

3rd
Grade
Weeks

3 & 4

3rd Grade Week 3 Reading

Dear Parent/Guardian,

During Week 3, your child will review a variety of skills, including genre, literary elements, phonics, irregular verbs, proofreading, grammar, figurative language, and read poetry to practice reading comprehension: theme. We also suggest that students have an experience with reading each day. Reading at home will make a HUGE difference in your child's school success! Make reading part of your everyday routine. Choose books that match your child's interests. Reading for 20 minutes a day will continue to grow your young reader's vocabulary and comprehension.

Links for additional resources to support students at home are listed below for letters and numbers review, sight word practice, colors, shapes, and more:

<https://classroommagazines.scholastic.com/support/learnathome.html>

<https://www.education.com/>

<http://www.sheppardsoftware.com/>

<https://www.funbrain.com/>

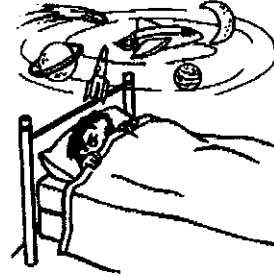
Objective: By the end of this week, students will be able to refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

Week 3 At A Glance		
Day 1	Read for 20 minutes Genre/ Literary Elements pg. 195	LAFS.3.RF.4.4 LAFS.3.RL.2.5
Day 2	Read for 20 minutes Phonics: Soft c and g/ words with -er and -est pg.198 Comprehension Skill: Theme pg.69	LAFS.3.RF.4.4 LAFS.3.RL.1.2
Day 3	Read for 20 minutes Please watch the video at this link https://www.youtube.com/watch?v=l8Yy_4JxFcA to learn how to identify the theme in a story or poem. Read "The Mysterious Eye" and answer questions that follow (CommonLit) <ul style="list-style-type: none"> Please use the UNRAAVAL strategy when reading to answer questions 	LAFS.3.RF.4.4
Day 4	Read for 20 minutes Grammar: Irregular Verbs pg.100 Grammar: Proofread pg.99	LAFS.3.RF.4.4 LAFS.3.L.1.1.g
Day 5	Read for 20 minutes Comprehension & Fluency pg. 193-194 Vocabulary Strategy: Metaphors pg.197	LAFS.3.RF.4.4 LAFS.3.RL.1.2 LAFS.3.RL.2.4

Name _____

If I Could Just Get Out of Bed

If I get out of bed, I could
 read a book about the moon
 and one about a rocket ship
 and one that tells me how to make
 a ship that flies me into space
 to be the first kid on the moon
 if I get out of bed.



Answer the questions about the poem.

1. What makes this poem free verse?

2. Whose point of view is the poem written from?

3. What event is the speaker in the poem describing?

Name _____

A. Read each sentence. Underline the word with the soft c or soft g sound.

1. I learned to ice skate last winter.
2. We saw giant trees in the redwood forest.
3. Mom bought celery for the salad.
4. It was fun to sing on stage last night.
5. He drew a perfect circle on his paper.

B. Read each sentence. Write the correct form of the word shown below each line. Use -er or -est to complete the sentence.

1. Oak Park is _____ than Blue Lake Park.
big
2. Mr. Landon's house is the _____ house in our entire town.
old
3. January is always our _____ month.
cold
4. Who is _____, you or your sister?
young
5. I think this apple is _____ than the one I ate yesterday.
sweet

Theme

Read the passage. Then complete the exercises.

A Good Neighbor

Carlo was on his way to play football when he saw his neighbor, Mrs. Lee. She was pulling weeds in her garden. She waved at him.

"Hello, Mrs. Lee. You look tired," he said.

"I am," she sighed.

Carlo heard himself say, "Why don't I help you?"

He left his old football on Mrs. Lee's porch and pulled weeds all afternoon. Finally, they were all done.

"It looks great!" said Mrs. Lee. "Let me pay you."

"That's OK!" said Carlo. "It was nothing!"

The next day Carlo found a new football on his porch and a note: "Good neighbors are hard to find!"

1. How did Carlo help his neighbor? _____

2. How did Mrs. Lee thank Carlo? _____

3. What is the theme of the story? _____

Name: _____ Class: _____

The Mysterious Egg

By Jennifer Mann
2015

Jennifer Mann has written for Highlights Magazine for Kids. In this poem, a group of farm animals waits for a mysterious egg to hatch. As you read, take notes on what the animals say and think about the egg.

- [1] The farm slept through the gusty¹ storm
all tucked away inside and warm,
while rafters shook and hinges squeaked,
shutters banged and branches creaked.
- [5] The night was dark. The wind blew strong.
A little egg was blown along.
Small and silent, round and white, it rolled up

to the barn that night.
Bright sky, pink clouds, the rising sun —

- [10] Rooster called, "The morning's come."
But then he noticed things amiss.²
He crowed, surprised, "Whose egg is this?"

The chickens cackled from their pens,
"If there's an egg, it's from us hens."

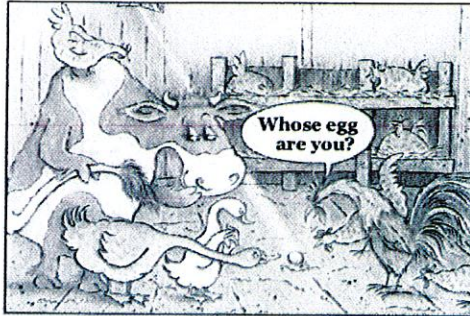
- [15] "Don't be so quick," said Goose and Duck.
"Perhaps that egg is mine," they clucked.

Cow yawned and stretched and rolled from bed.
"I might have lost an egg," she said.
Then Rooster crowed, "Whose egg are you?"

- [20] The little egg gave not a clue.

The chickens ran to clean the roost.³
"I'll dig up tasty slugs," said Goose,
while Duck fixed up a bed of reeds.
Cow polished, vacuumed, dusted, sneezed.

- [25] Then all raced back to wait and see, each wondering, "Will it look like me?"
Small and silent, round and white, the egg held
to its secret tight.



"Whose egg are you?" by Lila Chauncy Guida is used with permission.

1. related to strong, blowing winds
2. not quite right
3. a place where birds rest

- "I think the egg looks very goosey,"
Goose declared.⁴ "I'll name it Lucy."
[30] But Duck believed the shape so neat
was just the space for two webbed feet.
- The chickens fluttered in a snit.⁵
"That egg says hen all over it."
Cow, unsure of what to do,
[35] said she thought she heard it moo.
- They huddled up all close together.
No one moved beak, hoof, or feather.
Small and silent, round and white, that egg was
watched all through the night.
[40] Then *clunk*, then *crunch*, then *crackle-crack*. Then *wiggle, waggle, woggle, whack*.
And then a *snap* — the eggshell spread.
Out popped a baby turtle's head.
- They clapped and hugged and named her Sue.
She loved her roost, and learned to moo.
[45] She found those slugs the best to eat, and thought
her bed of reeds a treat.
- The mystery's solved; the story's done.
The egg belonged to everyone!

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4. **Declare (verb):** to make something known
5. a state of irritation

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: What is the main theme of the poem?
 - A. Animals often love and support each other.
 - B. Nature is full of delightful surprises.
 - C. All creatures desire to have a family.
 - D. Mistakes have a way of working out.

2. PART B: Which detail from the poem best supports the answer to Part A?
 - A. "But then he noticed things amiss. / He crowed, surprised, 'Whose egg is this?'" (Lines 11-12)
 - B. "Then all raced back to wait and see, each wondering, 'Will it look like me?'" (Line 25)
 - C. "And then a snap — the eggshell spread. / Out popped a baby turtle's head." (Lines 41-42)
 - D. "the story's done. / The egg belonged to everyone!" (Lines 47-48)

3. Why is it important to the story that the storm takes place in lines 1-7?
 - A. The storm introduces the egg into the animals' lives.
 - B. The frightening storm teaches the animals to value life.
 - C. The storm brings the animals closer together.
 - D. The storm puts the mysterious egg in danger.

4. How do the animals feel when the egg hatches into a turtle?

Discussion Questions

Directions: Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.

1. Before the egg hatches, all of the animals excitedly prepare for the baby to be born. What do you do to prepare when something exciting is coming? Have you ever prepared for a new family member? What did you do to prepare for that?
2. In the poem, the farm animals raise the turtle together. Would you consider them a family? Why or why not? What traits do you think make a family?

Name _____

Choose the verb form for each sentence. Circle your answer and write it on the line.

1. My class has _____ on a field trip to the transportation museum.
a. gone b. go c. went
2. We have _____ lots of ways that people used to travel.
a. see b. seen c. saw
3. People have _____ to this country by foot, boat, air, and rail.
a. come b. came c. comes
4. My grandpa had _____ some work on a steam locomotive long ago.
a. do b. did c. done
5. An airline company in town has _____ lots of money to the museum.
a. gives b. given c. gave
6. We _____ lunch in the dining car of a real train.
a. eat b. ate c. eaten
7. A woman from the museum _____ some songs about rail travel.
a. sing b. singed c. sang
8. Later we _____ to see a film about Amelia Earhart.
a. go b. went c. gone
9. I _____ a book report about her last year.
a. write b. wrote c. writed
10. My class _____ an amazing time on our field trip.
a. has b. have c. had

Name _____

- Irregular verbs have a special spelling to show that an action happened in the past.
- Some verbs have a special spelling when used with *have*, *has*, or *had*; *does*, *did*, or *do*.

A. Proofread this passage. Circle any incorrect irregular verbs.

Last week my mom comed to our school and gived a speech about being a volunteer. She has always sayed how important it is for people to help others. She has gave many hours of her time helping out at the animal shelter. I have seed her go out many times to rescue an animal. At the shelter she has sittid with several sick animals until they has eated a meal. I am proud to say that my mom has winned the Volunteer of the Year Award.

B. Rewrite the passage. Write irregular verbs correctly.

Name _____

Read the poem. Check your understanding by asking yourself what message the author wants to share.

Why I Run

6 The first marathon I ever saw
12 was years ago with my grandma.
19 We stood out on the Boston streets
26 and marveled at the number of feet
and marveled at the number of feet.

33 The runners were a rumbling herd,
39 except for a few—like the swiftest birds
47 who shot out alone to run their races
55 with determination carved into their faces
61 with determination carved into their faces.

67 Motorboats speeding over gray water,
72 these runners would inspire anyone's daughter.
78 That was the day I made the decision—
86 the bounce in my steps clarified my vision
94 the bounce in my steps clarified my vision.

102 I went home that day and laced up my shoes
112 and although my feet started out as one big bruise
122 I've run in every Boston Marathon since
129 and now I'm so strong I don't even wince
138 and now I'm so strong I don't *ever* wince.



Name _____

A. Reread the passage and answer the questions.**1. What is this poem about?**

2. What do you think is the theme of this poem?

3. Why do you think that is the theme?

B. Work with a partner. Read the passage aloud. Pay attention to expression. Stop after one minute. Fill out the chart.

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	

Name _____

**Read each passage. Find the metaphor and write it on the line.
Then write the two things that are being compared.**

1. The runners were a rumbling herd,
except for a few—

2. Motorboats speeding over gray water,
these runners would inspire anyone's daughter.

3. I went home that day and laced up my shoes
and although my feet started out as one big bruise

3rd Grade Week 4 Reading

Dear Parent/Guardian,

During Week 3, your child will review a variety of skills, including genre, literary elements, phonics, singular and plural nouns, compound words, grammar, sentence fluency, and read fairy tales to practice reading comprehension: point of view. We also suggest that students have an experience with reading each day. Reading at home will make a HUGE difference in your child's school success! Make reading part of your everyday routine. Choose books that match your child's interests. Reading for 20 minutes a day will continue to grow your young reader's vocabulary and comprehension.

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<https://www.education.com/>

<http://www.sheppardsoftware.com/>

<https://www.funbrain.com/>

Objective: By the end of this week, students will be able to distinguish their own point of view from that of the narrator or those of the characters.

Week 4 At A Glance		
Day 1	Read for 20 minutes Genre/ Literary Elements pg. 206	LAFS.3.RF.4.4 LAFS.3.RL.2.6
Day 2	Read for 20 minutes Phonics: Compound Words pg.122 Compound Words/ Consonant +le syllables pg. 208	LAFS.3.RF.4.4 LAFS.3.RL.2.4
Day 3	Read for 20 minutes Please watch the video at this link https://www.youtube.com/watch?v=AnYSohfiAg to learn how to distinguish your point of view from that of the narrator or that of the characters. Read "The Cave That Talked" and answer questions that follow (CommonLits) <ul style="list-style-type: none"> Please use the UNRAVEL strategy when reading to answer questions 	LAFS.3.RF.4.4
Day 4	Read for 20 minutes Grammar: Singular and Plural Nouns pg.101 Sentence Fluency pg. 210	LAFS.3.RF.4.4 LAFS.3.L.1.1.g
Day 5	Read for 20 minutes Comprehension & Fluency pg. 75 Vocabulary Strategy: Metaphors pg.207	LAFS.3.RF.4.4 LAFS.3.RL.2.6 LAFS.3.RL.2.4

Name _____

The Dragon in the Apple Orchard

Once upon a time, an old man lived near an apple orchard. So much fruit grew in the orchard that the old man was able to get all the food he needed from it. In fact, years of getting his food so easily had made him lazy. It was fall and the apples were ripe, but the old man didn't feel like doing the work. "Why should I pick them now?" he thought. "They'll be there when I need them."

But one day the old man awoke to a terrible sight. A dragon had settled down right in the middle of the orchard and was eating the apples! The old man was afraid. "If that dragon eats all of my apples, what will I have to eat?" he thought as he looked on.

After a little while, the dragon fell asleep. The old man thought, "This is my chance!" He crept out to the orchard, picked all the apples he needed, and hurried home. "I will pick these sooner next year," he thought. "I'm not the only one who wants them!"

Answer the questions about the text.

1. How do you know that this text is a fairy tale?

2. What in the story couldn't happen in real life?

3. What literary element does this fairy tale have at the end?

4. What do you think the message or lesson of this fairy tale is?

Name _____

airplane	daylight	birdhouse	sometime	sidewalks
daytime	hairdo	barefoot	someone	basketball
birthday	somebody	headlight	newspaper	stagecoach

Write the missing word to complete each compound spelling word. Then write the spelling word on the line.

1. _____ plane _____
2. head _____
3. day _____
- day _____
4. hair _____
5. _____ body _____
- some _____
- some _____
6. news _____
7. bare _____
8. _____ house _____
9. birth _____
10. side _____
11. _____ coach _____
12. _____ ball _____

Name _____

A. Make a compound word by adding a word part from the word box to the underlined word in each sentence. Write the word parts and compound word on the lines.

paper walks basket day bare

1. It's fun to take off our shoes and go foot at the beach.

_____ + _____ = _____

2. Where can I buy today's news?

_____ + _____ = _____

3. His dad will be the new ball coach.

_____ + _____ = _____

4. I earn extra money by shoveling snow from the side.

_____ + _____ = _____

5. Let's find the lost dog while we still have plenty of light.

_____ + _____ = _____

B. Circle the word in each pair that has a consonant + le, el, al, or il final syllable. Write the word with a slash to divide the syllables.

1. pencil weekly _____

2. bowl final _____

3. bugle glass _____

4. angel lately _____

Name: _____ Class: _____

The Cave That Talked

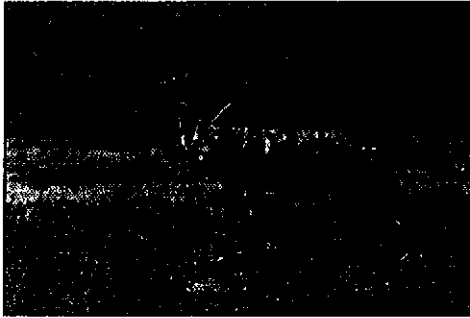
A Tale from the Panchatantra

By Jyoti Singh Visvanath
2004

Jyoti Singh Visvanath has written for Highlights. In this retelling of a fable from India, a lion waits in a cave to eat a jackal. As you read, take notes on the jackal's actions.

The Panchatantra is a collection of stories written long ago in India. A teacher wrote them to show his students, three young princes, how to live wisely.

- [1] Long ago, deep in a forest, a jackal¹ discovered a cave. He decided to make it his home. He left his cave every morning to hunt for food, and returned in the evening.



"Black back jackal" by Christine Olson is licensed under CC BY-ND 2.0

In the same forest lived an old lion. He had once been the king of the forest, but a younger, stronger lion had taken his place. The old lion wandered through the forest looking for food. But as he was too old to hunt, he often had to go hungry.

One day the lion wandered off his usual path in the forest. He tripped on a branch and tumbled down a small hill, landing near the mouth of a cave. The lion picked himself up slowly and walked to the cave's entrance. He looked inside. There seemed to be no one there. He sniffed. Aha! His nose told him that an animal lived in this cave. Sooner or later it would return home.

The lion licked his lips. "At last I'll get something to eat," he thought.

- [5] "I will hide in this cave and eat the animal that lives here as soon as it enters."

Late in the afternoon the jackal returned to his cave. As he walked toward the entrance, he noticed something strange. Near the mouth of the cave were footprints of some big animal. He saw that the footprints went into his cave but did not come out. That meant the animal was still inside. He wondered what to do. Then he had an idea.

"Oh, cave, my dear cave," he shouted. "Please talk to me." There was no reply. "Why are you so quiet?" called the jackal. "You promised to greet me every day when I came home." Still no reply. "All right! If you will not speak to me, I will go to the other cave that talks," said the jackal. He made sounds to show that he was leaving.

1. a type of wild dog

The lion sat in the cave, wondering what was happening. He heard the jackal call out to the cave, but the cave did not reply. "The cave must be keeping quiet because I am here," thought the lion. "If I call out a greeting, the jackal will come into the cave, and I can eat him up." The lion roared out a greeting. The sound bounced off the walls and came out through the mouth of the cave. It was loud enough to be heard by all the animals in the forest. The jackal quickly understood that a lion was hiding in his cave. Chuckling to himself, he said, "Long years through these woods I've walked, but I've never heard a cave that talked." Then he ran far from the cave to find himself a new home.

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Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which sentence describes the theme of the short story?
 - A. Smaller creatures tend to be more intelligent than larger creatures.
 - B. Being thoughtful and clever can help you get out of trouble.
 - C. Being intelligent is more important than being large or strong.
 - D. The young have an easier time surviving and succeeding than the old.

2. PART B: Which detail from the story best supports the answer to Part A?
 - A. "The old lion wandered through the forest looking for food. But as he was too old to hunt, he often had to go hungry." (Paragraph 2)
 - B. "There seemed to be no one there. He sniffed. Aha! His nose told him that an animal lived in this cave. Sooner or later it would return home." (Paragraph 3)
 - C. "Late in the afternoon the jackal returned to his cave. As he walked toward the entrance, he noticed something strange." (Paragraph 6)
 - D. "It was loud enough to be heard by all the animals in the forest. The jackal quickly understood that a lion was hiding in his cave." (Paragraph 8)

3. What does paragraph 6 reveal about the jackal?
 - A. The jackal is smart.
 - B. The jackal is mean.
 - C. The jackal is fearless.
 - D. The jackal is trusting.

4. Why did the lion roar at the jackal?

Discussion Questions

Directions: Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.

1. In the story, the jackal is able to avoid being eaten by the lion. What skills help him accomplish this? Describe a time when you avoided a dangerous situation.
2. In the story, the lion wants to eat the jackal. Do you think the jackal is afraid of the lion? Why or why not? What drives his actions when he decides to trick the lion? Describe a time when fear impacted your actions.

Name _____

- A **singular pronoun** replaces a singular noun.
- A **plural pronoun** replaces a plural noun or more than one noun.
- A **personal pronoun** replaces a noun that refers to a person or thing. They can be singular or plural. Personal pronouns include *I, me, you, we, us, he, she, it, or you.*

Rewrite each sentence. Use a singular or plural pronoun to replace the underlined noun or nouns.

1. Carlos is reading a book about African lions.

2. Marcus and Ana are interested in Bengal tigers.

3. Jonas said, "Jonas saw a movie about wildlife in Costa Rica."

4. The library closes at noon today.

5. Carmen said, "Thalia and Carmen are planning a report on reptiles."

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about how you can vary sentence structures.

Draft Model

I went to my friend Alex's house last Saturday. Alex had a blue marble that I liked. I had a red marble that Alex liked. We traded the marbles.

1. How could you make the first sentence more interesting by starting it in a different way?
2. How could you combine the second and third sentences to make a compound sentence?
3. How could you make the last sentence more interesting by starting it in a different way?

B. Now revise the draft by using different kinds of sentences to make this story about trading something with a friend more detailed and interesting.

3rd Grade Math Week 3 & 4

Student resource type in your web browser.

<https://youtu.be/Xy2ZggsWsb8>

The channel name is ValerieWilluweit 3rd grade lesson 9.1
videos can be viewed for each lesson

Week 3 At A Glance

Day 1	Compare Fractions Page 1-2
Day 2	9.1 unlock the problem pg 351 and on your own pg 354
Day 3	9.1 practice page
Day 4	9.2 unlock the problem pg 355 and on your own pg 357
Day 5	9.2 practice page

Week 4 At A Glance

Day 1	9.3 unlock the problem pg 359 and on your own 361
Day 2	9.3 practice page
Day 3	9.4 unlock the problem pg 363 and on your own pg 365
Day 4	9.4 practice page
Day 5	mid chapter check

Compare Fractions

Show What You Know

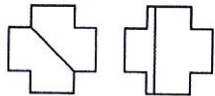


Check your understanding of important skills.

Name _____

► Halves and Fourths


1. Find the shape that is divided into 2 equal parts. Color $\frac{1}{2}$.



2. Find the shape that is divided into 4 equal parts. Color $\frac{1}{4}$.




► Parts of a Whole Write the number of shaded parts and the number of equal parts.

3.  _____ shaded parts
_____ equal parts

4.  _____ shaded parts
_____ equal parts

► Fractions of a Whole

Write the fraction that names the shaded part of each shape.

5.  _____

6.  _____

7.  _____



Hannah keeps her marbles in bags with 4 marbles in each bag. She writes $\frac{3}{4}$ to show the number of red marbles in each bag. Be a Math Detective to find another fraction to name the number of red marbles in 2 bags.



Name _____

Problem Solving • Compare Fractions

PROBLEM SOLVING

Lesson 9.1

COMMON CORE STANDARD MACC.3.NF.1.3d

Develop understanding of fractions as numbers.



Solve.

1. Luis skates $\frac{2}{3}$ mile from his home to school. Isabella skates $\frac{2}{4}$ mile to get to school. Who skates farther?

Think: Use fraction strips to act it out.

Luis

2. Sandra makes a pizza. She puts mushrooms on $\frac{2}{8}$ of the pizza. She adds green peppers to $\frac{5}{8}$ of the pizza. Which topping covers more of the pizza?

3. The jars of paint in the art room have different amounts of paint. The green paint jar is $\frac{4}{8}$ full. The purple paint jar is $\frac{4}{6}$ full. Which paint jar is less full?

4. Jan has a recipe for bread. She uses $\frac{2}{3}$ cup of flour and $\frac{1}{3}$ cup of chopped onion. Which ingredient does she use more of, flour or onion?

5. Edward walked $\frac{3}{4}$ mile from his home to the park. Then he walked $\frac{2}{4}$ mile from the park to the library. Which distance is shorter?

Name _____

Problem Solving • Compare Fractions

PROBLEM SOLVING

Lesson 4.1

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Vocabulary Builder

► Visualize It

Complete the flow map by using the words with a ✓.

Fractions and Whole Numbers

What is it?

What are some examples?



$$\frac{2}{3} > \frac{1}{3}$$



$$\frac{1}{4} < \frac{2}{4}$$



$$\frac{1}{2} = \frac{2}{4}$$



$$\frac{1}{3}, \frac{1}{4}$$



$$\frac{2}{2}, \frac{4}{2}$$

Review Words

compare

denominator

eighths

equal parts

equal to (=)

fourths

fraction

✓ greater than (>)

halves

✓ less than (<)

numerator

order

sixths

thirds

✓ unit fractions

✓ whole numbers

Preview Word

✓ equivalent

fractions

► Understand Vocabulary

Write the review word or preview word that answers the riddle.

1. We are two fractions that name the same amount.

2. I am the part of a fraction above the line. I tell how many parts are being counted.

3. I am the part of a fraction below the line. I tell how many equal parts are in the whole or in the group.

Name _____

PROBLEM SOLVING
Lesson 9.1

Problem Solving • Compare Fractions

Essential Question How can you use the strategy *act it out* to solve comparison problems?

UNLOCK the Problem **REAL WORLD**

Mary and Vincent climbed up a rock wall at the park. Mary climbed $\frac{3}{4}$ of the way up the wall. Vincent climbed $\frac{3}{8}$ of the way up the wall. Who climbed higher?

You can act out the problem by using manipulatives to help you compare fractions.

Remember

< is less than
> is greater than
= is equal to



Read the Problem

What do I need to find?

What information do I need to use?

Mary climbed _____ of the way.

Vincent climbed _____ of the way.

How will I use the information?

I will use _____

and _____ the lengths of the models to find who climbed _____.

Solve the Problem

Record the steps you used to solve the problem.



Compare the lengths.



The length of the $\frac{3}{4}$ model is _____
than the length of the $\frac{3}{8}$ model.

So, _____ climbed higher on the rock wall.

Math Talk

How do you know who climbed higher?

MATHEMATICAL PRACTICES

Lesson 4.2

Name _____

Compare Fractions with the Same Denominator

COMMON CORE STANDARD MACC.3.NF.1.3d
Develop understanding of fractions as numbers.

Compare. Write $<$, $>$, or $=$.

1. $\frac{3}{4} \bigcirc \frac{1}{4}$

2. $\frac{3}{6} \bigcirc \frac{0}{6}$

3. $\frac{1}{2} \bigcirc \frac{1}{2}$

4. $\frac{5}{6} \bigcirc \frac{6}{6}$

5. $\frac{7}{8} \bigcirc \frac{5}{8}$

6. $\frac{2}{3} \bigcirc \frac{3}{3}$

7. $\frac{8}{8} \bigcirc \frac{0}{8}$

8. $\frac{1}{6} \bigcirc \frac{1}{6}$

9. $\frac{3}{4} \bigcirc \frac{2}{4}$

10. $\frac{1}{6} \bigcirc \frac{2}{6}$

11. $\frac{1}{2} \bigcirc \frac{0}{2}$

12. $\frac{3}{8} \bigcirc \frac{3}{8}$

13. $\frac{1}{4} \bigcirc \frac{4}{4}$

14. $\frac{5}{8} \bigcirc \frac{4}{8}$

15. $\frac{4}{6} \bigcirc \frac{6}{6}$

Problem Solving

16. Ben mowed $\frac{5}{6}$ of his lawn in one hour. John mowed $\frac{4}{6}$ of his lawn in one hour. Who mowed less of his lawn in one hour?

17. Darcy baked 8 muffins. She put blueberries in $\frac{5}{8}$ of the muffins. She put raspberries in $\frac{3}{8}$ of the muffins. Did more muffins have blueberries or raspberries?

On Your Own

Use the table for 4–5.

4. Suri is frosting 8 cupcakes for her party. The table shows the fraction of cupcakes frosted with each frosting flavor. Which flavor did Suri use on the most cupcakes?

Hint: Use 8 counters to model the cupcakes.

5. **Write Math** What's the Question? The answer is strawberry.

6. **Hot** Suppose Suri had also used peanut butter frosting on the cupcakes. She frosted $\frac{1}{2}$ of the cupcakes with vanilla, $\frac{1}{4}$ with chocolate, $\frac{1}{8}$ with strawberry, and $\frac{1}{8}$ with peanut butter. Which flavor of frosting did Suri use on the most cupcakes?

7. Ms. Gordon has many cookie recipes. One recipe uses $\frac{1}{3}$ cup oatmeal and $\frac{1}{2}$ cup flour. Will Ms. Gordon use more oatmeal or more flour? **Explain.**

8. **Test Prep** Rick lives $\frac{4}{6}$ mile from school. Noah lives $\frac{3}{6}$ mile from school. Which of the following correctly compares the fractions?

- Ⓐ $\frac{4}{6} = \frac{3}{6}$ Ⓒ $\frac{4}{6} > \frac{3}{6}$
 Ⓑ $\frac{4}{6} < \frac{3}{6}$ Ⓓ $\frac{3}{6} > \frac{4}{6}$

Choose a STRATEGY

Act It Out
 Draw a Diagram
 Find a Pattern
 Make a Table

Suri's Cupcakes

Frosting Flavor	Fraction of Cupcakes
Vanilla	$\frac{3}{8}$
Chocolate	$\frac{4}{8}$
Strawberry	$\frac{1}{8}$

SHOW YOUR WORK

Name _____

Lesson 4.3

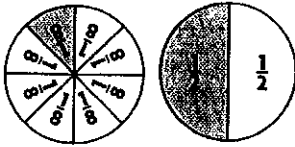
Compare Fractions with the Same Numerator



COMMON CORE STANDARD MACC.3.NF.1.3d
Develop understanding of fractions as numbers.

Compare. Write $<$, $>$, or $=$.

1. $\frac{1}{8}$ ○ $\frac{1}{2}$



2. $\frac{3}{8}$ ○ $\frac{3}{6}$

3. $\frac{2}{3}$ ○ $\frac{2}{4}$

4. $\frac{2}{8}$ ○ $\frac{2}{3}$

5. $\frac{3}{6}$ ○ $\frac{3}{4}$

6. $\frac{1}{2}$ ○ $\frac{1}{6}$

7. $\frac{5}{6}$ ○ $\frac{5}{8}$

8. $\frac{4}{8}$ ○ $\frac{4}{8}$

9. $\frac{6}{8}$ ○ $\frac{6}{6}$

Problem Solving **REAL WORLD**

10. Javier is buying food in the lunch line. The tray of salad plates is $\frac{3}{8}$ full. The tray of fruit plates is $\frac{3}{4}$ full. Which tray is more full?

11. Rachel bought some buttons. Of the buttons, $\frac{2}{4}$ are yellow and $\frac{2}{8}$ are red. Rachel bought more of which color buttons?

Name _____

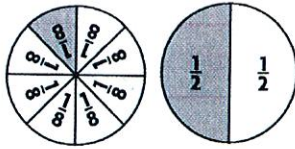
Lesson 4.3

Compare Fractions with the Same Numerator

COMMON CORE STANDARD MACC.3.NF.1.3d
Develop understanding of fractions as numbers.

Compare. Write $<$, $>$, or $=$.

1. $\frac{1}{8} \bigcirc \frac{1}{2}$



2. $\frac{3}{8} \bigcirc \frac{3}{6}$

3. $\frac{2}{3} \bigcirc \frac{2}{4}$

4. $\frac{2}{8} \bigcirc \frac{2}{3}$

5. $\frac{3}{6} \bigcirc \frac{3}{4}$

6. $\frac{1}{2} \bigcirc \frac{1}{6}$

7. $\frac{5}{6} \bigcirc \frac{5}{8}$

8. $\frac{4}{8} \bigcirc \frac{4}{8}$

9. $\frac{6}{8} \bigcirc \frac{6}{6}$

Problem Solving **REAL WORLD**

10. Javier is buying food in the lunch line. The tray of salad plates is $\frac{3}{8}$ full. The tray of fruit plates is $\frac{3}{4}$ full. Which tray is more full?

11. Rachel bought some buttons. Of the buttons, $\frac{2}{4}$ are yellow and $\frac{2}{8}$ are red. Rachel bought more of which color buttons?



Use fraction strips and a number line.

At the craft store, one piece of ribbon is $\frac{2}{8}$ yard long. Another piece of ribbon is $\frac{7}{8}$ yard long. If Sean wants to buy the longer piece of ribbon, which piece should he buy?

Compare $\frac{2}{8}$ and $\frac{7}{8}$.

- Shade the fraction strips to show the locations of $\frac{2}{8}$ and $\frac{7}{8}$.

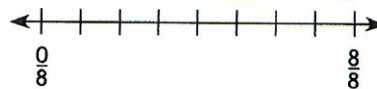
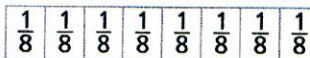
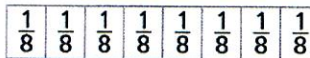
- Draw and label points on the number line to represent the distances $\frac{2}{8}$ and $\frac{7}{8}$.

- Compare the lengths.

$\frac{2}{8}$ is to the left of $\frac{7}{8}$. It is closer to $\frac{0}{8}$, or ____.

$\frac{7}{8}$ is to the ____ of $\frac{2}{8}$. It is closer to ____, or ____.

____ < ____ and ____ > ____



$\frac{0}{8}$

$\frac{8}{8}$

So, Sean should buy the piece of ribbon that is ____ yard long.



Use reasoning.

Molly and Omar are decorating same-size bookmarks. Molly covers $\frac{3}{3}$ of her bookmark with glitter. Omar covers $\frac{1}{3}$ of his bookmark with glitter. Whose bookmark is covered with more glitter?

Compare $\frac{3}{3}$ and $\frac{1}{3}$.

- When the denominators are the same, the whole is divided

into same-size pieces. You can look at the ____ to compare the number of pieces.

- Both fractions involve third-size pieces. ____ pieces

are more than ____ piece. $3 > \underline{\hspace{1cm}}$, so ____ > ____.

So, ____ bookmark is covered with more glitter.



Math Talk

MATHEMATICAL PRACTICES

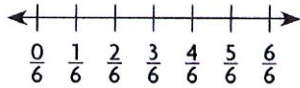
Explain how you can use reasoning to compare fractions with the same denominator.

Name _____

Share and Show



1. Draw points on the number line to show $\frac{1}{6}$ and $\frac{5}{6}$. Then compare the fractions.



Think: $\frac{1}{6}$ is to the left of $\frac{5}{6}$ on the number line.

Math Talk

MATHEMATICAL PRACTICES

Explain why fractions increase in size as you move right on the number line.

$$\frac{1}{6} \bigcirc \frac{5}{6}$$

Compare. Write $<$, $>$, or $=$.

2. $\frac{4}{8} \bigcirc \frac{3}{8}$

3. $\frac{1}{4} \bigcirc \frac{4}{4}$

4. $\frac{1}{2} \bigcirc \frac{1}{2}$

5. $\frac{3}{6} \bigcirc \frac{2}{6}$

On Your Own

Compare. Write $<$, $>$, or $=$.

6. $\frac{2}{4} \bigcirc \frac{3}{4}$

7. $\frac{2}{3} \bigcirc \frac{2}{3}$

8. $\frac{4}{6} \bigcirc \frac{2}{6}$

9. $\frac{0}{8} \bigcirc \frac{2}{8}$



Write a fraction less than, greater than, or equal to the given fraction.

10. $\frac{1}{2} < \underline{\hspace{1cm}}$

11. $\underline{\hspace{1cm}} < \frac{12}{6}$

12. $\frac{8}{8} = \underline{\hspace{1cm}}$

13. $\underline{\hspace{1cm}} > \frac{2}{4}$

Problem Solving



14. Carlos finished $\frac{5}{8}$ of his art project on Monday. Tyler finished $\frac{7}{8}$ of his art project on Monday. Who finished more of his art project on Monday?
- _____

15. Ms. Endo made two pies that are the same size. Her family ate $\frac{1}{4}$ of the apple pie and $\frac{3}{4}$ of the cherry pie. Which pie had less left over?
- _____

Name _____

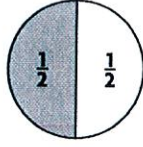
Lesson 4.3

Compare Fractions with the Same Numerator

COMMON CORE STANDARD MACC.3.NF.1.3d
Develop understanding of fractions as numbers.

Compare. Write $<$, $>$, or $=$.

1. $\frac{1}{8} \bigcirc \frac{1}{2}$



2. $\frac{3}{8} \bigcirc \frac{3}{6}$

3. $\frac{2}{3} \bigcirc \frac{2}{4}$

4. $\frac{2}{8} \bigcirc \frac{2}{3}$

5. $\frac{3}{6} \bigcirc \frac{3}{4}$

6. $\frac{1}{2} \bigcirc \frac{1}{6}$

7. $\frac{5}{6} \bigcirc \frac{5}{8}$

8. $\frac{4}{8} \bigcirc \frac{4}{8}$

9. $\frac{6}{8} \bigcirc \frac{6}{6}$

Problem Solving **REAL WORLD**

10. Javier is buying food in the lunch line. The tray of salad plates is $\frac{3}{8}$ full. The tray of fruit plates is $\frac{3}{4}$ full. Which tray is more full?

11. Rachel bought some buttons. Of the buttons, $\frac{2}{4}$ are yellow and $\frac{2}{8}$ are red. Rachel bought more of which color buttons?

Name _____

Compare Fractions with the Same Numerator

Essential Question How can you compare fractions with the same numerator?

UNLOCK the Problem REAL WORLD

Josh is at Enzo's Pizza Palace. He can sit at a table with 5 of his friends or at a different table with 7 of his friends. The same-size pizza is shared equally among the people at each table. At which table should Josh sit to get more pizza?



Model the problem.

There will be 6 friends sharing Pizza A or 8 friends sharing Pizza B.

So, Josh will get either $\frac{1}{6}$ or $\frac{1}{8}$ of a pizza.

- Shade $\frac{1}{6}$ of Pizza A.
- Shade $\frac{1}{8}$ of Pizza B.
- Which piece of pizza is larger?
- Compare $\frac{1}{6}$ and $\frac{1}{8}$.

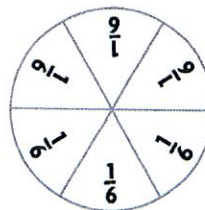
$$\frac{1}{6} \bigcirc \frac{1}{8}$$

So, Josh should sit at the table with _____ friends to get more pizza.

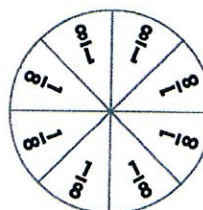
- Including Josh, how many friends will be sharing pizza at each table?

- What will you compare?

Pizza A



Pizza B



1. Which pizza has more pieces? _____
The *more* pieces a whole is divided into, the _____ the pieces are.
2. Which pizza has fewer pieces? _____
The *fewer* pieces a whole is divided into, the _____ the pieces are.

MATHEMATICAL PRACTICES

Math Talk Suppose Josh wants two pieces of one of the pizzas above. Is $\frac{2}{6}$ or $\frac{2}{8}$ of the pizza a greater amount? Explain how you know.

Name _____

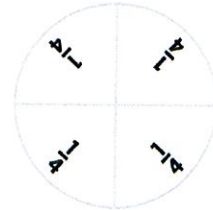
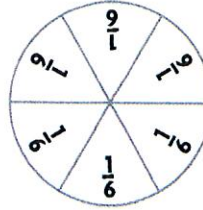
Share and Show



1. Shade the models to show $\frac{1}{6}$ and $\frac{1}{4}$.

Then compare the fractions.

$$\frac{1}{6} \bigcirc \frac{1}{4}$$



Compare. Write $<$, $>$, or $=$.

2. $\frac{1}{8} \bigcirc \frac{1}{3}$

3. $\frac{3}{4} \bigcirc \frac{3}{8}$

4. $\frac{2}{6} \bigcirc \frac{2}{3}$

5. $\frac{4}{8} \bigcirc \frac{4}{4}$

6. $\frac{3}{6} \bigcirc \frac{3}{6}$

7. $\frac{8}{4} \bigcirc \frac{8}{8}$

Math Talk

MATHEMATICAL PRACTICES
Explain why $\frac{1}{2}$ is greater than $\frac{1}{4}$.

On Your Own

Compare. Write $<$, $>$, or $=$.

8. $\frac{1}{3} \bigcirc \frac{1}{4}$

9. $\frac{2}{3} \bigcirc \frac{2}{6}$

10. $\frac{4}{8} \bigcirc \frac{4}{2}$

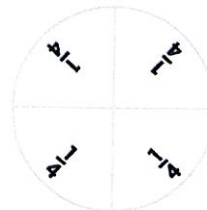
11. $\frac{6}{8} \bigcirc \frac{6}{6}$

12. $\frac{1}{6} \bigcirc \frac{1}{2}$

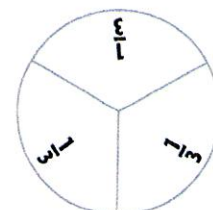
13. $\frac{7}{8} \bigcirc \frac{7}{8}$

14. **H.O.T. Sense or Nonsense?** James ate $\frac{3}{4}$ of his pancake. David ate $\frac{2}{3}$ of his pancake. Both pancakes are the same size. Who ate more of his pancake?

James said he knows he ate more because he looked at the amounts left. Does his answer make sense? Shade the models. Explain.



James



David

Name _____

Lesson 4.4

Compare Fractions

COMMON CORE STANDARD MACC.3.NF.1.3d

Develop an understanding of fractions as numbers.

Compare. Write $<$, $>$, or $=$. Write the strategy you used.

1. $\frac{3}{8} \bigcirc \frac{3}{4}$

Think: The numerators are the same. Compare the denominators. The greater fraction will have the lesser denominator.

same numerator

2. $\frac{2}{3} \bigcirc \frac{7}{8}$

3. $\frac{3}{4} \bigcirc \frac{1}{4}$

Name a fraction that is less than or greater than the given fraction. Draw to justify your answer.

4. greater than $\frac{1}{3}$ —

5. less than $\frac{3}{4}$ —

Problem Solving **REAL WORLD**

6. At the third-grade party, two groups each had their own pizza. The blue group ate $\frac{7}{8}$ pizza. The green group ate $\frac{2}{8}$ pizza. Which group ate more of their pizza?

7. Ben and Antonio both take the same bus to school. Ben's ride is $\frac{7}{8}$ mile. Antonio's ride is $\frac{3}{4}$ mile. Who has a longer bus ride?

Name _____

Compare Fractions

Essential Question What strategies can you use to compare fractions?

UNLOCK the Problem REAL WORLD

Luka and Ann are eating the same-size small pizzas. One plate has $\frac{3}{4}$ of Luka's cheese pizza. Another plate has $\frac{5}{6}$ of Ann's sausage pizza. Whose plate has more pizza?

- Circle the numbers you need to compare.
- How many pieces make up each whole pizza?

Compare $\frac{3}{4}$ and $\frac{5}{6}$.

Missing Pieces Strategy

- You can compare fractions by comparing pieces missing from a whole.
- Shade $\frac{3}{4}$ of Luka's pizza and $\frac{5}{6}$ of Ann's pizza. Each fraction represents a whole that is missing one piece.
- Since $\frac{1}{6} < \frac{1}{4}$, a smaller piece is missing from Ann's pizza.
- If a smaller piece is missing from Ann's pizza, she must have more pizza.

So, _____ plate has more pizza.

Morgan ran $\frac{2}{3}$ mile. Alexa ran $\frac{1}{3}$ mile. Who ran farther?

Compare $\frac{2}{3}$ and $\frac{1}{3}$.

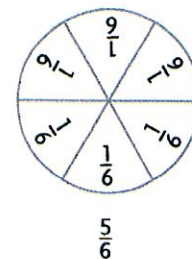
$$\frac{2}{3} > \frac{1}{3}$$

So, _____ ran farther.

Luka



Ann



Math Talk

Explain how knowing that $\frac{1}{4}$ is less than $\frac{1}{3}$ helps you compare $\frac{3}{4}$ and $\frac{2}{3}$.

Same Denominator Strategy

- When the denominators are the same, you can compare only the number of pieces, or the numerators.

Name _____

On Your Own

Compare. Write $<$, $>$, or $=$. Write the strategy you used.

6. $\frac{1}{2} \bigcirc \frac{2}{2}$

7. $\frac{1}{3} \bigcirc \frac{1}{4}$

8. $\frac{2}{3} \bigcirc \frac{5}{6}$

9. $\frac{2}{8} \bigcirc \frac{0}{8}$

10. $\frac{5}{6} \bigcirc \frac{5}{6}$

11. $\frac{4}{6} \bigcirc \frac{4}{2}$


Name a fraction that is less than or greater than the given fraction. Draw to justify your answer.

12. greater than $\frac{2}{3}$ _____

13. less than $\frac{5}{6}$ _____

14. less than $\frac{2}{4}$ _____

15. greater than $\frac{3}{8}$ _____

16.  **What's the Error?** Jack says that $\frac{5}{8}$ is greater than $\frac{5}{6}$ because the denominator 8 is greater than the denominator 6. Describe Jack's error.
- _____
- _____

Name _____



Mid-Chapter Checkpoint

► Concepts and Skills

1. When two fractions refer to the same whole, **explain** why the fraction with a lesser denominator has larger pieces than the fraction with a greater denominator.

2. When two fractions refer to the same whole and have the same denominators, **explain** why you can compare only the numerators.

Compare. Write $<$, $>$, or $=$.

3. $\frac{1}{6} \bigcirc \frac{1}{4}$

4. $\frac{1}{8} \bigcirc \frac{1}{8}$

5. $\frac{2}{8} \bigcirc \frac{2}{3}$

6. $\frac{4}{2} \bigcirc \frac{1}{2}$

7. $\frac{7}{8} \bigcirc \frac{3}{8}$

8. $\frac{5}{6} \bigcirc \frac{2}{3}$

9. $\frac{2}{4} \bigcirc \frac{3}{4}$

10. $\frac{6}{6} \bigcirc \frac{6}{8}$

11. $\frac{3}{4} \bigcirc \frac{7}{8}$

Name a fraction that is less than or greater than the given fraction. Draw to justify your answer.

12. greater than $\frac{2}{6}$ _____

13. less than $\frac{2}{3}$ _____

Fill in the bubble for the correct answer choice.

14. Two walls in Tiffany's room are the same size. Tiffany paints $\frac{1}{4}$ of one wall. Jake paints $\frac{1}{8}$ of the other wall. Which of the following correctly compares the fractions?
- (A) $\frac{1}{4} < \frac{1}{8}$ (C) $\frac{1}{4} > \frac{1}{8}$
(B) $\frac{1}{8} = \frac{1}{4}$ (D) $\frac{1}{8} > \frac{1}{4}$
15. Matthew ran $\frac{5}{8}$ mile during track practice. Paul ran $\frac{5}{6}$ mile. Which of the following correctly compares the fractions?
- (A) $\frac{5}{6} = \frac{5}{8}$
(B) $\frac{5}{8} < \frac{5}{6}$
(C) $\frac{5}{8} > \frac{5}{6}$
(D) $\frac{5}{6} < \frac{5}{8}$
16. Mallory bought 6 roses for her mother. Two-sixths of the roses are red and $\frac{4}{6}$ are yellow. Which of the following correctly compares the fractions?
- (A) $\frac{4}{6} < \frac{2}{6}$ (C) $\frac{4}{6} = \frac{2}{6}$
(B) $\frac{2}{6} < \frac{4}{6}$ (D) $\frac{2}{6} > \frac{4}{6}$
17. Lani used $\frac{2}{3}$ cup of raisins and $\frac{3}{4}$ cup of oatmeal to bake cookies. Which statement is correct?
- (A) Lani used the same amount of raisins and oatmeal.
(B) Lani used more raisins than oatmeal.
(C) Lani used less oatmeal than raisins.
(D) Lani used less raisins than oatmeal.