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Grade 3 Mathematics
Student At-Home Activity Packet

This At-Home Activity Packet is intended for a two-week period, and it includes lessons that your student may complete across more than one day.

The practice problems align to important math concepts your student has worked with so far this year.

Specific instructions to guide your student are found at the top of each page.

Encourage your student to do the best they can with this content—the most important thing is that they continue developing their mathematical fluency and skills.

See the Grade 3 Math concepts covered in this packet!

Understanding of Division Models

Name: _____

1 Draw a model to show $12 \div 6$. Show 6 equal groups. How many are in each group?

There are 12 in all. There are 6 equal groups. There are _____ in each group.
$12 \div 6 =$ _____

2 Draw a model to show $12 \div 6$. Show 6 in each group. How many groups are there?

There are 12 in all. There are 6 in each group. There are _____ groups.
$12 \div 6 =$ _____

3 Draw an array to find $21 \div 3$.

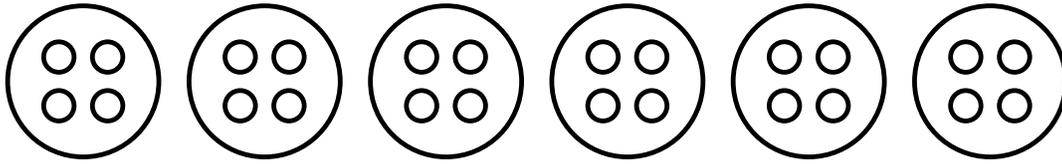**4** Draw an array to find $20 \div 4$.

$21 \div 3 =$ _____

$20 \div 4 =$ _____

5 What situation could be modeled with the equation $40 \div 8 = 5$?

1 There are 24 marbles. Each bag has 4 marbles.

Write an equation that shows the number of bags.
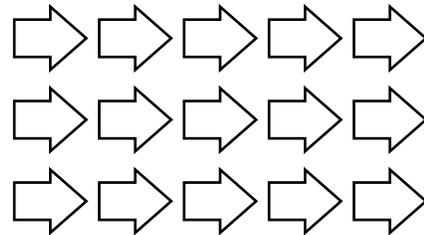
_____

2 There are 24 marbles. An equal number of marbles are in 6 bags.

Write an equation that shows the number of marbles in each bag.

_____

3 There are 6 bags of marbles. 4 marbles are in each bag.

Write two different equations that show the total number of marbles.

_____   _____

4 Write 2 multiplication equations and 2 division equations for this array.

_____   _____

_____   _____

Find the value of ? to complete each fact.

5 $6 \times ? = 48$

$48 \div 6 = ?$

$? =$ _____

6 $? \times 5 = 45$

$45 \div ? = 5$

$? =$ _____

7 $63 \div 9 = ?$

$? \times 9 = 63$

$? =$ _____

8 $32 \div ? = 8$

$8 \times ? = 32$

$? =$ _____

Working with Division Facts

The answers are mixed up at the bottom of the page. Cross out the answers as you complete the problems.

1 $40 \div 4 =$ _____

2 $18 \div 3 =$ _____

3 $24 \div 4 =$ _____

4 $24 \div 8 =$ _____

5 $14 \div 2 =$ _____

6 $40 \div 8 =$ _____

7 $42 \div 7 =$ _____

8 $64 \div 8 =$ _____

9 $32 \div 8 =$ _____

10 $56 \div 8 =$ _____

11 $27 \div 9 =$ _____

12 $28 \div 7 =$ _____

13 $72 \div 8 =$ _____

14 $90 \div 9 =$ _____

15 $54 \div 9 =$ _____

16 $48 \div 8 =$ _____

17 $49 \div 7 =$ _____

18 $27 \div 3 =$ _____

Answers:

4	4	9	6	7	10
5	10	3	3	6	7
8	6	6	7	6	9

Using a Multiplication Table

Name: _____

×	1	2	3	4	5	6	7	8	9	10
1	1	2	3	4	5	6	7	8	9	10
2	2	4	6	8	10	12	14	16	18	20
3	3	6	9	12	15	18	21	24	27	30
4	4	8	12	16	20	24	28	32	36	40
5	5	10	15	20	25	30	35	40	45	50
6	6	12	18	24	30	36	42	48	54	60
7	7	14	21	28	35	42	49	56	63	70
8	8	16	24	32	40	48	56	64	72	80
9	9	18	27	36	45	54	63	72	81	90
10	10	20	30	40	50	60	70	80	90	100

Write the missing numbers in the boxes to make each multiplication or division problem true.

$5 \times 7 = \boxed{}$ $32 \div 8 = \boxed{}$ $4 \times 7 = \boxed{}$ $27 \div \boxed{} = 9$

$\boxed{} \div 5 = 7$ $8 \times \boxed{} = 32$ $\boxed{} \div 4 = 7$ $9 \times \boxed{} = 27$

$4 \times 4 = \boxed{}$ $9 \times 6 = \boxed{}$ $6 \times 6 = \boxed{}$ $81 \div \boxed{} = 9$

$\boxed{} \div 4 = 4$ $54 \div \boxed{} = 6$ $63 \div \boxed{} = 9$ $40 \div 8 = \boxed{}$

$\boxed{} \div 8 = 6$ $56 \div \boxed{} = 8$ $45 \div 5 = \boxed{}$ $\boxed{} \div 7 = 7$

1 Write 3 possible answers for the equation $36 \div \boxed{} = \boxed{}$.

Understanding of Patterns

Solve. Look for patterns.

1 Subtract.

$10 - 1 =$ _____ $20 - 1 =$ _____ $30 - 1 =$ _____

$100 - 1 =$ _____ $200 - 1 =$ _____ $300 - 1 =$ _____

$200 - 100 =$ _____ $300 - 100 =$ _____ $400 - 100 =$ _____

$200 - 101 =$ _____ $300 - 101 =$ _____ $400 - 101 =$ _____

2 Multiply.

$2 \times 10 =$ _____ $2 \times 9 =$ _____

$3 \times 10 =$ _____ $3 \times 9 =$ _____

$4 \times 10 =$ _____ $4 \times 9 =$ _____

$5 \times 10 =$ _____ $5 \times 9 =$ _____

$6 \times 10 =$ _____ $6 \times 9 =$ _____

$7 \times 10 =$ _____ $7 \times 9 =$ _____

$8 \times 10 =$ _____ $8 \times 9 =$ _____

$9 \times 10 =$ _____ $9 \times 9 =$ _____

3 Describe the patterns that you notice in the problems you just solved.

Solving Problems About Equal Groups

Name: _____

Read and solve each problem. Show your work.

1 Heather has 18 photographs of rockets. She wants to hang them on 3 different walls in her room. Each wall will have the same number of photographs. How many photographs will hang on each wall?

There will be _____ photographs on each wall.

2 There are 24 people who want to play volleyball. The coach divides the players into teams of 6. How many teams can she make?

The coach can make _____ teams.

3 At an art show, there are 7 groups of paintings with 6 paintings in each group. How many paintings are there in all?

There are _____ paintings.

4 Jasmine reads for 10 minutes each night. If she reads for 5 nights, how many minutes will she read in all?

Jasmine will read for _____ minutes.

5 Rhonda plants 28 tomato plants in her garden. She plants 7 tomato plants in each row. How many rows does she plant?

Rhonda plants _____ rows.

6 Mr. Jones buys 6 packages of pencils. There are 8 pencils in each package. How many pencils does Mr. Jones buy?

Mr. Jones buys _____ pencils.

7 Choose one problem. Describe the strategy you used to solve it.

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Solving Problems About Arrays

Name: _____

Read and solve each problem. Show your work.

1 A parking lot has 6 rows of parking spaces. There are 5 spaces in each row. How many parking spaces are in the lot?

There are _____ parking spaces.

2 Jack has 36 toy robots. He wants to display 9 on each shelf in his room. How many shelves will Jack need to display all of the robots?

Jack will need _____ shelves.

3 There are 24 dancers. The teacher has them stand in 3 equal rows. How many dancers are in each row?

There are _____ dancers in each row.

4 Emily is putting away plates. She puts 6 plates each in 3 stacks. How many plates does she put away?

Emily puts away _____ plates.

5 A farmer picks 54 pumpkins. She places an equal number of pumpkins in 9 wagons. How many pumpkins are in each wagon?

There are _____ pumpkins in each wagon.

6 The school band marches in rows at the parade. There are 24 band members and they form rows with 4 members in each row. How many rows are there?

There are _____ rows.

7 Choose one problem. Describe and use a strategy to check your answer.

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Solving Problems About Area

Name: _____

Read and solve each problem. Show your work.

1 Nya covers a rectangular tray with 1-square-inch tiles. She uses 42 tiles, arranged in 7 rows. How many tiles are in each row?

There are _____ tiles in each row.

2 Jacob uses tiles to cover a rectangular hallway. Each tile has an area of 1 square foot. He uses 3 rows of tiles, with 8 tiles in each row. What is the area of the hallway?

The area of the hallway is _____ square feet.

3 Sara covers the top of a box with squares of paper that are 1 square centimeter. She uses 48 squares, with 6 squares in each row. How many rows did she make?

Sara made _____ rows.

4 There are 64 squares on Rasha's chessboard. Each square is 1 square inch. There are 8 rows of squares on her chessboard. How many squares are in each row?

There are _____ squares in each row.

5 A rectangular patio at an outdoor restaurant is made of 35 tiles. Each tile is 1 square yard. If there are 5 tiles in each row, how many rows are there?

There are _____ rows of tiles.

6 Mr. Reilly uses square pieces of fabric that are each 1 square inch for a rectangular wall hanging. He uses 81 squares. If he makes 9 rows of squares, how many squares will be in each row?

There will be _____ squares in each row.

7 Choose one problem. Describe the strategy you used to solve it.

8 Explain why you chose that strategy to solve the problem.

Solving Two-Step Word Problems Using Two Equations

Name: _____

Read and solve each problem by writing an equation for each step. Use letters for the unknown numbers. Show your work.

1 Hirami has 12 cups of flour in a bag and 6 cups of flour in a jar. He is making batches of bread that each call for 3 cups of flour. How many batches of bread can Hirami make?

Hirami can make _____ batches of bread.

2 Cassi bought 50 pounds of dirt. She used 10 pounds to fill a hole in her yard. Then she filled pots with 5 pounds of soil in each pot. How many pots could she fill?

Cassi can fill _____ pots.

3 Becky has 6 packages of clay that each weigh 5 pounds. To make a bowl, she needs 3 pounds of clay. How many bowls can Becky make?

Becky can make _____ bowls.

4 Marc has 36 pounds of apples to use to make pies. He uses 4 pounds of apples for each pie. Marc uses all of the apples to make pies, and then sells each pie for $8. How much money does Marc collect for all the pies?

Marc collects $ _____ for all the pies.

5 Choose one problem. Tell how you could solve the problem in a different way.

Solving Two-Step Word Problems Using One Equation

Name: _____

**Read and solve each problem by writing one equation.
Show your work.**

1 Mrs. Nelson has one $10-bill and one $20-bill. She wants to buy as many movie tickets as she can with this money. If movie tickets cost $6 each, how many tickets, *t*, can she buy?

Mrs. Nelson can buy _____ tickets.

2 Daisy has a goal of reading 75 minutes in one week. She reads 9 minutes a day for 5 days. How many more minutes, *m*, will she have to read to reach her goal?

Daisy will have to read _____ more minutes.

3 Mr. Garcia buys 3 bags of cat food that each weigh 9 pounds and another bag of cat food that weighs 7 pounds. How many pounds, *p*, of cat food did Mr. Garcia buy?

Mr. Garcia bought _____ pounds of cat food.

4 Jackson has 48 trading cards. His sister gives him 12 more cards. Then he puts all his trading cards in 6 equal stacks. How many cards, *c*, are in each stack?

There are _____ cards in each stack.

5 Choose one problem. Explain how you decided which operations to use to solve it.

Estimating Solutions to Word Problems

Name: _____

**Read each problem. Estimate the answer by rounding to the nearest ten.
Then find the actual answer. Show your work.**

1 Marie has 231 toothpicks in one box and 175 toothpicks in another box. She uses 319 toothpicks to make a bridge. How many toothpicks does she have left?

Estimate: There are about _____ toothpicks left.

Marie has _____ toothpicks left.

2 Kennedy School has 124 third-grade students. Carter School has 16 fewer third-grade students than Kennedy School. How many third-grade students in all are at Kennedy School and Carter School?

Estimate: There are about _____ students.

There are _____ students.

3 There are 197 oak trees in the park. There are 27 more pine trees than oak trees in the park. How many trees are there in all?

Estimate: There are about _____ trees.

There are _____ trees in all.

4 On the first day of a bus trip, Brian and his dad traveled 341 miles. On the second day, they traveled 39 fewer miles. How many miles did they travel in all after two days?

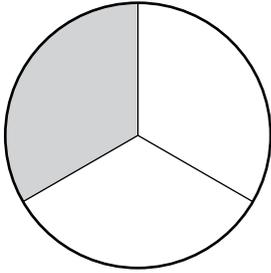*Estimate:* They traveled about _____ miles.

They traveled _____ miles.
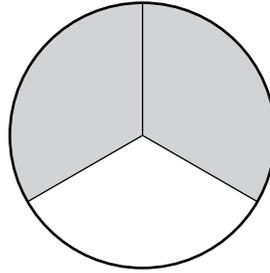
5 How does an estimate help you decide if your answer is reasonable?

Name: _____

Write the fraction of the figure that is shaded.

1

_____

2

_____

3

_____

4

_____

5

_____

6

_____

7

_____

8

_____

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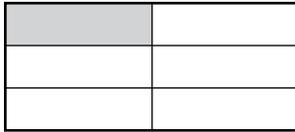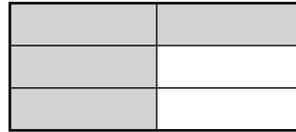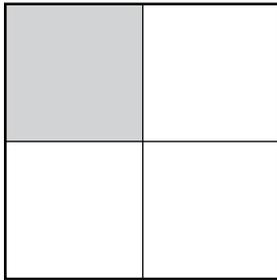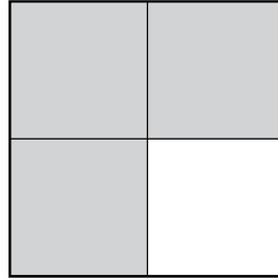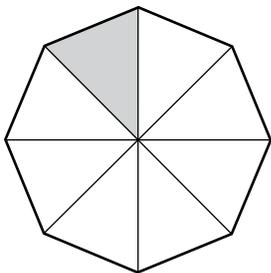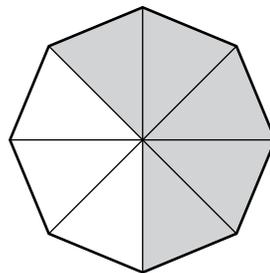
9 Draw a circle that shows 4 equal parts. Then shade to show $\frac{2}{4}$.

10 Draw a rectangle that shows 3 equal parts. Then shade to show $\frac{2}{3}$.

11 Draw a square that shows 8 equal parts. Then shade to show $\frac{3}{8}$.

12 Draw a circle that shows 6 equal parts. Then shade to show $\frac{5}{6}$.

Understanding of Fractions on a Number Line

Set A

Write the missing labels on the number line.

```
  0       1       2       3
←─┼───┼───┼───┼───┼───┼───┼─→
      1/2      3/2
      ___   ___  ___  ___  ___
```
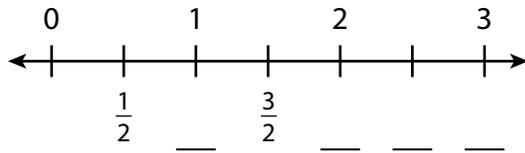
Set B

Use this number line to solve problems 1–4.

```
  0               1               2
←─┼───┼───┼───┼───┼───┼───┼───┼─→

    ── ── ──      ── ── ──
```
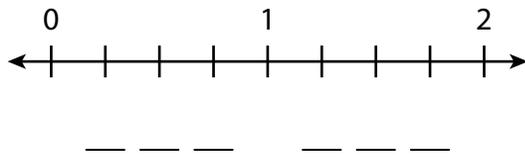
1 How many equal parts are between 0 and 1? _____

2 How many equal parts are between 1 and 2? _____

3 What fraction does each part show? _____

4 Write fractions to label the marks.

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Name: _____

Set C

Use this number line to solve problems 5–7.

```
      A              B   C
  ←—+—+—+—+—+—+—+—→
    0       1       2
```
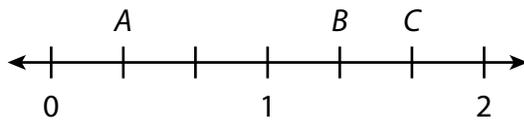
5 *A* is _____.

6 *B* is _____.

7 *C* is _____.

Set D

Use this number line to solve problems 8–10.

```
      D         E         F
  ←—+—+—+—+—+—+—+—+—+—+—→
    0                     1
```
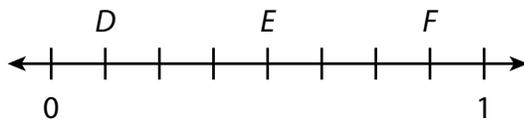
8 *D* is _____.

9 *E* is _____.

10 *F* is _____.

Name: _____

Write the time the clock shows.

1

_____

2

_____
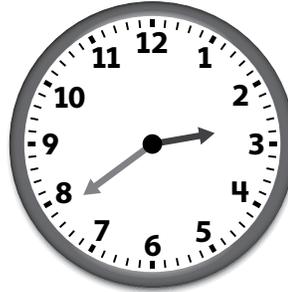
3

_____
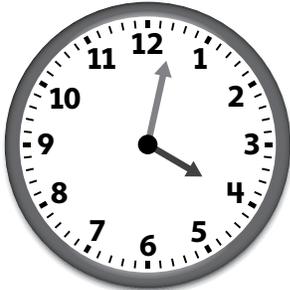
4

_____
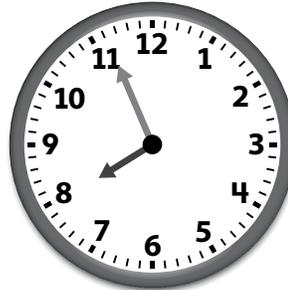
Draw hands on the clock to show the given time.

5 16 minutes after 1
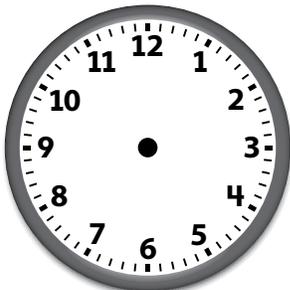
6 7 minutes before 9

Name: _____
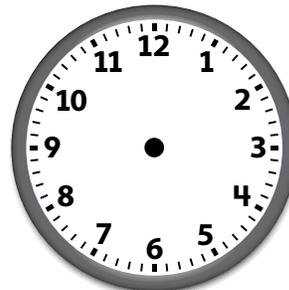
7 35 minutes after 3
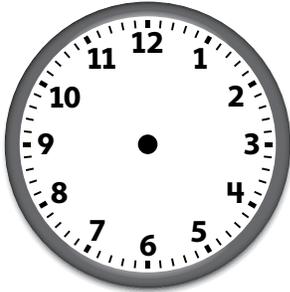
8 26 minutes before 8
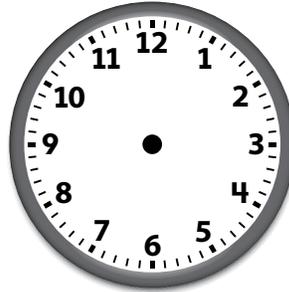
9 Write a word problem that could use one of the times shown on one of the clocks.

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Grade 3 Reading
Student At-Home Activity Packet

This At-Home Activity Packet is intended for a two-week period, and it includes lessons that your student may complete across more than one day.

Most lessons can be completed independently. However, there are some lessons that may benefit from the support of an adult. If there is not an adult available to help, don't worry! Just skip those lessons. A teacher will be in touch soon and your student can ask for help.

Encourage your student to do the best they can with this content. The most important thing is that they continue to work on their reading!

Flip to see the Grade 3 Reading activities included in this packet!

Recounting Stories
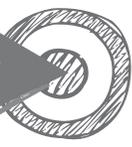
Retell or *recount* **stories from around the world by telling key events in the order in which they happened.**

▶ **Read** When you **recount** a story, you are **retelling** the story in your own words. Be sure that you include the key details and **events** that happened in the beginning, middle, and end. Tell the events in the **sequence,** or order, in which they happened.

Read this story. Think about what happens at the beginning, middle, and end. Then reread the story. What are the most important details?

A Bundle of Sticks

Long ago, a mother had three children who were always arguing. "Your arguing sounds worse than the clucking of all the hens in the world," their mother told them. She wanted them to stop!

One day she got an idea. She gathered the children around her. Then she took a stick and broke it. "See how easy it is to break one stick?" she asked. Then she tied three sticks together. She asked each child to try to break the sticks. None of the children could break the bundle.

The mother told the children, "We're just like the sticks. When we don't stay together, our family is weak. When we stay together, nothing can break us apart."

The children understood! From that day forward, they didn't argue (as much).

▶ **Think** The chart below will help you to organize the most important details of a story. Think about what happened in the beginning, middle, and end of the story. Then add those details to the chart.

Beginning	Middle	End

▶ **Talk** Using the key details in your chart, retell the story to your partner.

⊚ **Academic Talk**
Use these words to talk about the text.
- **recount**
- **sequence**
- **character**
- **setting**
- **events**

Brother and Sister

a folktale from Korea

1   Long ago, a brother and sister grew rice to sell. Through the long summer, they worked together to care for the rice paddies. In the fall, they harvested all the rice and put the rice into bags. Each got the same number of bags.

2   After one harvest, the brother announced he was soon to be married. The sister knew her brother would need money to buy a new house for his bride. She didn't feel the rice was divided fairly, so that night, she took an extra bag of rice to her brother's house in secret.

3   The brother, too, felt the rice was not divided fairly. His sister had a large family. She would need more rice. So that night, the brother took an extra bag to his sister's house in secret.

4   The next day, the brother and sister counted their rice bags. Strange! Both had the same number as before. So that night, when the moon was full, they made another attempt. In the moonlight, the brother and sister each saw the other carrying a bag of rice! They laughed. The mystery was solved.

Close Reader Habits

Underline the sentences that tell the key events.

How do you choose which details to include when you recount a story?

To decide whether a detail is important, think about whether the story makes sense without it.

▶ **Think**

1　Recount the folktale "Brother and Sister" by adding key details to the chart below.

Beginning	A brother and sister grow and sell rice. They each get the same number of bags of rice.
Middle	Sister Brother
End	

▶ **Talk**

2　Using the details from your chart, take turns retelling the story with your partner.

▶ **Write**

HINT What details would you need to help a friend understand what happens in the story?

3　**Short Response** Which details from the chart do you think are most important? List them and tell why you chose them. Use the space provided on page 112 to write your answer.

Brother and Sister

3 **Short Response** Which details from the chart do you think are most important? List them and tell why you chose them.

> **HINT** What details would you need to help a friend understand what happens in the story?

> Don't forget to check your writing.

HOW THE BAT GOT WINGS

◀◀◀ A CHEROKEE NATION TALE ▶▶▶

1   A long time ago, the bat was a tiny mammal. It had no wings. One day, the mammals and birds decided to play a game. The birds played on one team, and the mammals played on the other team.

2   The bat wanted to play with the mammals, but the mammals laughed at her size. "You are too small," they said.

3   So the bat asked to play with the birds. The birds said, "You don't have wings, but we can make you some out of a drum." The birds stretched the skin of a drum into wings.

4   The birds put the wings on the bat and said, "Flap your wings." The bat jumped off a tree and flapped her wings, but she didn't fly in a straight line like the birds. Instead, she flew every which way in a crazy, zigzag pattern.

5   The birds let the bat play on their team. Just as she had done before, the bat flew in a crazy, zigzag pattern. The mammals on the other team could not catch the bat. The bat scored the winning points for the birds.

6   When the game was over, the mammals said, "Who is that superstar on your team?"

7   The birds said, "It is the bat. We gave her wings."

8   The mammals did not know what to say. After all, they had refused to let the tiny bat play on their team. The mammals had learned their lesson. From that day on, they let any animal of any size play on their team.

Close Reader Habits

Which details would you include to recount the story? **Underline** the most important ones.

Think

1 Number the items to show the order of some events in the story.

_____ The bat flies in a crazy, zigzag pattern.

_____ The birds make wings for the bat.

_____ The mammals do not let the bat play on their team.

2 Why do the birds win the game?

    A The mammals cannot follow the bat's movements.

    B The mammals are surprised to see the bat on the team.

    C The mammals refuse to play against a bat.

    D The birds fly in a crazy, zigzag pattern.

Talk

3 Using key details from the text, talk to your partner about how the bat's way of flying helps the birds win.

Write

4 **Short Response** In your own words, recount what happens when the bat plays the game with the birds. Be sure to include the most important details from the story. Use the space provided on page 113 to write your answer.

HINT Review the game in paragraphs 5 to 8.

HOW THE BAT GOT
WINGS

4 **Short Response** In your own words, recount what happens when the bat plays the game with the birds. Be sure to include the most important details from the story.

> **HINT** Review the game in paragraphs 5 to 8.

_____

_____

_____

_____

_____

_____

_____

_____

Check Your Writing

☐ Did you read the prompt carefully?

☐ Did you put the prompt in your own words?

☐ Did you use the best evidence from the text to support your ideas?

☐ Are your ideas clearly organized?

☐ Did you write in clear and complete sentences?

☐ Did you check your spelling and punctuation?

True *or* False

a folktale from Myanmar (Burma)

WORDS TO KNOW
As you read, look inside, around, and beyond these words to figure out what they mean.

- **fuss**
- **disbelief**

1   There once were three poor brothers who loved to tell tall tales. They traveled throughout the countryside telling wild stories. They always claimed that their tales were true, but no one ever believed them.

2   One day, the three brothers met a rich traveler. The man was dressed in fine clothes and wore shining jewels. The brothers wanted his things. "Let's ask him to play a game. Each of the four of us will tell a tale of a past adventure. The rule is that if anyone doubts the truth of another's story, he must become that person's servant. The man will never believe our stories. Getting him to doubt our stories will be like rolling off a log. He will have to become our servant."

3   The others liked this plan. They did not want a servant. But they wanted the man's fine things. The man agreed to the game.

4   The first brother told a story of how he had climbed a tree and could not get down. So he ran to a nearby cottage and borrowed a rope.

5   The second brother told of jumping into the stomach of a tiger who wanted to eat him. "I made such a fuss that the tiger spit me out," he said.
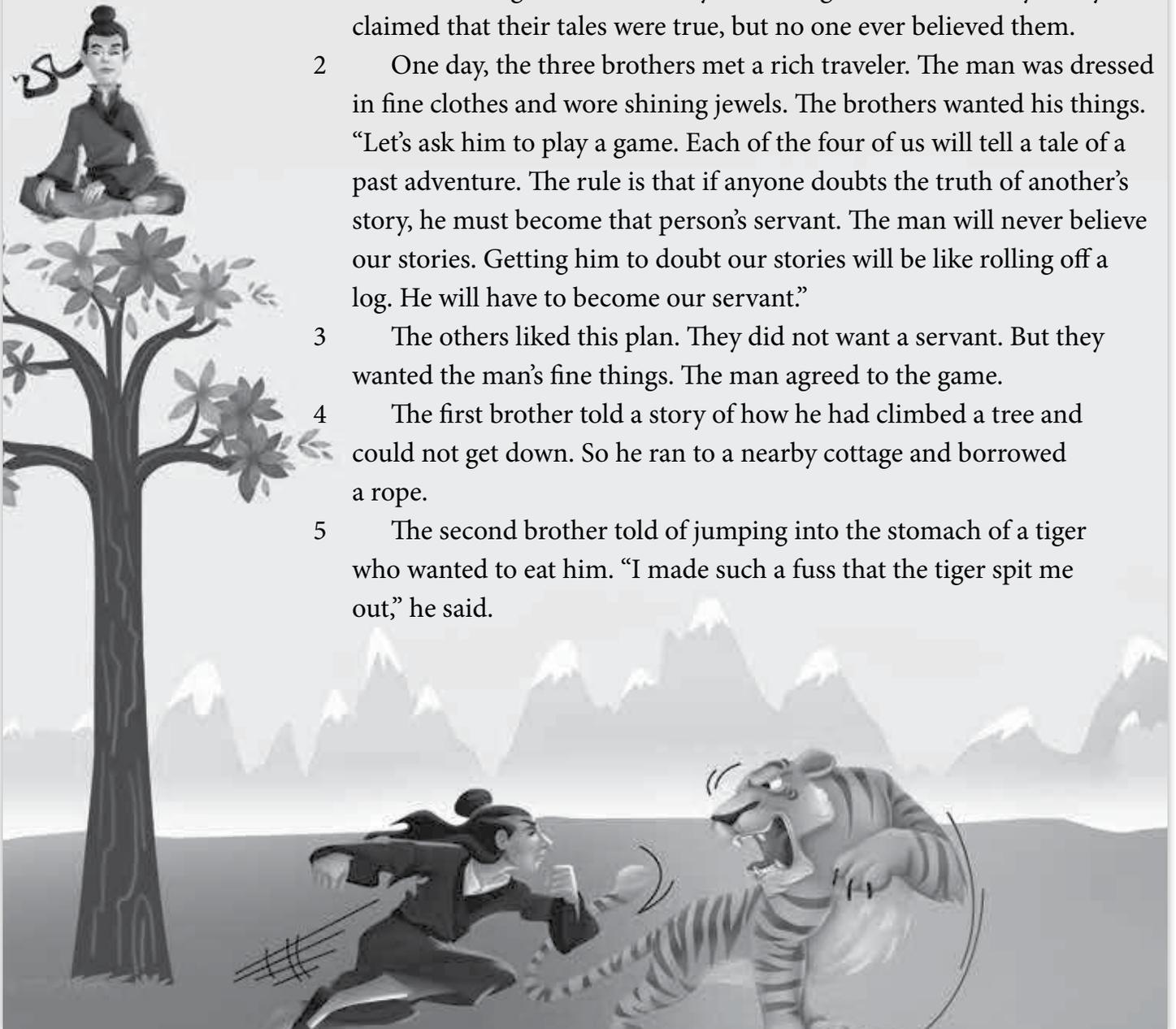
6   The third told of helping the village fishermen. He said he turned into a fish and jumped into the river. There, he turned back into a man and killed the big fish that were eating all the little fish.

7   The rich man listened to the three tales without saying one word of disbelief. Then he told his story. He said he was searching for three servants who had run away from him.

8   "You three must be the ones I am looking for," he said.

9   The brothers looked at him with alarm. If they doubted him, they must become his servants. That was their rule. But if they said his story was true, they would have to become his servants too!

10   They said nothing.

11   Finally, the man said he would let them go if they promised never to tell tall tales again.

12   The brothers agreed, and they kept their promise.

► **Think** Use what you learned from reading the selection to respond to these questions.

1 Number the items to show the order of some events in the story.

_____ Each brother told his make-believe story.

_____ Three brothers talked a rich traveler into playing a game.

_____ The rich man made them promise not to tell tall tales.

_____ The rich man told them a story.

_____ The rich man did not question the brothers' stories.

_____ The brothers realized they were trapped.

2 This question has two parts. First, answer Part A. Then answer Part B.

Part A
Why did the three brothers want to play a game with the traveler?

    A   They wanted to see if he would believe their tall tales.

    B   They wanted to trick him so they could have what he owned.

    C   They disliked people who had more money than they did.

    D   They were once the rich traveler's servants.

Part B
Write a sentence from paragraph 2 that supports the answer you chose for Part A.

_____

_____

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3 Which is the **best** recounting of the third brother's story?

    A He plays a trick on the fishermen. He pretends to be a big fish catching small ones.

    B He gets away from the fishermen by swimming in the river like a fish.

    C He helps the fishermen. He turns himself into a fish and then back into a person to kill a big fish.

    D He becomes a fish so that he can help the fishermen chase fish into their nets.

4 Which is the **best** description of the brothers' problem at the end of the folktale?

    A The brothers think the rich man's story is the best of all the stories they have heard.

    B The rich man believes that the brothers are the runaway servants he is looking for.

    C The brothers promise never to tell tall tales again as they know they should not be doing that.

    D No matter how the brothers answer the rich man, they will have to become his servants.

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5 Which **two** details could you leave out when recounting this story?

    A   The brothers tell their tales throughout the countryside.

    B   The brothers ask a rich traveler to play a game.

    C   A tiger spit one brother out after eating him.

    D   The rich man said nothing about the brothers' stories.

    E   The rich man told a story about missing servants.

    F   The brothers agreed not to tell any more tall tales.

6 Reread these sentences from paragraph 2.

> **The man will never believe our stories. Getting him to doubt our stories will be like rolling off a log.**

What does the word *doubt* mean in this context?

    A   dislike

    B   understand

    C   mistrust

    D   enjoy

Write

7 **Short Response** Use your own words to recount the folktale. Be sure to write about the events in the sequence that they happen in the story.

_____

_____

_____

_____

_____

_____

_____

_____

Learning Target

Explain why recounting the events in a story will help you understand it.

_____

_____

_____

_____

Reading

Read the passage. Then answer the questions that follow.

Following the Stars

by Krista O'Connell

1   "Wait up!" Robert said, hurrying along the forest path.

2   Jake stopped for a moment, letting his eyes adjust to the semi-darkness around him. Thankfully, there was plenty of moonlight. "You're too slow," he called. "Hurry up!"

3   "No, you're too fast," Robert replied with a smile. "Slow down!" This was a regular joke between the two boys. They had been friends for as long as either could remember. And they were as different as they could be.

4   But this evening, Jake wasn't in the mood for joking. They were completing the final test for their summer nature camp. They had to find the North Star and follow it until they came to an open field. The counselors would be waiting for them beside a toasty warm campfire. Each of the boys wore a whistle. If either blew the whistle, it would be a signal they were lost.

5   Robert was calm. He had spent lots of time hiking, even at night. But his friend was in a rush and getting worried. This was Jake's first time out of the city. He wanted to get to the safety of the campfire as quickly as he could. "I'm going to blow my whistle. What were they thinking letting us wander around the woods alone at night?" Jake griped, standing close to Robert.

6   "Take it easy!" Robert patted Jake on the back. "We just have to use what we learned. Let's break it down into steps. We can do this!"

7   Jake took a deep breath. "Okay, okay. I guess we're not in any danger yet. First things first, find the Big Dipper," Jake said. The two boys stood still and looked up. For a moment, they forgot about their task and stood in awe of the sight. Away from the lights of the city, the black sky was bursting with stars.

8   But soon the boys remembered their job and began searching for the stars that formed the Big Dipper. "There!" Robert shouted, pointing his finger at a patch of stars.

9   Jake looked up to where Robert was pointing. He smiled when he saw a familiar shape among the tangle of stars. "Okay, let's go," Jake said, and started walking quickly away from their spot in the forest.

10   Robert grabbed his shoulder. "Wait, let's take our time. We want to be sure we get it right," Robert said, shaking his head. Jake was always jumping into things too fast. "What's the next step?"

11   Jake sighed. "I guess you're right. Okay, the next thing is to find the two stars at the end of the Big Dipper, on the side of the cup across from the handle," Robert said.

12   "There they are," Jake said. He pointed to the picture, and then up into the sky.

13   "Now, we just have to imagine a line connecting the stars. The end of the line should point to the North Star," Robert recalled. They soon saw the star that shone brighter than many of the others around it. They began walking toward it, hoping their decision was the right one.

14   They didn't have to travel far. Within minutes, they could see the warm glow of a campfire through the trees. When they proceeded into the clearing, everyone clapped and cheered. "Told you we wouldn't need the whistle," Robert told Jake with a grin and a friendly whack on the back.

15   "I guess you were right…for once," Jake said, smiling. He was proud that he hadn't given up and blown the whistle. As the friends walked toward the fire, they knew they would remember how those stars had helped them find their way, long after they returned home.

1 Which sentence from "Following the Stars" tells what Jake and Robert must do for their final test at camp?

A "Jake stopped for a moment, letting his eyes adjust to the semi-darkness around him."

B "They were completing the final test for their summer nature camp."

C "They had to find the North Star and follow it until they came to an open field."

D "Within minutes, they could see the warm glow of a campfire through the trees."

2 Why does Robert grab Jake's shoulder in paragraph 10 of "Following the Stars"?

A to stop Jake from walking into a clump of poison ivy

B to get Jake to slow down and carefully find the North Star

C to ask Jake to blow the whistle to let everyone know they are lost

D to make Jake leave him alone in the woods

3 The following question has two parts. First, answer part A. Then, answer part B.

Part A

Read this sentence from the story.

Away from the lights of the city, the black sky was bursting with stars.

Which of the following best describes the meaning of the word "bursting" as it is used in this sentence?

A   dimly lit

B   blowing up

C   flying apart

D   completely filled

Part B

Which sentence from the story **best** supports the answer to part A?

A   "Jake stopped for a moment, letting his eyes adjust to the semi-darkness around him."

B   "He had spent lots of time hiking, even at night."

C   "They soon saw the star that shone brighter than many of the others around it."

D   "He pointed to the picture, and then up into the sky."

4 Which sentence **best** begins a retelling of "Following the Stars"?

   A Jake and Robert are taking their final test at summer nature camp.

   B Jake and Robert find the Big Dipper and the North Star.

   C Jake and Robert proudly walk into the clearing following the stars.

   D Robert is calm, but Jake is worried about passing the final test.

5 Select the **two** sentences that **best** tell how the picture in "Following the Stars" helps readers better understand the story.

   A It shows that Jake is walking much faster than Robert.

   B It shows how far the boys had to walk to find the camp.

   C It shows what Jake and Robert saw in the sky that night.

   D It shows how Jake and Robert feel during the test.

   E It shows that Robert is more at ease in the woods than Jake.

   F It shows how alone Jake and Robert are out in the dark woods.

POSSESSIVE NOUNS

Introduction Some nouns show that a person or animal owns something. A noun that shows ownership is called a **possessive noun**. For example, *the girl's hat* means that the girl owns or has the hat. *The tiger's fur* means that the fur belongs to the tiger.

- To form the possessive of a singular noun, add an **apostrophe (')** and then an *-s*.

> seller + **'s**   The ticket seller's booth is at the front of the zoo.

- To form the possessive of a plural noun, add an apostrophe (') *after* the *-s*.

> lions + '   The lions' area is near the back of the zoo.

Guided Practice Write the possessive form of the noun in parentheses ( ) to complete each phrase.

HINT How can you tell if the possessive noun should be singular or plural? Look at the ending of the noun in ( ). Also look for clue words, such as *a*, *one*, *several*, and *few*.

1 a _____ key (zookeeper)

2 several _____ ears (bunnies)

3 one _____ flippers (penguin)

4 a few _____ tails (foxes)

5 three _____ brooms (cleaners)

6 a _____ tickets (guest)

7 some _____ nests (cranes)

8 an _____ egg (emu)

For numbers 1–5, choose the correct way to write each underlined noun.

1 Several <u>workers</u> pails had food for the animals.

   A worker's'

   B workers

   C worker's

   D workers'

2 The workers put bottles in a few <u>babies</u> mouths.

   A babies'

   B babie's'

   C babies

   D babie's

3 The zookeeper pointed out three <u>ostriches</u> strong legs.

   A ostriche's's

   B ostriches

   C ostriches'

   D ostriche's

4 There was a big spray of water from an <u>elephants</u> trunk.

   A elephants

   B elephant's

   C elephants's

   D elephants'

5 We loved seeing one <u>peacocks</u> colorful feathers.

   A peacocks'

   B peacocks

   C peacock's

   D peacocks's