



CD-104820

COMMON CORE

Grade

3

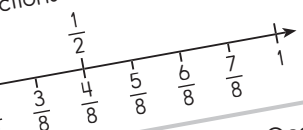
Third Grade

4 Today

Daily Skill Practice

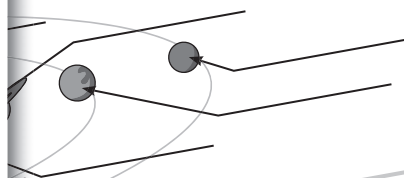
...ber to the nearest 10. Then, add.

...ns $\frac{1}{4}$ and $\frac{3}{8}$ equivalent? _____
...ctions on the number line that are equivalent. _____



...my home in the Atlantic Ocean off the east coast of the United States. I'm a leatherback turtle, and I'm on the threatened species list along with my friends, the hawksbill turtles. That scares me! It's tough being a sea turtle!

...ough in **tough** sound like the **ough** in **dough** or in **rough**? _____
...he opposite of **threatened**: safe or endangered? _____
...his problem? _____ How can you tell? _____



...erson, a family, and a government all earn money from their jobs. The government gets its income from taxes, and families manage their income with a budget. They use the income to pay for things they need.

...income? _____
...ey. _____
...its income? _____

Week #28 A

...ne that the government has just announced that it will start taxing children's allowances. Write a letter to your state telling him your opinion on taxing children's allowances. Is it fair? Is it fair? Share your letter with a friend. Does he share your opinion?

- Common Core aligned
- Daily practice paired with weekly assessments
- Ready to use for warm-ups, centers, or early finishers
- Reproducible
- A full 40 weeks of activities

Table of Contents

Introduction	4	Week 21.....	49
Common Core State Standards Alignment Matrix.....	5	Week 22.....	51
Week 1.....	9	Week 23.....	53
Week 2	11	Week 24.....	55
Week 3	13	Week 25.....	57
Week 4	15	Week 26.....	59
Week 5.....	17	Week 27	61
Week 6	19	Week 28.....	63
Week 7.....	21	Week 29.....	65
Week 8	23	Week 30	67
Week 9.....	25	Week 31.....	69
Week 10.....	27	Week 32.....	71
Week 11.....	29	Week 33.....	73
Week 12.....	31	Week 34.....	75
Week 13.....	33	Week 35.....	77
Week 14.....	35	Week 36.....	79
Week 15.....	37	Week 37	81
Week 16.....	39	Week 38.....	83
Week 17	41	Week 39.....	85
Week 18.....	43	Week 40.....	87
Week 19.....	45	Answer Key.....	89
Week 20.....	47		

Introduction

Common Core Third Grade 4 Today is a perfect supplement to the third-grade classroom curriculum. Students' skills will grow as they support their knowledge of math, language arts, science, and social studies with a variety of engaging activities.

This book covers 40 weeks of daily practice. Each day will provide students with cross-curricular content practice. During the course of four days, students complete questions and activities in math, language arts, science, and social studies in about 10 minutes. On the fifth day of each week, students complete a writing assessment that corresponds with one of the week's activities.

Various skills and concepts in math and language arts are reinforced throughout the book through activities that align to the Common Core State Standards. The standards covered for each week are noted at the bottom of each week's assessment page. For an overview of the standards covered, please see the Common Core State Standards Alignment Matrix on pages 5 to 8.

The diagram illustrates the structure of the book's pages. It shows two overlapping pages: a daily practice page on the left and a weekly assessment page on the right. Callout boxes with arrows point to specific features on each page:

- Indicates the weekly practice page:** Points to the 'Week #1' label at the top of the left page.
- Indicates the daily practice problems:** Points to the 'Day 1' label on the left page.
- Indicates the weekly assessment:** Points to the 'Week #1 Assessment' label at the top of the right page.
- Indicates the Common Core State Standards covered in the weekly assessment:** Points to the list of standards (3.RL.1, 3.W.2, 3.W.4, 3.OA.D.8, 3.NBT.A.1, 3.G.A.1) at the bottom of the right page.

The daily practice page (left) includes a 'Name' field, four math problems, a drawing activity, a reading passage about blackbirds, and a matching exercise. The weekly assessment page (right) includes a 'Name' field, a writing prompt about pizza, and a list of horizontal lines for writing.

Name _____

Day 1

1. Mandy made 27 pizzas. She made 16 pepperoni pizzas, 4 cheese pizzas, and the rest were sausage. How many sausage pizzas did Mandy make?

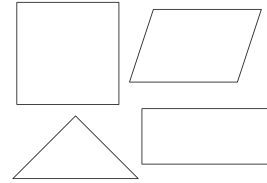
2. Round the following numbers to the nearest 100.

324 _____ 558 _____ 256 _____

3. Color all of the quadrilaterals.

4. Write the number in standard form.

$500 + 30 + 3$ _____



This story continues through Week 4.

Every autumn, a flock of blackbirds gathered on top of a mountain to sing and dance before they headed south for the winter. One day, a coyote was hunting on the mountain. He heard the blackbirds singing. When he looked up, he saw them flying in the air.

Day 2

1. What characters are in this story? _____

2. Who is probably the main character? _____

3. Is this writing fiction or nonfiction? _____

4. Explain your answer for question 3. _____

1. Draw a line to match each tool with what it measures and its unit of measure.

ruler	capacity	grams
thermometer	time	centimeters
balance	length	milliliters
beaker	temperature	degrees
clock	mass	seconds

Day 3

Think about the things you can do, the kind of person you are, or the way you look. List three things you like best about yourself.

1. _____

2. _____

3. _____

4. Share your answers with a friend. Do you have anything in common?

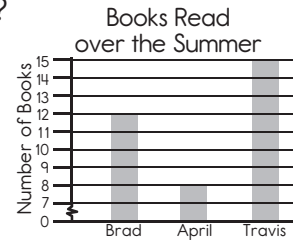
Day 4

Name _____

Pizza comes in many shapes and sizes. People enjoy their pizzas with lots of different toppings. Some pizzas are covered with red sauce, and some pizzas have a white sauce. Almost all pizzas are topped with cheese. Imagine you own a pizza shop. For your grand opening, you will offer the most unique pizza ever made. Write a newspaper ad about this special pizza. It does not have to be round or square. It can be topped with anything you think people would enjoy. But, it must be a pizza you would be willing to eat. Give it an interesting name. Draw a picture to go with your newspaper ad.

Name _____

1. $88 - 32 =$ _____
2. What units would you use to measure the length of a wall?
A. inches B. centimeters C. yards
3. How many books did Brad, April, and Travis read altogether? _____



Day 1

This story began on Week 1.

“How beautifully you fly and dance!” the coyote cried. “Can you teach me to do that? If I could fly, I could be the great king of the coyotes.”

The blackbirds knew the coyote could never fly, but they wanted to have some fun. “We can teach you to fly. Come to the top of the mountain, and we will assist you.”

1. Write the word from the story that is a compound word. _____
2. What other word could you use instead of **assist** in this story? _____
3. What can you tell about the character of the blackbirds? _____
4. Would you say the coyote is proud or humble? _____
Underline the sentence that supports your answer.

Day 2

When most people in the United States measure, they use the **customary system**. Length is measured in inches and feet. Weight is measured in pounds. Capacity uses cups, pints, and gallons. Most other people in the world use the **metric system**. Every measurement is based on a unit of ten. A meter measures length. There are 100 centimeters in a meter. A liter measures capacity. There are 100 centiliters in a liter. Scientists all over the world, even in the United States, work with the metric system.

1. Why might all scientists use the metric system?

Day 3

There are many workers who help make a community a great place to live. Some of these workers are volunteers who donate their time but do not receive pay for their work. Think about how you can make your community a better place.

1. Make a list of jobs that you can do to help your community.

2. Name a place you could volunteer in your community.

Day 4

Name _____

1. $748 - 459 =$ _____

2. Write the following number in expanded form.
548 _____

3. Complete the table.

Subtract 11	
23	12
78	
34	

Day 1

This story began on Week 1.

When the coyote got to the mountaintop, the birds told him to sit down. Then, each bird pulled a feather from his shiny black suit. "This will hurt," said the birds. "But, this is the only way you will be able to fly."

1. What sound does the **ui** in **suit** make: **oo** as in **boot** or **u** as in **cup**? _____
2. What is each bird's "shiny black suit"? _____
3. Would you say the blackbirds are mean or funny? Explain. _____

4. Do you think the coyote will let the blackbirds hurt him? Explain. _____

Day 2

Match each word from the word bank to the correct definition.

balance	graduated cylinder	mass	volume
---------	--------------------	------	--------

1. _____ a tool used to measure the volume of a liquid
2. _____ the amount of matter in an object
3. _____ the amount of space that matter occupies
4. _____ a tool used to calculate the mass of an object

Day 3

Mischa and her friends were playing baseball in an empty lot. Mischa was at bat. She swung hard and the ball sailed across the lot and smashed through a neighbor's window. Mischa knew the neighbor would be really angry. The other kids scattered.

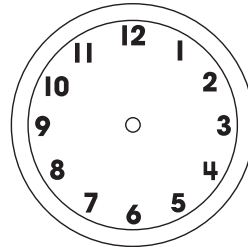
1. What should Mischa do next?

2. Is it always easy to do the right thing? Explain.

Day 4

Name _____

1. Pablo wants to play flag football with 9 of his friends. Each player needs 2 flags. How many flags are needed so that all 9 friends and Pablo can play flag football together? _____
2. Draw hands on the clock to show 9:05.
3. $768 - 479 =$ _____



Day 1

This story began on Week 1.

The birds all stuck feathers into the coyote's legs and tail. The feathers jabbed terribly, but the coyote said nothing. He sat very still until the birds had finished. All the while, he was thinking of what a great king he would be.

1. What word from the story means "poked with a sharp point"? _____
2. Did the coyote let the blackbirds hurt him? Explain. _____
3. Do you think the feathers will make the coyote king? Explain. _____

4. Would you say the coyote is brave or foolish? _____

Day 2

1. Planning and conducting experiments are two important process skills. The steps must be done in a certain order for the experiment to work. Below is an experiment about digestion. Write numbers **1** through **5** to show the correct order of steps for the experiment.

- _____ Count to 30 slowly without chewing the cracker.
- _____ Put the cracker in your mouth.
- _____ Use a mirror to see what the cracker looks like in your mouth.
- _____ Draw a picture of the cracker after counting to 30.
- _____ Get a cracker. Draw a picture of it.

Day 3

Many laws are different from community to community. In some places, people must wear helmets when riding bikes. In other places, young people have to be home by a certain hour at night. Think about your own community.

1. What is a law in your community? _____
2. Do you agree or disagree with this law? Why? _____

Day 4

Answer Key

Page 9

Day 1: 1. 7 sausage pizzas; 2. 300, 600, 300; 3. Check students' answers. 4. 533;

Day 2: 1. blackbirds and a coyote; 2. coyote; 3. fiction; 4. Birds do not gather to sing and dance before they head south for the winter. **Day 3:** 1. ruler, length, centimeters; thermometer, temperature, degrees; balance, mass, grams; beaker, capacity, milliliters; clock, time, seconds; **Day 4:** 1–4. Answers will vary.

Page 10

Answers will vary but should include creative details and an interesting name for a new pizza.

Page 11

Day 1: 1. 56; 2. C; 3. 35 books; **Day 2:** 1. blackbirds; 2. help; Accept any reasonable answer. 3. They liked to have fun. 4. proud; (underlined) I could be the great king of the coyotes.

Day 3: 1. Answers will vary but may include even if scientists cannot understand each other's languages, they can understand all of the measurements made by other scientists around the world. **Day 4:** 1. Answers will vary but may include looking after aging neighbors or cleaning up a park. 2. Answers will vary but may include a library.

Page 12

Answers will vary but should include step-by-step instructions on learning how to ride a two-wheeled bike. The details should include safety tips.

Page 13

Day 1: 1. 289; 2. $500 + 40 + 8$; 3. 67, 23;

Day 2: 1. oo as in **boot**; 2. the blackbirds' feathers; 3–4. Answers will vary.

Day 3: 1. graduated cylinder; 2. mass; 3. volume; 4. balance; **Day 4:** 1. Answers will vary but may include paying to have the window fixed. 2. Answers will vary.

Page 14

Answers will vary but should include facts and show evidence of research.

Page 15

Day 1: 1. 20 flags; 2. ; 3. 289;

Day 2: 1. jabbed; 2. Yes, because he wanted to be king of the coyotes. 3–4. Answers will vary.

Day 3: 1. 3, 2, 4, 5, 1; **Day 4:** 1. Answers will vary. 2. Answers will vary.

Page 16

Answers will vary but should include facts, definitions, and details about the law.

Page 17

Day 1: 1. $\frac{1}{3}$; 2. 170; 3. 146 feet; **Day 2:** 1. "Rudy's Rowdy Robots"; 2. a lilac, an Indian paintbrush; 3. Does Ivan live in Illinois, Idaho, or Iowa? 4. child, tomato; **Day 3:** 1. Answers will vary but may include to draw conclusions, classify data, and display data. **Day 4:** 1. Answers will vary. Allow opportunity for students to share their solutions with classmates.

Page 18

Answers will vary but should show recollection of personal experience. Allow opportunity for students to share their essays with classmates.