

Name: _____

SNOW DAY LEARNING BOOKLET



WCA Grade 3
AMI Learning Packet
Day 1

Additional Practice 1-3

Arrays and Properties

Another Look!

Scott arranges some apples into arrays.
How many apples are in each array?



$$3 \times 2 = 6$$



$$2 \times 3 = 6$$

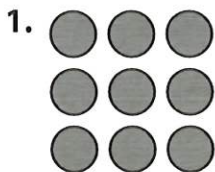
There are 6 apples in each array.

You can use the Commutative Property of Multiplication to multiply numbers in any order.

$$3 \times 2 = 2 \times 3$$

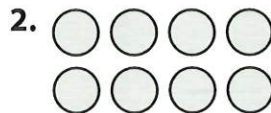


In 1–3, fill in the blanks to show skip counting and multiplication for each array.



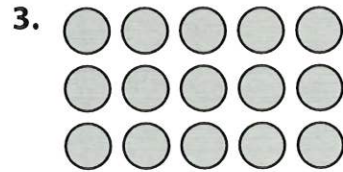
3, __, __

$$3 \times \underline{\quad} = 9$$



__, __

$$2 \times \underline{\quad} = \underline{\quad}$$



__, __, 15

$$\underline{\quad} \times \underline{\quad} = 15$$

In 4 and 5, draw arrays. Write and solve a multiplication equation for each array.

4. 3×4

4×3

5. 2×5

5×2



Synonyms and Antonyms

Write each pair of words in the correct column. One has been done for you.

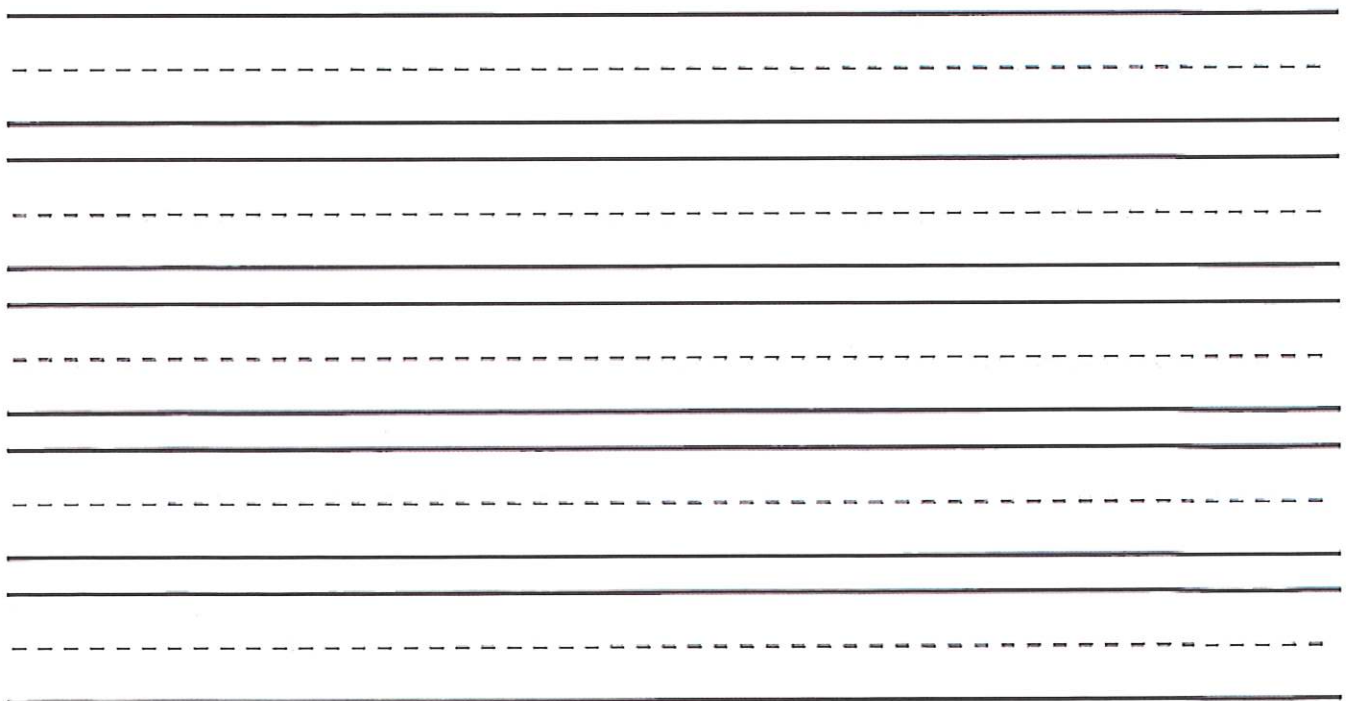
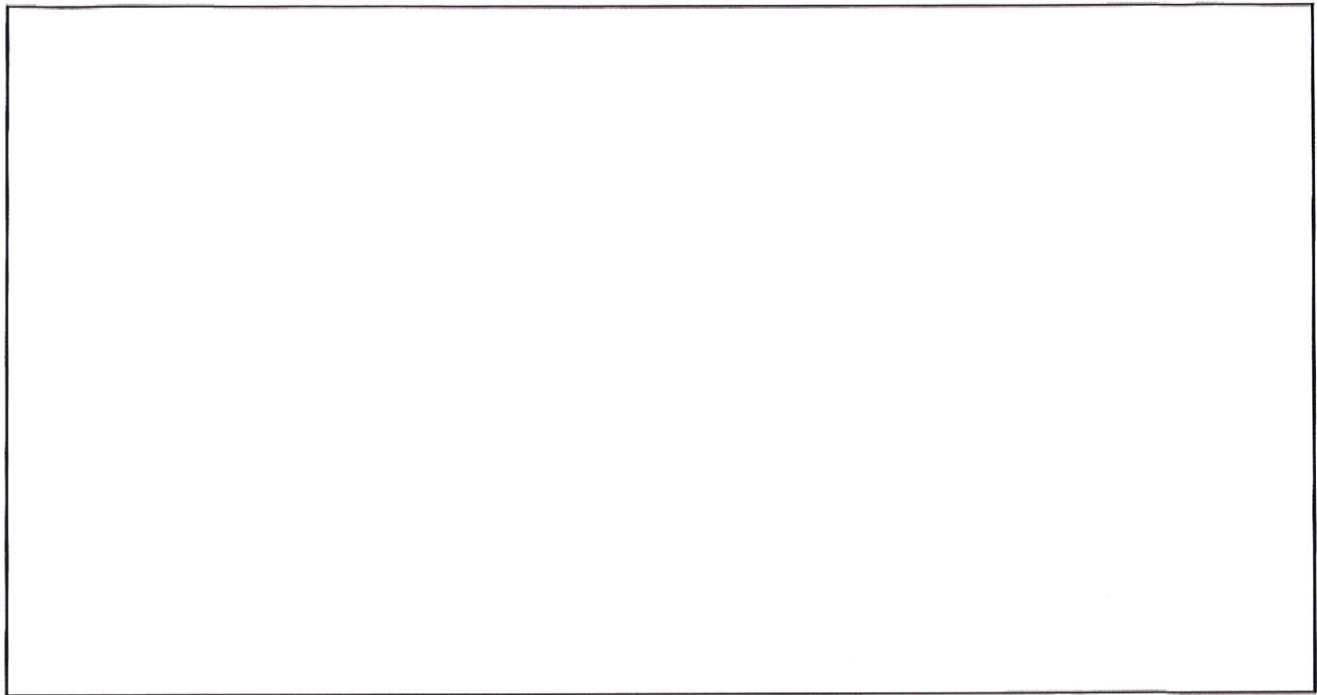
Synonyms (same)	Antonyms (opposite)
mad/upset	

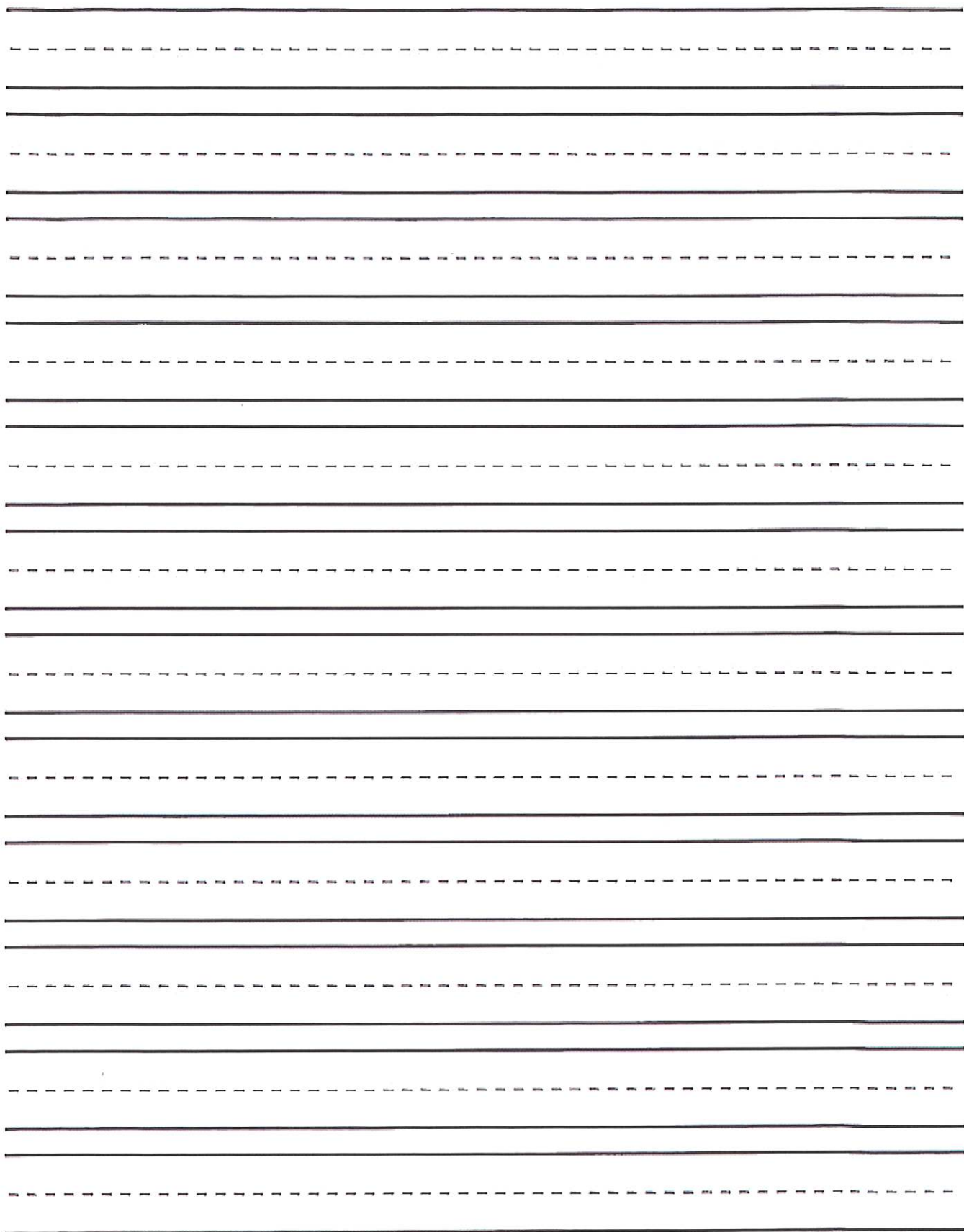
big-small	mad-upset	black-white	friend-pal
gross-yucky	soft-rough	toss-throw	cute-ugly
boy-girl	glad-happy	tiny-little	dark-light

Name: _____ Date: __ / __ / __

Prompt One: Who is your favorite person?

Give their name, describe what they look like, explain why you like them, and talk about the things you do together.





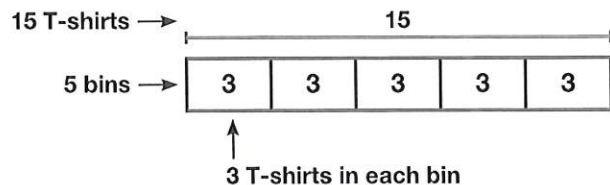
WCA Grade 3
AMI Learning Packet
Day 2

Additional Practice 1-4

Division: How Many in Each Group?

Another Look!

A.J. has 15 T-shirts. He sorted them equally into 5 laundry bins. How many T-shirts did A.J. put in each bin? You can use a bar diagram to solve.



There are 15 T-shirts. There are 5 equal groups.
There are 3 T-shirts in each group.
So, $15 \div 5 = 3$.

A.J. put 3 T-shirts in each laundry bin.

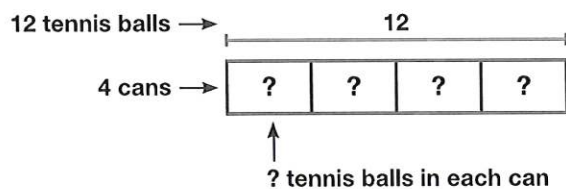
Division can show how many items are in each equal group.



In 1, use the bar diagram to help divide.

1. There are 12 tennis balls that need to be packaged equally into 4 cans.

How many tennis balls will be in each can?



There are ___ tennis balls.

There are ___ groups.

There are ___ tennis balls in each group.

$$12 \div \underline{\quad} = \underline{\quad}$$

In 2–7, put an equal number of objects in each group. Use counters or draw a picture to solve. Write the unit for each answer.

- Sort 16 apples equally into 2 baskets. How many apples are in each basket?
- Arrange 20 chairs equally at 4 tables. How many chairs are at each table?
- Seven rabbits share 21 carrots equally. How many carrots does each rabbit get?
- Five children share 25 dimes equally. How many dimes does each child get?
- Divide 14 books equally on 2 shelves. How many books are on each shelf?
- Twenty-four people divide among 3 elevators equally. How many people are in each elevator?



A Really Cool Fox

by Jill Lauren, Nancy Chapel Eberhardt



A fennec fox.

By WagnerAnne from Pixabay

It is a very hot day in the Sahara Desert in Africa. The sun is shining, the sand is hot, and the air is dry. This super-hot place is home to the fennec fox. How can this fox live in these extremely hot conditions? Incredibly, it uses its ears! The fennec fox's enormous ears give off heat and keep the animal cool. The bigger the ears, the cooler the fox can be.

Surprisingly, the fennec fox's fur also helps keep it cool. Its thick fur provides a shield from the sun. Its fur-covered feet allow it to walk on hot sand.

Sometimes when it's too hot to go out, a fennec fox stays deep in its hole under the ground. That hole is called a den. It is cooler in the den than outside. Later, the sun sets, and it begins to get dark. Then, the sand cools off. Now the fennec fox can go out to hunt for its food.

Name: _____ Date: _____

1. Where does the fennec fox live?

- A. the Amazon rainforest
- B. the North Pole
- C. the Sahara Desert
- D. the Andes mountain range

2. How does the author describe the fennec fox's ears?

- A. Their ears are enormous and give off heat.
- B. Their ears are smaller than other foxes' ears.
- C. Their ears are very large and they help the fox stay warm.
- D. Their ears are covered in white fur and help the fox hear well.

3. The fennec fox's fur is important for surviving in the desert.

What information from the passage supports this conclusion?

- A. "Later, the sun sets, and it begins to get dark. Then, the sand cools off. Now the fennec fox can go out to hunt for its food."
- B. "The fennec fox's enormous ears give off heat and keep the animal cool. The bigger the ears, the cooler the fox can be."
- C. "It is a very hot day in the Sahara Desert in Africa. The sun is shining, the sand is hot, and the air is dry."
- D. "Its thick fur provides a shield from the sun. Its fur-covered feet allow it to walk on hot sand."

4. Based on the text, why might fennec foxes hunt at night?

- A. so that they don't have to sleep
- B. because they can hide in the dark
- C. because the sand is cooler
- D. so that they can nap during the day

WCA Grade 3
AMI Learning Packet
Day 3



Additional Practice 2-1 2 and 5 as Factors

Another Look!



When you multiply by 2,
you can use a doubles fact.
For example, 2×6 is the
same as adding $6 + 6$.
Both equal 12.

When you multiply by 5,
you can use a pattern to
find the product.



DATA

2s Facts

$2 \times 0 = 0$	$2 \times 5 = 10$
$2 \times 1 = 2$	$2 \times 6 = 12$
$2 \times 2 = 4$	$2 \times 7 = 14$
$2 \times 3 = 6$	$2 \times 8 = 16$
$2 \times 4 = 8$	$2 \times 9 = 18$

DATA

5s Facts

$5 \times 0 = 0$	$5 \times 5 = 25$
$5 \times 1 = 5$	$5 \times 6 = 30$
$5 \times 2 = 10$	$5 \times 7 = 35$
$5 \times 3 = 15$	$5 \times 8 = 40$
$5 \times 4 = 20$	$5 \times 9 = 45$

Each multiple of 2 ends in 0, 2, 4, 6, or 8.

Each multiple of 5 ends in 0 or 5.

In 1–17, find the missing sum, product, or factor.

1. $2 \times 5 = ?$

$5 + 5 = \underline{\quad}$

$2 \times 5 = \underline{\quad}$

2. $2 \times 4 = ?$

$4 + 4 = \underline{\quad}$

$2 \times 4 = \underline{\quad}$

3. $1 \times 2 = ?$

$1 + 1 = \underline{\quad}$

$2 \times 1 = \underline{\quad}$

4. $5 \times \underline{\quad} = 25$

5. $3 \times 5 = \underline{\quad}$

6. $35 = 7 \times \underline{\quad}$

7. $\underline{\quad} \times 8 = 16$

8. $5 \times 9 = \underline{\quad}$

9. $2 \times 7 = \underline{\quad}$

10.
$$\begin{array}{r} 5 \\ \times 4 \\ \hline \end{array}$$

11.
$$\begin{array}{r} 1 \\ \times 5 \\ \hline \end{array}$$

12.
$$\begin{array}{r} 2 \\ \times 0 \\ \hline \end{array}$$

13.
$$\begin{array}{r} 8 \\ \times 2 \\ \hline \end{array}$$



Review Nouns

A noun is a word that names a person, an animal, a place, or a thing.

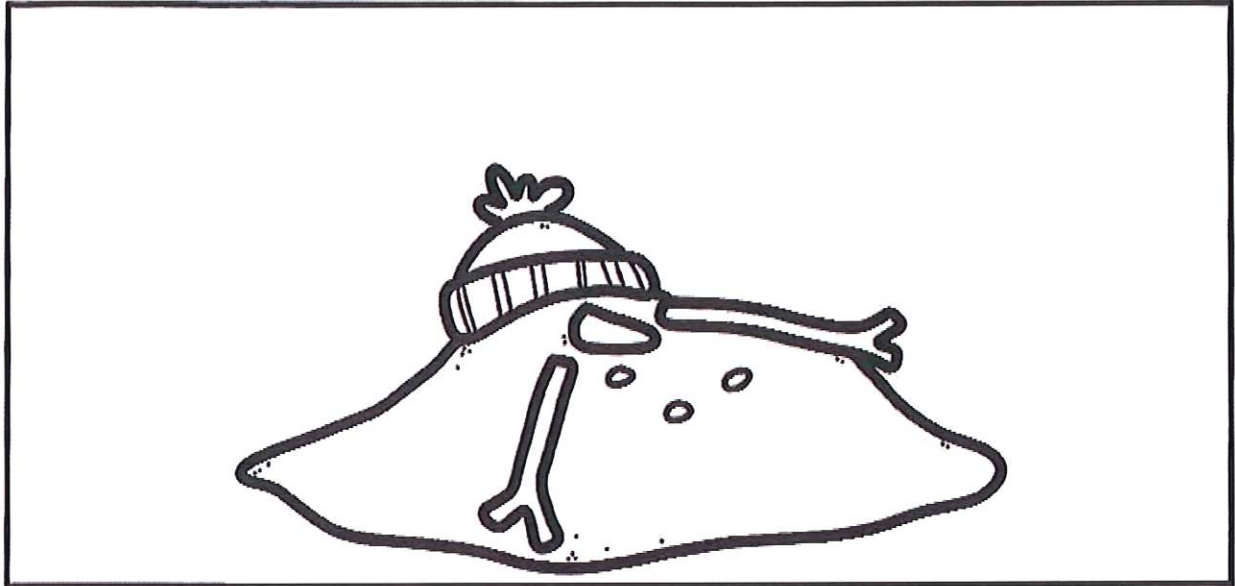
Nouns for People	Nouns for Animals	Nouns for Places	Nouns for Things
doctor	cow	library	rock
grandmother	horse	school	phone
boy	mouse	street	sink

► **Underline the noun in each sentence. Tell whether it is a person, an animal, a place, or a thing.**

1. The dog is playful. _____
2. Who planted the tree? _____
3. Ana came home this morning. _____
4. The store is open late today. _____
5. Our teacher came in early. _____
6. The truck stopped suddenly. _____
7. Here is my bedroom. _____
8. The birds sang to each other. _____
9. Where is my pen? _____
10. A friend visited us yesterday. _____

Name: _____ Date: _____

Why Did the SNOWMAN Melt?



Uh-Oh! Something melted your snowman... but it wasn't the sun! Draw and write to tell what caused the snowman to melt.

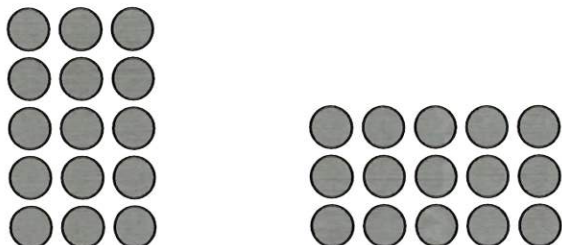
WCA Grade 3
AMI Learning Packet
Day 4

Additional Practice 2-5
Multiplication Facts: 0, 1, 2, 5, 9, and 10

Another Look!

How many apples are in 5 baskets with 3 apples each?

5 groups of 3 and 3 groups of 5 both have the same number of items: $5 \times 3 = 3 \times 5$.



Use a pattern to multiply by 5.

5, 10, 15

$3 \times 5 = 15$

Also, $5 \times 3 = 15$.

You can multiply numbers in any order and the product is the same.



In 1-3, use a pattern to find each product.

1. 7×2 2, 4, _____, _____, _____, _____, _____

$7 \times 2 =$ _____

2. 10×5 _____, _____, _____, _____, _____, _____, _____, _____, _____, _____

$10 \times 5 =$ _____

3. 5×10 _____, _____, _____, _____, _____, _____, _____, _____, _____, _____

$5 \times 10 =$ _____

You can use a pattern to multiply.



In 4-9, find each product.

4. $2 \times 9 =$ _____

5. $5 \times 8 =$ _____

6. _____ $= 3 \times 2$

7. $9 \times 1 =$ _____

8. _____ $= 10 \times 10$

9. $0 \times 0 =$ _____



Complete Sentences

A sentence tells what someone or something does or did.

A complete **simple sentence** has a **subject** (naming part) and a **predicate** (action part).

My mother bakes a cake.

Subject: My mother **Predicate:** bakes a cake

► **Underline each complete simple sentence.**

1. Moves the brick. Jon moves the brick.
2. And makes bread. My grandma makes bread.
3. My shy cat. My shy cat runs under the bed.
4. Martin eats his lunch. His lunch.
5. Sunil closes the door. Closes the door.

► **Circle the sentence part that is missing.**

6. Jack and Ashley _____.

subject predicate

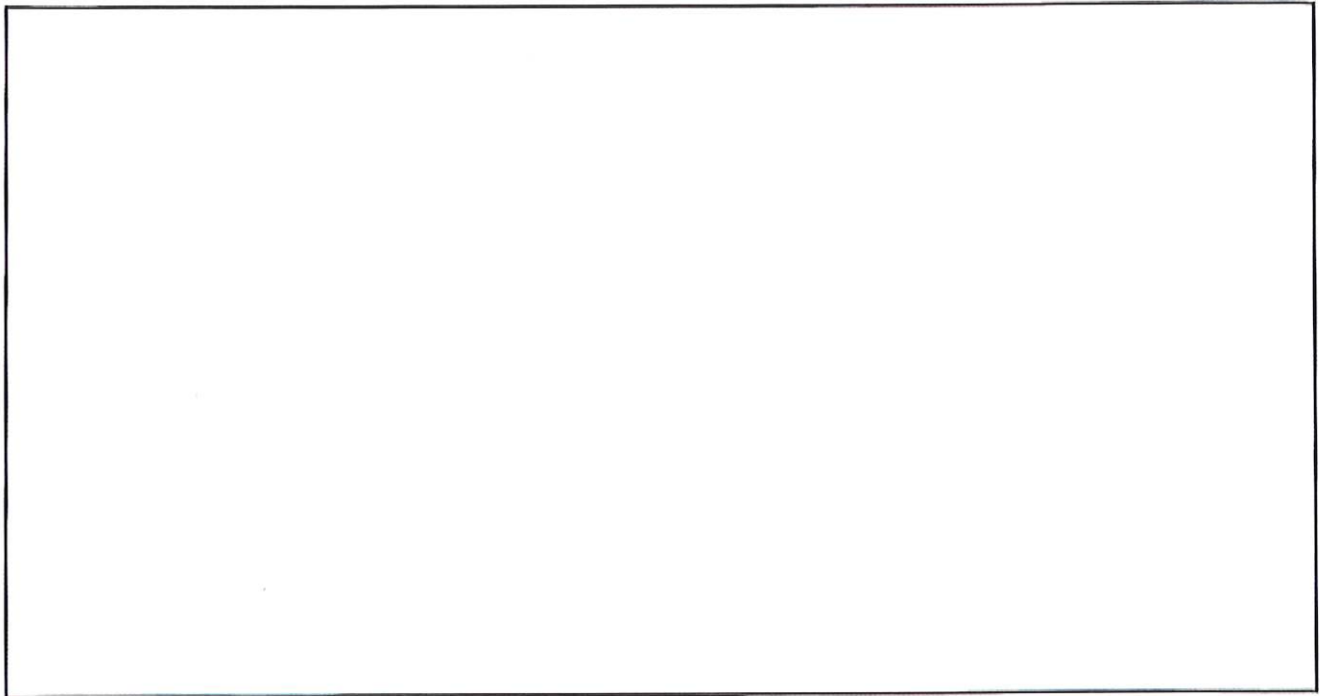
7. _____ claps his hands.

subject predicate

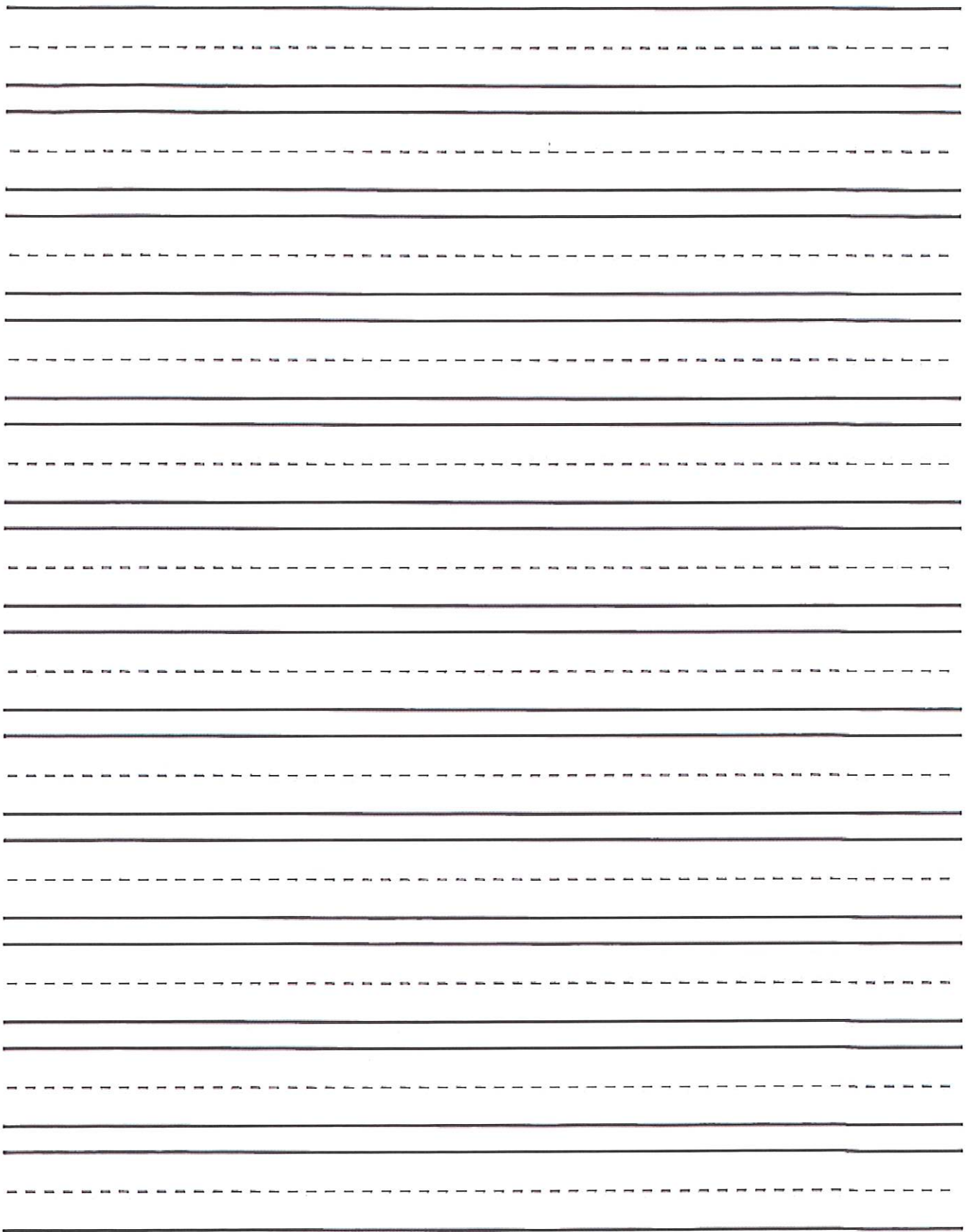
Name: _____ Date : __ / __ / __

Prompt Four: Imagine if you were the teacher!

What would your classroom look like? What activities would you do on the first day of school? What would you teach your class about?



Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are five sets of these lines stacked vertically.



WCA Grade 3
AMI Learning Packet
Day 5

Additional Practice 4-1

Relate Multiplication and Division

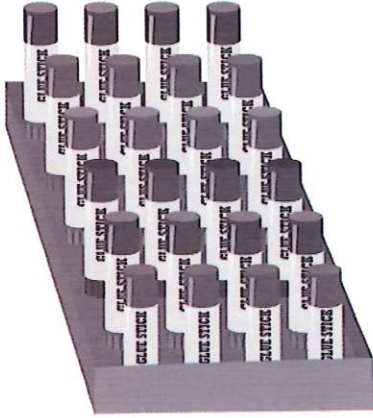
Another Look!

Multiplication

6 rows of 4 glue sticks

$$6 \times 4 = 24$$

24 glue sticks



Division

24 glue sticks in 6 equal rows

$$24 \div 6 = 4$$

4 glue sticks in each row

Look for relationships.
Multiplication facts
can help you learn
division facts!



Here is the fact family for 4, 6, and 24:

$$4 \times 6 = 24$$

$$24 \div 4 = 6$$

$$6 \times 4 = 24$$

$$24 \div 6 = 4$$

In **1** and **2**, use the relationship between multiplication and division to complete each equation.

1. $2 \times 7 = 14$

$$14 \div 2 = \underline{\quad}$$

2. $81 \div 9 = 9$

$$9 \times \underline{\quad} = 81$$

In **3–6**, write the fact family.

3. Write the fact family for 4, 7, and 28.

4. Write the fact family for 2, 10, and 20.

5. Write the fact family for 2, 8, and 16.

6. Write the fact family for 7, 8, and 56.



What Lives in the Desert?

by Rachelle Kreisman

A desert is a dry place with little rain. How little? A desert gets less than ten inches of rain each year. Some deserts are hot. A few can be cold. A desert is a habitat. A habitat is a place where animals and plants live.

Hot deserts are home to many kinds of living things. Animals living there include owls, snakes, lizards, and coyotes. Another hot desert animal is the kangaroo rat. It sleeps underground during the day, when the weather is hot. The kangaroo rat comes out at night, when it is cooler. Kangaroo rats get the water they need from food. They eat mostly seeds.

Some plants live in the hot desert. Only a few kinds of trees and bushes can survive there. One of the most common desert plants is the cactus. The cactus collects and stores water in its stem. Sharp spines protect most cacti from animals.

Name: _____ Date: _____

1. What is a desert?

- A. a cold place with little rain
- B. a hot place with lots of rain
- C. a dry place with little rain

2. Which desert animal is described in the article?

- A. the lizard
- B. the coyote
- C. the kangaroo rat

3. It is not easy for plants to live in a hot desert.

What evidence from the text supports this conclusion?

- A. Hot deserts are home to many different kinds of animals.
- B. One of the most common desert plants is the cactus.
- C. Only a few kinds of trees and bushes can survive in the hot desert.

4. What kind of plant would probably not survive in a hot desert?

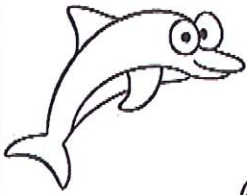
- A. a plant that does not need much water
- B. a plant that needs rain every week
- C. a plant that can collect and store water

5. What is the main idea of this article?

- A. Some deserts are hot, and a few deserts can be cold.
- B. Hot deserts are home to many kinds of animals and some kinds of plants.
- C. The cactus is one of the most common plants found in a desert.

Choose one item from each category and write a story.

Character



Douglas
Dolphin



Ollie
Octopus

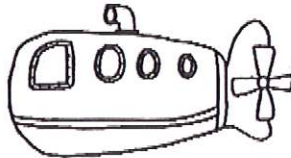


Sheila
Shark

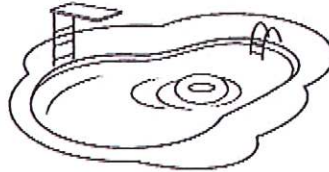
Setting



At the beach



In a submarine



At the pool

Plot



Find pirate
treasure



Find a
magical shell



Meet a
mermaid

Name _____

WCA Grade 3
AMI Learning Packet
Day 6

Additional Practice 4-2

Use Multiplication to Divide with 2, 3, 4, and 5

Another Look!

You can think multiplication to find division facts.



Find $16 \div 2$.

What You Think

$$2 \times ? = 16$$



2 times what number equals 16?

$$2 \times 8 = 16$$

What You Write

$$16 \div 2 = 8$$

Find $12 \div 3$.

What You Think

$$3 \times ? = 12$$



3 times what number equals 12?

$$3 \times 4 = 12$$

What You Write

$$12 \div 3 = 4$$

Find $24 \div 4$.

What You Think

$$4 \times ? = 24$$



4 times what number equals 24?

$$4 \times 6 = 24$$

What You Write

$$24 \div 4 = 6$$

Find $40 \div 5$.

What You Think

$$5 \times ? = 40$$



5 times what number equals 40?

$$5 \times 8 = 40$$

What You Write

$$40 \div 5 = 8$$

In **1-16**, find each quotient.

1. $14 \div 2 =$ _____

2. $35 \div 5 =$ _____

3. $15 \div 3 =$ _____

4. $32 \div 4 =$ _____

5. $9 \div 3 =$ _____

6. $18 \div 2 =$ _____

7. $16 \div 2 =$ _____

8. $21 \div 3 =$ _____

9. $2 \overline{)12}$

10. $3 \overline{)27}$

11. $5 \overline{)25}$

12. $4 \overline{)20}$



Changing *y* to *i*

Add *-s* or *-es* to most singular nouns to form regular plural nouns.

If a noun ends with a consonant and *y*, change the *y* to *i*, and add *-es* to form the plural.

Singular: library pony

Plural: libraries ponies

➤ Write the plural form of each singular noun in parentheses. Then write a new sentence using the plural form of the noun.

1. There is a bush with _____ in our garden. (berry)

2. I have only visited two large _____ so far. (city)

3. My mother always says that _____ smell really good. (baby)

4. We have a jar in our house that is full of _____. (penny)

5. What kind of _____ do we need to make this poster? (supply)

➤ Revisit your piece of writing. Edit the draft to make sure all plural nouns are used correctly.

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Day 1