 1 --------------------------------------------
 0 --------------------------------------------
      Dog        Cat        Fish       Turtle
```
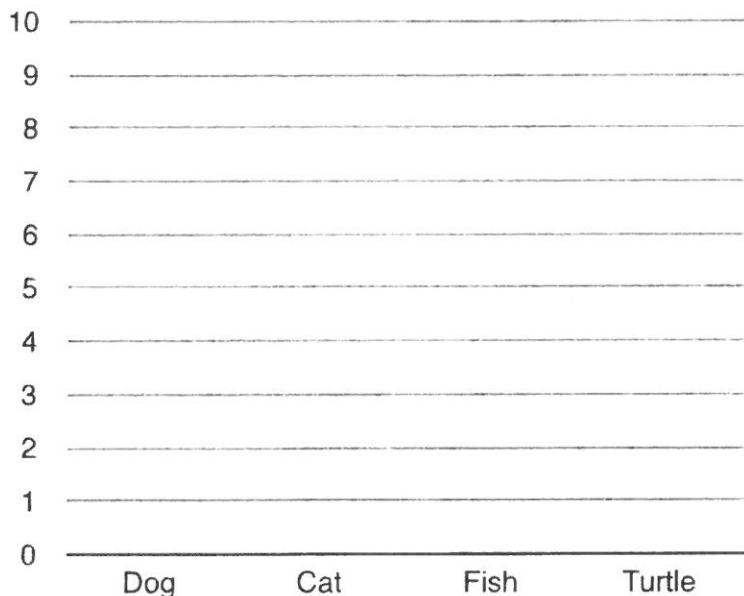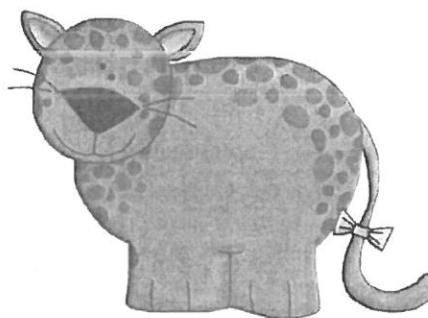
1. How many students liked cats the best? _____

2. Which pet was the least liked? _____

3. How many more people liked turtles than fish? _____

4. How many children voted in total? _____

Objective
I can name and draw shapes.
(I know triangles, quadrilaterals, pentagons, hexagons and cubes.)
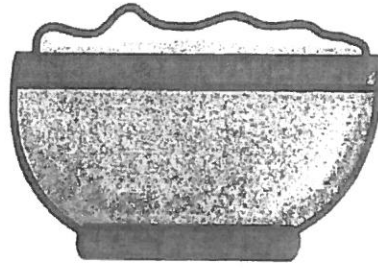
2.G.1
Geometry

Directions: Write the name of the shape below each shape.

_____   _____   _____

_____   _____   _____
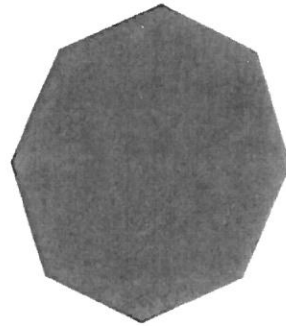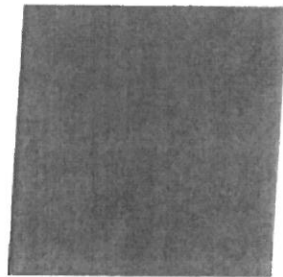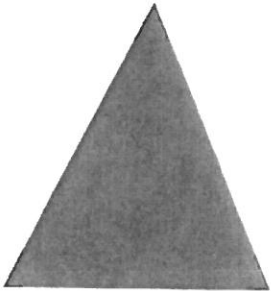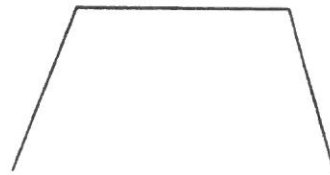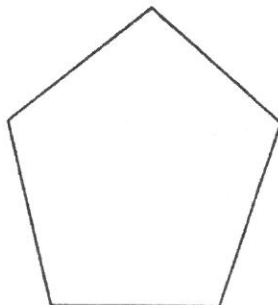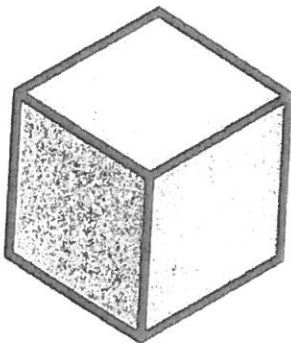
Pick 1 fiction book to read from the list and complete the following graphic organizers using the book.

-James and the Giant Peach- by Roald Dahl

-Frindle-by Andrew Clements

-Diary of a Wimpy Kid #1- by Jeff Kinney

-The Mouse and the Motorcycle-by Beverly Cleary

-Bunnicula-by James Howe

-Judy Moody #1- by Megan McDonald

-How to Eat Fried Worms- by Thomas Rockwell

-A Letter to Amy- by Ezra Jack Keats

-Summer Reading is Killing Me- by Jon Scieszka

-Dare to Dream!- Carl Sommer

What a Character!

Character's NAME: _____

One thing the
character likes: _____

Draw the character here.

One thing the character feels: _____

One thing the
character does: _____

One thing the character says: _____

One thing you would ask this character: _____

©2013 Jane Km

Name _____ Date _____

Organizer for Summarizing

Someone
Who is the main character?

Wanted
What did the character want?

But
What was the problem?

So
How did the character try to solve the problem?

Then
What was the resolution to the problem?

Summary

_____

_____

_____

_____

_____

Name: _____

Questions.... Asked and Answered!

I can ask questions and find the answers as I read.

When we stop to wonder about what we are reading it helps us to notice important information as we continue on in a text.

I wonder _____

Now I know that _____

I wonder _____

Now I know that _____

Name: _____

Visualizing to Find the Main Idea

I can determine the main idea of a section of text.

When you visualize the action of a text, it can help you to understand and remember the main idea of that text!

Illustrate the scene.

Text Details:

The main idea of this section is ____

_____

_____

_____

_____

_____

Name: _____

Word Detective

My new word is...

_____

The text says:

_____
_____
_____
_____

The text is talking about: _____
_____

This word might mean that: _____
_____

Pick 1 non-fiction book to read from the list and complete the following graphic organizers using the book.

-Great White Sharks-by Sandra Markle

-Author: A True Story- by Helen Lester

-Bill Peet: An Autobiography- by Bill Peet

-Living Color-by Steve Jenkins

-Storms- by Seymour Simon

-Hey Batta Batta Swing! The Wild Old Days of Baseball- by Sally Cook and James Charlton

-The Honeymakers- by Gail Gibbons

-Looking Closely in the Rainforest- Frank Serafini

-The Boy Who Loved Math The Improbable Life of Paul Erdos-Deborah Heiligman

-Can it Rain Cats and Dogs?- by Melvin and Gilda Berger

Name _____

Reading Response for Nonfiction
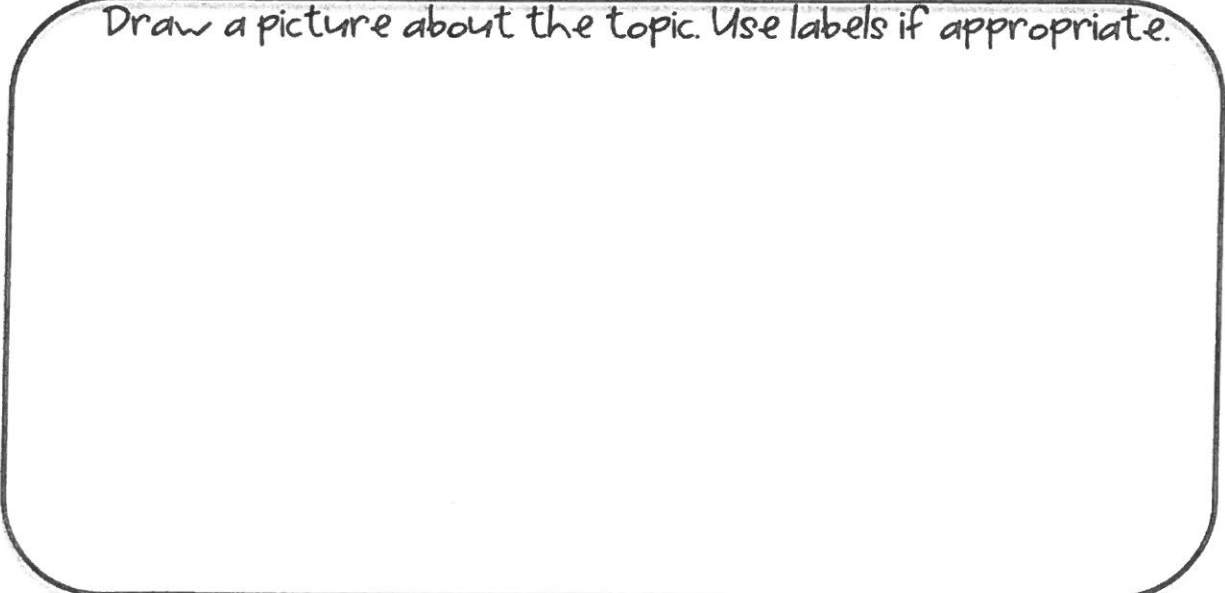
Title	Author

Topic/Main Idea

_____

_____

_____

Write three facts/details from the selection.

☐ _____

☐ _____

☐ _____

Draw a picture about the topic. Use labels if appropriate.

Name _____

Reading Response for Nonfiction

Title	Author

Topic/Main Idea

_____
_____
_____
_____
_____

Write three facts/details from the selection.

☐ _____
_____

☐ _____
_____

☐ _____
_____

Draw a picture about the topic.
Use labels if appropriate.

Addition Word Problems

Answer the questions. Show your work.

1. Gina picks 28 flowers.
   Hannah picks 36 flowers.
   How many flowers did they pick in all?

   Answer: _____

2. Kyle has 45 rocks.
   Leo has 39 rocks.
   How many rocks do they have in all?

   Answer: _____

3. Patty has 64 crayons.
   She buys 8 more.
   How many crayons does she have now?

   Answer: _____

4. Matt sees 29 ducks.
   14 more fly in.
   How many ducks does Matt see now?

   Answer: _____

Name: _____

Addition Word Problems

Answer the questions. Show your work.

1. Leah sees 14 birds.
    Abby sees 23 birds.
    How many birds did they see in all?

    Answer: _____

2. Dan has 27 pencils.
    He buys 21 more.
    How many pencils does he have in all?

    Answer: _____

3. Pam has 33 keys.
    She finds 4 more.
    How many keys does she have now?

    Answer: _____

4. Ted picks 27 apples.
    Pat picks 40 apples.
    How many apples do they have in all?

    Answer: _____

Name: _____

Word Problems
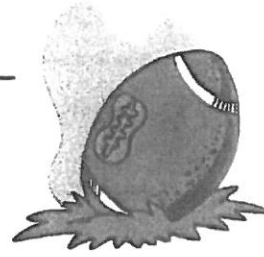
Use subtraction to solve each problem. Use the empty space to the right of each problem to show your work. Write your answer on the blank line by each question.

Work Space

1. The Buffalo Wildcats played the New York Bulldogs in a football game. The Wildcats scored 42 points. The Bulldogs scored 28 points. How many more points did the Wildcats score than the Bulldogs?

    Answer: _____

2. James and Marla each have a bag of marbles. James has 229 marbles. Marla has 455 marbles. How many more marbles does Marla have than James?

    Answer: _____

3. Harry is reading a chapter book that has 432 pages. He has already read 116 pages. How many pages does he have left to read?

    Answer: _____

4. Kristine and her friends are raising money for charity. They hope to raise $900 to reach their goal. So far, they have $780. How much more do they need to collect in order to reach their goal?

    Answer: _____

Third Grade

☐ done	☐ decided	☐ plane	☐ filled
☐ English	☐ contain	☐ system	☐ heat
☐ road	☐ course	☐ behind	☐ full
☐ half	☐ surface	☐ ran	☐ hot
☐ ten	☐ produce	☐ round	☐ check
☐ fly	☐ building	☐ boat	☐ object
☐ gave	☐ ocean	☐ game	☐ am
☐ box	☐ class	☐ force	☐ rule
☐ finally	☐ note	☐ brought	☐ among
☐ wait	☐ nothing	☐ understand	☐ noun
☐ correct	☐ rest	☐ warm	☐ power
☐ oh	☐ carefully	☐ common	☐ cannot
☐ quickly	☐ scientists	☐ bring	☐ able
☐ person	☐ inside	☐ explain	☐ six
☐ became	☐ wheels	☐ dry	☐ size
☐ shown	☐ stay	☐ thought	☐ dark
☐ minutes	☐ green	☐ language	☐ ball
☐ strong	☐ known	☐ shape	☐ material
☐ verb	☐ island	☐ deep	☐ special
☐ stars	☐ week	☐ thousands	☐ heavy
☐ front	☐ less	☐ yes	☐ fine
☐ feel	☐ machine	☐ clear	☐ pair
☐ fact	☐ base	☐ equation	☐ circle
☐ inches	☐ ago	☐ yet	☐ include
☐ street	☐ stood	☐ government	☐ built

Third Grade cont.

- ☐ can't
- ☐ matter
- ☐ square
- ☐ syllables
- ☐ perhaps
- ☐ bill
- ☐ felt
- ☐ suddenly
- ☐ test
- ☐ direction
- ☐ center
- ☐ farmers
- ☐ ready
- ☐ anything
- ☐ divided
- ☐ general
- ☐ energy
- ☐ subject
- ☐ Europe
- ☐ moon
- ☐ region
- ☐ return
- ☐ believe
- ☐ dance
- ☐ members

- ☐ picked
- ☐ simple
- ☐ cells
- ☐ paint
- ☐ mind
- ☐ love
- ☐ cause
- ☐ rain
- ☐ exercise
- ☐ eggs
- ☐ train
- ☐ blue
- ☐ wish
- ☐ drop
- ☐ developed
- ☐ window
- ☐ difference
- ☐ distance
- ☐ heart
- ☐ sit
- ☐ sum
- ☐ summer
- ☐ wall
- ☐ forest
- ☐ probably

- ☐ legs
- ☐ sat
- ☐ main
- ☐ winter
- ☐ wide
- ☐ written
- ☐ length
- ☐ reason
- ☐ kept
- ☐ interest
- ☐ arms
- ☐ brother
- ☐ race
- ☐ present
- ☐ beautiful
- ☐ store
- ☐ job
- ☐ edge
- ☐ past
- ☐ sign
- ☐ record
- ☐ finished
- ☐ discovered
- ☐ wild
- ☐ happy

- ☐ beside
- ☐ gone
- ☐ sky
- ☐ glass
- ☐ million
- ☐ west
- ☐ lay
- ☐ weather
- ☐ root
- ☐ instruments
- ☐ meet
- ☐ third
- ☐ months
- ☐ paragraph
- ☐ raised
- ☐ represent
- ☐ soft
- ☐ whether
- ☐ clothes
- ☐ flowers
- ☐ shall
- ☐ teacher
- ☐ held
- ☐ describe
- ☐ drive

Third Grade cont.

☐ cross	☐ already	☐ hair	☐ rolled
☐ speak	☐ instead	☐ age	☐ bear
☐ solve	☐ phrase	☐ amount	☐ wonder
☐ appear	☐ soil	☐ scale	☐ smiled
☐ metal	☐ bed	☐ pounds	☐ angle
☐ son	☐ copy	☐ although	☐ fraction
☐ either	☐ free	☐ per	☐ Africa
☐ ice	☐ hope	☐ broken	☐ killed
☐ sleep	☐ spring	☐ moment	☐ melody
☐ village	☐ case	☐ tiny	☐ bottom
☐ factors	☐ laughed	☐ possible	☐ trip
☐ result	☐ nation	☐ gold	☐ hole
☐ jumped	☐ quite	☐ milk	☐ poor
☐ snow	☐ type	☐ quiet	☐ let's
☐ ride	☐ themselves	☐ natural	☐ fight
☐ care	☐ temperature	☐ lot	☐ surprise
☐ floor	☐ bright	☐ stone	☐ French
☐ hill	☐ lead	☐ act	☐ died
☐ pushed	☐ everyone	☐ build	☐ beat
☐ baby	☐ method	☐ middle	☐ exactly
☐ buy	☐ section	☐ speed	☐ remain
☐ century	☐ lake	☐ count	☐ dress
☐ outside	☐ iron	☐ consonant	☐ cat
☐ everything	☐ within	☐ someone	☐ couldn't
☐ tall	☐ dictionary	☐ sail	☐ fingers