

Third Grade: Benchmark 3

Parent Handbook



This handbook will help your child review material learned this quarter, and will help them prepare for their third Benchmark Test. Please allow your child to work independently through the material, and then you can check their work using the answer key in the back of the handbook. If you have any questions or concerns about this material, please contact your child's teacher. Thank you for your support!

Essential Math Standards

Learning Objective # 1:



“I can solve real world time interval problems using addition and subtraction to the minute.”

Practice:

1. William went to football practice at 4:30 p.m. He finished at 6:15 p.m. Draw a clock that shows his starting time and another clock that shows his finish time. How much time did William spend at football practice? _____

2. Art class is 40 minutes long. Mrs. Thomas spent the first 12 minutes showing a video on paint colors. The students spent the rest of the time painting. How many minutes did the students get to paint? Explain your answer.

Learning Objective # 2:



“I can solve a word problem involving money through \$20.00.

Practice:

3. Sammy went to the movies with \$20.00. She bought a soda and popcorn and spent a total of \$12.86. How much money does Sammy have left?

4. Nick went to Walmart to pick up a few items. He bought a movie for \$14.46 and a bag of chips for \$5.67. How much did Nick spend at Walmart?

Learning Objective # 3:



“I can generate measurement data by measuring length using rulers marked with halves & fourths of an inch and show the data using a line plot.”

Practice:

5. The tally chart below shows the length of pencils in Tim’s desk. What is the length of the longest pencil?

inches	number of pencils
6	2
4 ½	3
7	0
9 ½	4
5	0
8	2

Length of Pencils in Inches

- a. 4 ½ inches
- b. 6 inches
- c. 8 inches
- d. 9 ½ inches

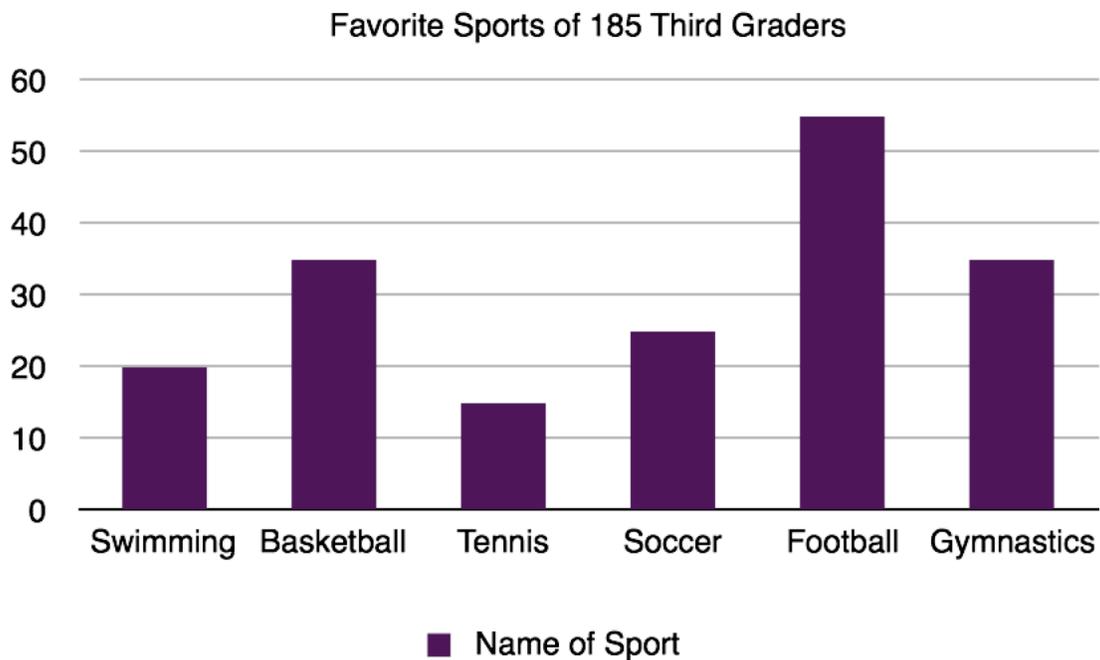
6. Create a line plot to represent the tally chart showing Tim's pencils.

Learning Objective # 4:



"I can solve multi-step "how many more" and "how many less" problems using scaled bar graphs and line plots.."

Practice:



7. According to the graph, how many more students liked football more than swimming?
- a. 15 students
 - b. 10 students
 - c. 35 students
 - d. 20 students

8. Finish the pictograph to represent the information given on the favorite sports graph from above. Make sure to include all the parts of a graph.

Title _____

Swimming	☺ ☺ ☺ ☺

Key each ☺ represents ___ students

Learning Objective # 5:



“I can use place value to round a number to the nearest ten or hundred.”

Practice:

9. Robert has 425 rocks in his rock collection. Kyle has 452 rocks in his collection. To the nearest hundred, about how many rocks are in each person’s collection? Compare the rounded numbers to determine who has more rocks.

Robert’s rock collection _____ Kyle’s rock collection _____

Compare the numbers _____
_____ has more rocks than _____.

10. Tiffany spent \$85 on her new school clothes. To the nearest ten, about how much money did she spend on her new clothes?
- a. \$100
 - b. \$90
 - c. \$80
 - d. \$70

Learning Objective # 6:



“I can multiply and divide within 100 using a wide range of strategies”

Practice:

11. Which multiplication equation can be written using this division equation?

$$72 \div 12 = \underline{\hspace{2cm}}$$

- a. $72 \times \underline{\hspace{1cm}} = 12$
- b. $6 \times \underline{\hspace{1cm}} = 12$
- c. $12 \times \underline{\hspace{1cm}} = 72$
- d. $\underline{\hspace{1cm}} \times 9 = 27$

Write the fact family for the division problem above:

12. Write a division fact you can use to find the product. Then write the fact family.

$$7 \times 8 = \underline{\hspace{2cm}}$$

Learning Objective # 7:



“I can solve 2-step word problems using the four operations.”

Practice:

13. John’s dog had 7 puppies. Each puppy gets to eat 4 treats a day. John’s open box of puppy treats has 24 treats left in it. Will there be enough treats in the box for one day, or does John need to open a new box? Explain.

Show work:

Explain: _____

14. Emily rode her bike 23 miles last week. This week she rode her bike twice as much. How far did Emily ride her bike after both weeks?

- a. 23 miles
- b. 32 miles
- c. 46 miles
- d. 69 miles

Math Essential Vocabulary

- * **elapsed time** - the amount of time that passes from the start of an activity to the end of that activity
- * **types of graphs** - pictograph, bar, double bar, line
- * **parts of graphs** - title, key, data, scale, category labels
- * **survey** - a question or set of questions that a group of people are asked
- * **data** - information collected about people or things
- * **x-axis/y-axis** - the “horizontal” axis/the “vertical” axis
- * **horizontal/vertical** - horizontal runs from left to right, vertical runs up and down (—, |)
- * **length** - how long something is when measured
- * **line plot** - a graphical display of a set of data where each piece of data is shown as a mark above a number line
- * **rounding** - one way to estimate
- * **estimate** - to find about how many or how much
- * **order of operations** - the rules of which calculation comes first in an expression, i.e.) $3 + (4 \times 7)$ multiplication comes before addition

Math Answer Key

1. Student draws a clock showing 4:30 and a clock showing 6:15.

How much time did William spend at football practice? one hour and forty-five minutes.

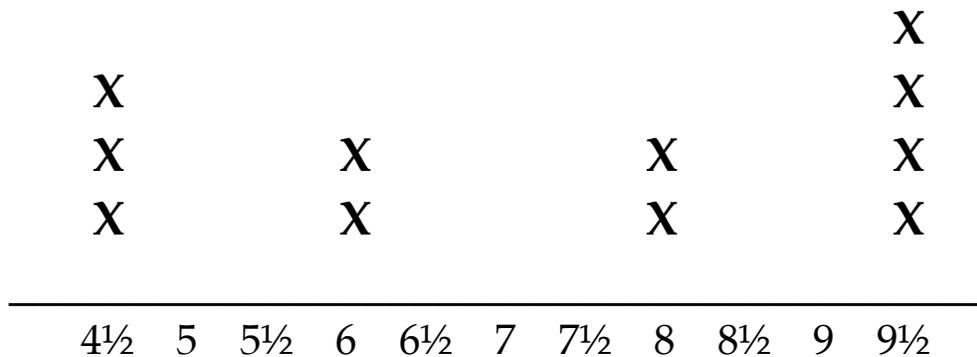
2. 40 minutes take away 12 minutes used, leaves 28 minutes to paint. Students explain how they worked the problem out.

3. \$7.14 left over

4. Nick spent \$20.13.

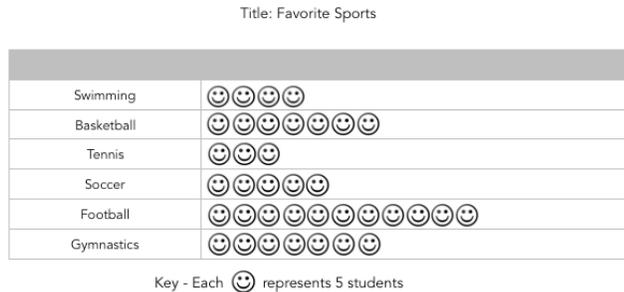
5. D

6. line plot below:



7. C

8. The key is ☺ = 5 students. The student finishes the pictograph using ☺ = 5 students for all of the sports.



9. Robert's rock collection about 400. Kyle's rock collection about 500. Compare the numbers $400 < 500$. Kyle has more rocks than Robert.

10. B

11. C, $12 \times 6 = 72$, $6 \times 12 = 72$, $72 \div 12 = 6$, $72 \div 6 = 12$

12. $56 \div 8 = 7$ or $56 \div 7 = 8$, $7 \times 8 = 56$, $8 \times 7 = 56$

13. $7 \times 4 = 28$, 28 needed > 24 left. John needs to open a new box of treats because he needs 28 and only has 24 in the opened box.

14. D

Essential Reading Standards

Learning Objective # 1:

 **“I can differentiate my point of view from the narrator or character. I can determine the author’s purpose for writing the story. (RL)**

Practice:

Use the passage below to answer the following questions:

Are You Ready, Sam?

The clouds hung low in the gray sky. The chirping of the bluebirds woke me from my restful sleep. As I slowly woke, I got a funny feeling in my stomach. Today was the day. Today, I had to do something I have been afraid to do for a long time. Breakfast was normal and I began to relax. Mom came into the kitchen asking, “Are you ready, Sam?” “Yes,” I answered quietly. I wasn’t really!

The school bus came on time, and I sat with my friend, Billy. We chatted about baseball and trading cards. It was a great way to get my mind off of what I had to do today. As we approached the school, I could feel my heart beating. My hands were starting to sweat. I hated this! I entered Mrs. Owens’ class. She was smiling, and saying hello to all her students as she did every morning.

“Hi Sam,” she said as I walked in. “Hi,” I said and quickly sat in my seat. We said the pledge, and then took our spelling test. I looked at the clock. The time was near. I hope I am not first! Mrs. Owens said it was time to begin our special day. Special day? That’s a joke. Mrs. Owens announced, “Sam, you’ll be first.”

I got up slowly, looking at the ground as I walked to the front of the room. I looked up, and everyone was staring at me. Mrs. Owens must have known I was nervous because she came by me, and put her hand on my back. She said to the class, “Sam has worked very hard on his report, and I know it is very interesting.” Then she turned to me and asked, “Sam, what did you like best about your report on Hawaii?” I nervously addressed my class saying “aloha.”

Then, I thought about the fun things I had read about surfing, volcanoes, and pineapples, and I started to talk. Before I knew it, I was telling the class about everything I had learned. I talked in front of the whole class, and it was fun. It wasn’t scary after all. The class clapped as I finished and Mrs. Owens was smiling. I was proud of myself.

1. The story is told in:
 - a. first person
 - b. third person
 - c. second person

2. What was the author's purpose for writing Are You Ready, Sam?
 - a. entertain
 - b. persuade
 - c. inform

Learning Objective # 2:

 **"I can use textual evidence to compare and contrast the story elements of multiple books in a series."**

Practice:

Use the passages below to answer the following questions:

Passage 1

Kim and Lynn had been through this before. Kim wanted to buy their mother a charm bracelet, and Lynn wanted to bake their mother a chocolate cake. Kim needed extra money to buy the perfect bracelet, and Lynn needed help with the baking. Neither would agree on what to do for their mother's birthday.

The morning before their mother's birthday, Kim snuck into Lynn's room to put \$20 under the pillow to help pay for the bracelet. She had saved some money from babysitting the neighbors' kids. When she went to the kitchen to bake the cake, she found her twin sister already measuring the flour and oil.

Passage 2

Alex and Kiera sat quietly in the back seat as their father drove them to the nursing home¹. They were visiting Grandma Flo that morning. She had started to forget even little things and needed to be constantly taken care of.

Now, it was Alex and Kiera's turn to remind their grandmother about family. Alex held on tightly to the picture frame he was going to give Grandma Flo. Kiera did the same to the bag of sugar cookies she had baked for the very first time for her sweet grandmother.

¹nursing home: a place where old people, who can't take care of themselves, can live and be cared for

3. How are the settings of the two stories similar?
 - a. Both take place in a car.
 - b. Both take place in the morning.
 - c. Both take place in the kitchen.
 - d. Both take place in a nursing home.

4. In what way are the stories different?
 - a. One story is about a sister babysitting kids, and the other is about grandchildren watching their grandmother.
 - b. One story is about two sisters always agreeing, and the other is about two siblings helping each other.
 - c. One story is about planning for a birthday, and the other is about going to a nursing home.
 - d. One story is about getting a gift from someone, and the other is about spending money on gifts.

5. Both passages share the theme that:
 - a. people change with time.
 - b. pictures say more than words.
 - c. siblings often disagree.
 - d. family is important.

Learning Objective # 3:

 **“ I can describe complex connections within text, such as cause and effect, comparison, and sequencing to help me understand expository texts.”**

Practice:

Use the passage below to answer the following questions:

Amazing Animal Helpers

www.readworks.org

Animals have special jobs! Many different types of animals help people. See how these animals lend a hand-or a flipper, hoof, or paw.

Diving Dolphins

A special team of bottlenose dolphins helps the U.S. Navy in the ocean waters near Iraq. The dolphins use sonar to find unsafe objects in the water. Sonar is the use of sound to find things. After the dolphins finish their job, they are rewarded with a favorite snack fish! The dolphins' work helps keep our troops safe from harm.

Reading Dogs

Some dogs help children become better readers. The dogs sit and listen to the children read. That helps kids feel confident while they read. The dogs do not rush the kids or correct them.

Helpful Horses

Meet Cuddles, a guide horse. She is full grown at 2 feet tall. That is about the size of a large dog. Cuddles helps guide her owner, who is blind. Cuddles wears special sneakers to protect her hooves.

Marvelous Monkeys

Some monkeys help people who cannot move their arms or legs. The monkeys are trained to do tasks such as getting water from the refrigerator or putting a CD in a music player.

6. What organizational pattern does this passage use?
- sequencing
 - cause and effect
 - inferencing
 - compare and contrast
7. The passage talks about different animals. What do all of the animals in the passage have in common?
- All of the animals improve human lives.
 - All of the animals can be pets.
 - All of the animals help humans in a negative way.
 - All of the animals can put a CD in a music player.

Learning Objective # 4:



“I can recount or paraphrase the message of fables, folktales, and myths when implicitly stated, and prove my thinking using key details from the text.”

Practice:

Use the passage below to answer the following questions:

The Wise Choice

www.readworks.org

“You have rescued my horse,” Queen Olivia told the young boy standing before her. “Now you shall have a reward.” Peter nervously ran his fingers through his brown hair. The frightened horse had run past him as he worked in the field that morning. He would have helped it whether it belonged to the queen or not. But he had to admit that getting a reward was nice.

Two of the queen’s pages appeared. One carried a small pillow with a mirror sitting on top. Red jewels sparkled on top of the mirror’s silver frame. The other page carried a wood cage with a clucking chicken inside it.

“Only one reward can be yours,” the queen said. “Choose wisely.” “That’s easy,” Peter said. “I’ll take the chicken.” Some of the people in the court laughed. It was clear they thought he had made a foolish choice.

“And why did you choose the chicken?” the queen asked. “Well, I don’t know much about jewels and things,” Peter answered. “But I do know about chickens. The chicken will provide eggs for my family for a long while.”

Queen Olivia smiled. “Then you did make a wise choice,” she said. “That mirror may look fancy. But the jewels you see are only colored glass, and the frame is painted silver. The chicken is much more valuable.” Peter took the chicken from the page. Then he bowed. “Thank you, your majesty.”

“You are a smart child,” the queen said. “I could use a smart boy to help take care of my horses. Would you like a job?” Peter grinned. “Thank you!” he said. A job at the castle paid well. Now his family would eat well for the rest of their lives—all because he had chosen a chicken!

8. What is the moral of the story?
 - a. You should always receive a reward for helping someone.
 - b. Jewels are more valuable than chickens.
 - c. Making wise decisions requires understanding the true value of things.
 - d. Queens can be kind.

9. Which detail helps the reader know what kind of story this is?
 - a. It teaches a lesson and is passed down from one person to another.
 - b. It has talking animals and teaches the reader a lesson.
 - c. The story explains how the universe works the way it does.
 - d. The story has magical creatures.

Learning Objective # 5:

 **"I can differentiate my point of view from an implicitly stated point of view of the author of a text. (RI)**

Practice:

Use the passage below to answer the following questions:

Students go to school during the week, Monday through Friday. They are expected to listen to their teachers, follow the rules, and try their hardest. Students ask questions about what they are reading and learning. This is how they increase their learning and become smarter. In order to maximize their learning, students also work at home in the evenings and on the weekends. This homework is meant to reinforce what students learned during the week and to extend their learning. In this country, all students attend school five days a week.

10. The story is told in:

- a. first person
- b. third person
- c. second person

11. What was the author's purpose for writing this passage?

- a. entertain
- b. persuade
- c. inform

Learning Objective # 6:

 "I can analyze information gained from complex illustrations and the inferences within a text to demonstrate understanding of the text."

Practice:

Use the passage below to answer the following questions:

Bare Bones

www.readworks.org

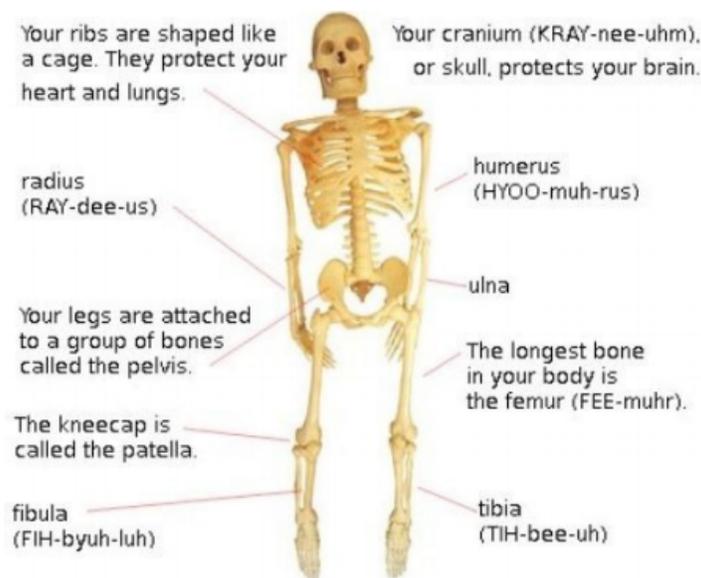
What You Need to Know to Protect Your Skeleton

Make no bones about it! Without your skeleton, you'd be as floppy as a wet noodle. Your skeleton doesn't just hold you up; it also protects your organs and works with your muscles so you can move around.

Children's bones grow and change. Recent studies have found that exercise can help kids grow healthy bones. The studies also show that kids who exercise have stronger bones as adults. "The exercise will help their bones now and in later life," says researcher Miryoung Lee.

Did You Know?

More than half the bones in the human body are in the hands and feet. Each hand has 27 bones; each foot has 26 bones.



Photos.com

12. In the diagram, where is the tibia located?
- a. below the kneecap
 - b. above the ulna
 - c. next to the radius
 - d. above the humerus
13. How are the “Bare Bones” diagram and reading passage similar to each other?
- a. both show/explain that kids who exercise have stronger bones as adults
 - b. both show/explain that each hand has 27 bones
 - c. both show/explain that the skeleton protects your organs
 - d. both show/explain that the longest bone in the body is the femur

Essential Reading Vocabulary

- * **author** - someone who writes a story
- * **theme**- the main subject that is being discussed in a piece of writing
- * **author's purpose**- why the text was written
- * **narrator** - the voice that the author uses to tell the story
- * **point of view** - who is telling the story
- * **moral** - the story's lesson or message
- * **fable** - a story usually containing animal characters and a always has a lesson
- * **folktale** - tells how something came to be and was passed down by word of mouth
- * **myth** - a story that describes the relationship between Gods/ Goddesses and humans
- * **key details** - details that support the topic sentence; usually the middle/body sentences of a paragraph
- * **cause** - the reason why something happens
- * **effect** - the outcome
- * **chronological order (sequencing)** - the ability to put the events of a story in order
- * **visual text features** - maps, illustrations, photographs, diagrams

Answer Key:

1). A

2). A

3). B

4). C

5). D

6). D

7). A

8). C

9). A

10). B

11). C

12). A

13). C