

## Grade 3 Reading Comprehension Worksheet

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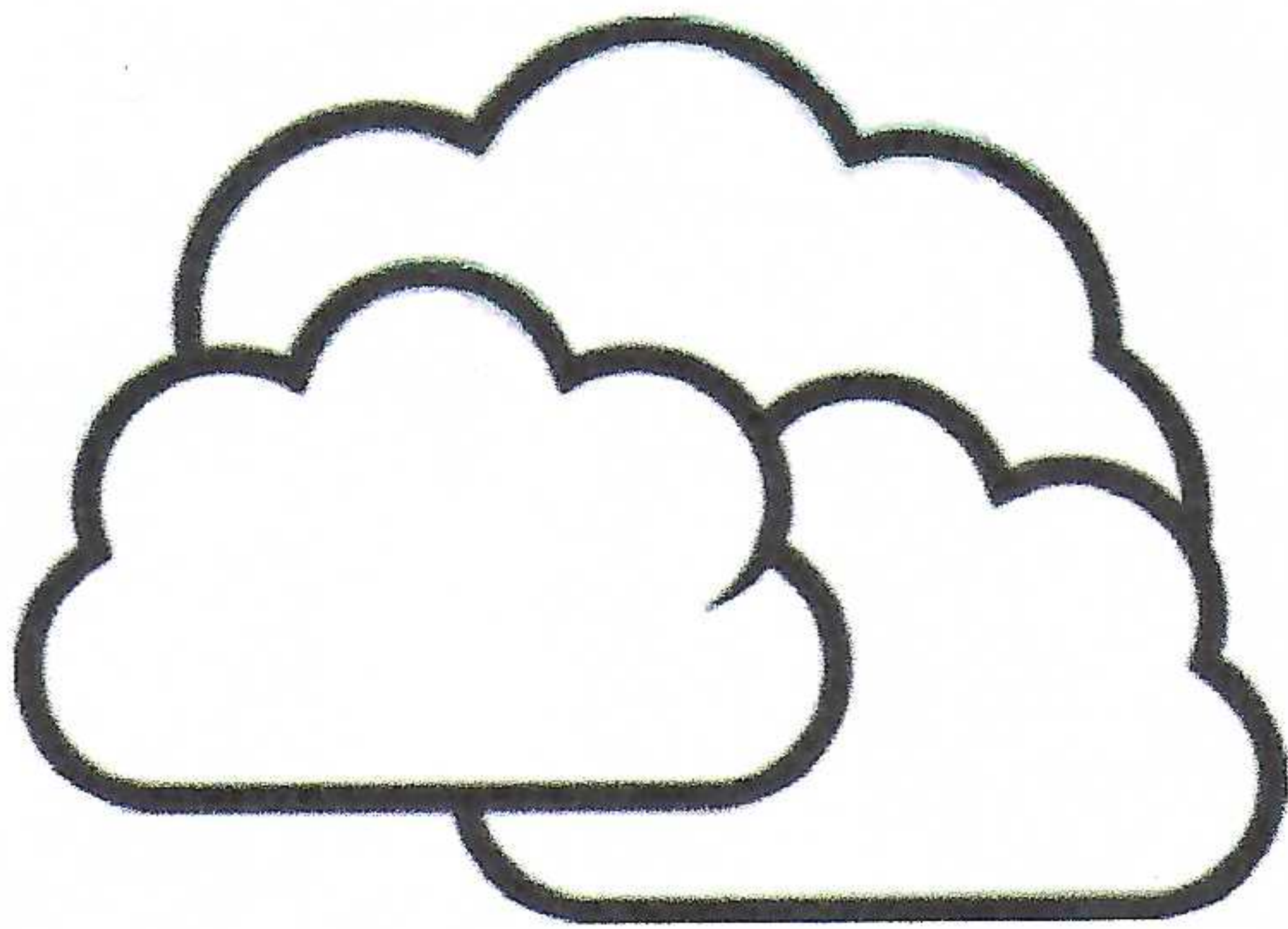
Read the passage. Then answer each question.

### What Are Clouds?

A cloud is made of water drops or ice crystals floating in the sky. There are many kinds of clouds. Clouds are an important part of Earth's weather.

#### How Do Clouds Form?

The sky can be full of water. But most of the time you can't see the water. The drops of water are too small to see. They have turned into a gas called water vapor. As the water vapor goes higher in the sky, the air gets cooler. The cooler air causes the water droplets to start to stick to things like bits of dust, ice or sea salt.



#### What Are Some Types of Clouds?

Clouds get their names in two ways. One way is by where they are found in the sky. Some clouds are high up in the sky. Low clouds form closer to Earth's surface. In fact, low clouds can even touch the ground. These clouds are called fog. Middle clouds are found between low and high clouds.

Another way clouds are named is by their shape. Cirrus clouds are high clouds. They look like feathers. Cumulus clouds are middle clouds. These clouds look like giant cotton balls in the sky. Stratus clouds are low clouds. They cover the sky like bed sheets.

#### What Causes Rain?

Most of the water in clouds is in very small droplets. The droplets are so light they float in the air. Sometimes those droplets join with other droplets. Then they turn into larger drops. When that happens, gravity causes them to fall to Earth. We call the falling water drops "rain." When the air is colder, the water may form snowflakes instead. Freezing rain, sleet or even hail can fall from clouds.

### Why Does NASA Study Clouds?

Clouds are important for many reasons. Rain and snow are two of those reasons. At night, clouds reflect heat and keep the ground warmer. During the day, clouds make shade that can keep us cooler. Studying clouds helps NASA better understand Earth's weather. NASA uses satellites in space to study clouds.



NASA also studies clouds on other planets. Mars has clouds that are like the clouds on Earth. But other planets have clouds that aren't made of water. For example, Jupiter has clouds made of a gas called ammonia.

[Via NASA Educational Technology Services]

### Answer the Questions:

1. What do drops of water turn into?
2. What are two ways clouds get their names?
3. What kind of clouds are a high clouds?
4. What clouds look like giant cotton balls?
5. What causes droplets of water to fall to Earth?
6. What does NASA use to study clouds?

Minute Marker

1	2	3	4	5
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# Multiplication Facts 0 - 12

Five minute timed drill with 100 problems.

4	6	7	0	2	7	5	2	10	9
$\times 4$	$\times 3$	$\times 4$	$\times 0$	$\times 2$	$\times 1$	$\times 3$	$\times 1$	$\times 7$	$\times 1$

8	12	11	10	3	11	5	3	12	10
$\times 0$	$\times 6$	$\times 5$	$\times 8$	$\times 1$	$\times 9$	$\times 2$	$\times 3$	$\times 4$	$\times 1$

10	12	10	9	11	4	10	12	7	4
$\times 10$	$\times 0$	$\times 2$	$\times 7$	$\times 8$	$\times 3$	$\times 5$	$\times 9$	$\times 5$	$\times 1$

11	7	6	4	12	10	6	8	10	6
$\times 10$	$\times 0$	$\times 5$	$\times 0$	$\times 8$	$\times 6$	$\times 2$	$\times 8$	$\times 3$	$\times 6$

12	9	5	11	9	3	11	7	2	8
$\times 12$	$\times 8$	$\times 0$	$\times 3$	$\times 6$	$\times 2$	$\times 7$	$\times 2$	$\times 0$	$\times 4$

11	4	10	12	7	10	9	12	9	7
$\times 11$	$\times 2$	$\times 4$	$\times 3$	$\times 3$	$\times 5$	$\times 2$	$\times 5$	$\times 3$	$\times 6$

12	11	10	7	1	10	9	6	8	6
$\times 11$	$\times 0$	$\times 9$	$\times 7$	$\times 0$	$\times 0$	$\times 4$	$\times 4$	$\times 1$	$\times 0$

11	6	12	11	11	9	8	5	9	8
$\times 4$	$\times 1$	$\times 1$	$\times 6$	$\times 12$	$\times 5$	$\times 5$	$\times 1$	$\times 9$	$\times 6$

5	12	11	8	5	9	12	9	10	3
$\times 4$	$\times 9$	$\times 1$	$\times 2$	$\times 5$	$\times 9$	$\times 2$	$\times 0$	$\times 8$	$\times 0$

12	12	12	8	1	3	2	8	7	0
$\times 10$	$\times 9$	$\times 7$	$\times 7$	$\times 1$	$\times 8$	$\times 9$	$\times 3$	$\times 9$	$\times 6$



Name : \_\_\_\_\_

Score : \_\_\_\_\_

Teacher : \_\_\_\_\_

Date : \_\_\_\_\_

### Estimating Sums and Differences to the Nearest Tens

Estimate the sum or difference by rounding each number to the nearest ten.

$$\begin{array}{rcl} 1) & 76 & \longrightarrow 80 \\ & + 49 & \longrightarrow + 50 \\ & \hline & & 130 \end{array}$$

$$\begin{array}{rcl} 8) & 81 & \longrightarrow \\ & - 71 & \longrightarrow - \end{array}$$

$$\begin{array}{rcl} 2) & 79 & \longrightarrow \\ & - 68 & \longrightarrow - \end{array}$$

$$\begin{array}{rcl} 9) & 92 & \longrightarrow \\ & - 54 & \longrightarrow - \end{array}$$

$$\begin{array}{rcl} 3) & 77 & \longrightarrow \\ & - 22 & \longrightarrow - \end{array}$$

$$\begin{array}{rcl} 10) & 26 & \longrightarrow \\ & + 43 & \longrightarrow + \end{array}$$

$$\begin{array}{rcl} 4) & 28 & \longrightarrow \\ & + 47 & \longrightarrow + \end{array}$$

$$\begin{array}{rcl} 11) & 48 & \longrightarrow \\ & + 37 & \longrightarrow + \end{array}$$

$$\begin{array}{rcl} 5) & 65 & \longrightarrow \\ & + 63 & \longrightarrow + \end{array}$$

$$\begin{array}{rcl} 12) & 51 & \longrightarrow \\ & - 25 & \longrightarrow - \end{array}$$

$$\begin{array}{rcl} 6) & 75 & \longrightarrow \\ & - 62 & \longrightarrow - \end{array}$$

$$\begin{array}{rcl} 13) & 69 & \longrightarrow \\ & + 36 & \longrightarrow + \end{array}$$

$$\begin{array}{rcl} 7) & 66 & \longrightarrow \\ & + 86 & \longrightarrow + \end{array}$$

$$\begin{array}{rcl} 14) & 94 & \longrightarrow \\ & - 34 & \longrightarrow - \end{array}$$





Name : \_\_\_\_\_

Score : \_\_\_\_\_

Teacher : \_\_\_\_\_

Date : \_\_\_\_\_

## Rounding Integer Numbers

Round each number to the nearest hundred.

1 ) 146 \_\_\_\_\_

6 ) 831 \_\_\_\_\_

2 ) 429 \_\_\_\_\_

7 ) 167 \_\_\_\_\_

3 ) 443 \_\_\_\_\_

8 ) 144 \_\_\_\_\_

4 ) 274 \_\_\_\_\_

9 ) 626 \_\_\_\_\_

5 ) 639 \_\_\_\_\_

10 ) 335 \_\_\_\_\_

Round each number to the nearest hundred.

1 ) 6,926 \_\_\_\_\_

6 ) 5,744 \_\_\_\_\_

2 ) 3,312 \_\_\_\_\_

7 ) 8,936 \_\_\_\_\_

3 ) 8,262 \_\_\_\_\_

8 ) 7,739 \_\_\_\_\_

4 ) 8,212 \_\_\_\_\_

9 ) 5,516 \_\_\_\_\_

5 ) 6,785 \_\_\_\_\_

10 ) 7,589 \_\_\_\_\_



Name \_\_\_\_\_

Teacher \_\_\_\_\_

Page \_\_\_\_\_

Date \_\_\_\_\_

## Place Value

Read each number to the nearest hundred.

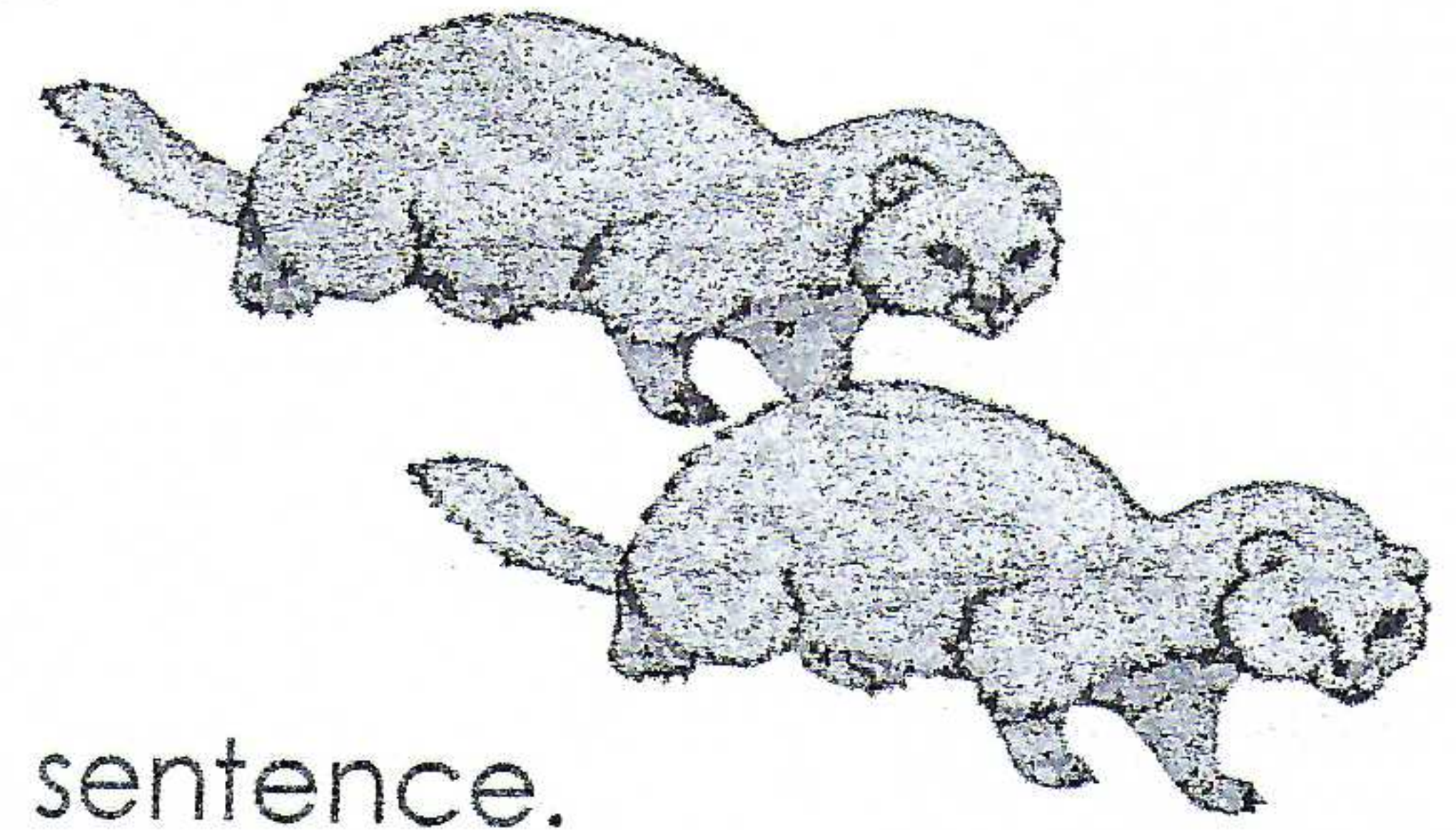
_____	143	(1)
_____	499	(2)
_____	443	(3)
_____	312	(4)
_____	89	(5)

Read each number to the nearest hundred.

_____	839	(1)
_____	721	(2)
_____	620	(3)
_____	242	(4)
_____	180	(5)

Name \_\_\_\_\_

Subjects and Predicates



## Subjects and Predicates

**DIRECTIONS:** Choose a subject to complete each sentence.

The pink lipstick

Martha

That group of girls

The red scissors

My aunt Sue

The television

A little statue

The Pigeon

Two ferrets

1. \_\_\_\_\_ was created by Moe Willems.
2. \_\_\_\_\_ goes well with my pink dress.
3. \_\_\_\_\_ is my lab partner.
4. \_\_\_\_\_ sits on my desk.
5. \_\_\_\_\_ was left on for the dog.
6. \_\_\_\_\_ is always getting into trouble.
7. \_\_\_\_\_ came to visit last week.
8. \_\_\_\_\_ are running loose in the pet store.
9. \_\_\_\_\_ are not very sharp anymore.



**Homophones:** Words that have the same pronunciation, but different spelling and different meanings.

**Directions:** Choose the correct word.

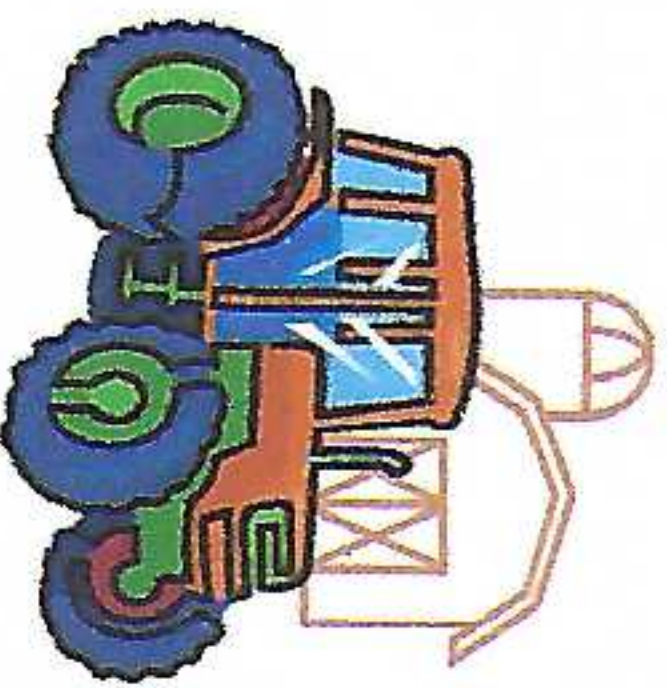
*Example:* Please try not to (waste, waist) paper.

1. Can I go to the party (*to, too, two*)?
2. This is my favorite (*pare, pair, pear*) of jeans.
3. I (*sent, scent, cent*) a letter to my aunt in Vietnam.
4. The children got (*bored, board*) during the lecture.
5. Mr. and Mrs. Rodriguez like to work in (*there, they're, their*) garden.
6. Alec is going to (*wear, ware*) his work boots today.
7. Do you think it is going to (*rein, rain, reign*) this afternoon?
8. I saw a restaurant just off the (*rode, road*) about a mile back.
9. David's brother is in a (*band, banned*) which plays Russian music.
10. Juana wants her socks because her (*tows, toes*) are cold.
11. The teacher walked down the (*aisle, isle*) between the rows of desks.
12. Hadil has a (*pane, pain*) in her shoulder.
13. The school (*principal, principle*) spoke to a group of parents.
14. The clerk wants to (*sell, cell*) as many TVs as possible.
15. I don't want to talk about the (*passed, past*) anymore.
16. Nobody (*knows, nose*) what you are thinking.
17. I have (*for, four, fore*) dollars in my pocket.
18. I need to take a (*break, brake*) from this exercise!
19. Humans have hands. Dogs have (*paws, pause*).
20. (*He'll, Heel, Heal*) be here in a few minutes.

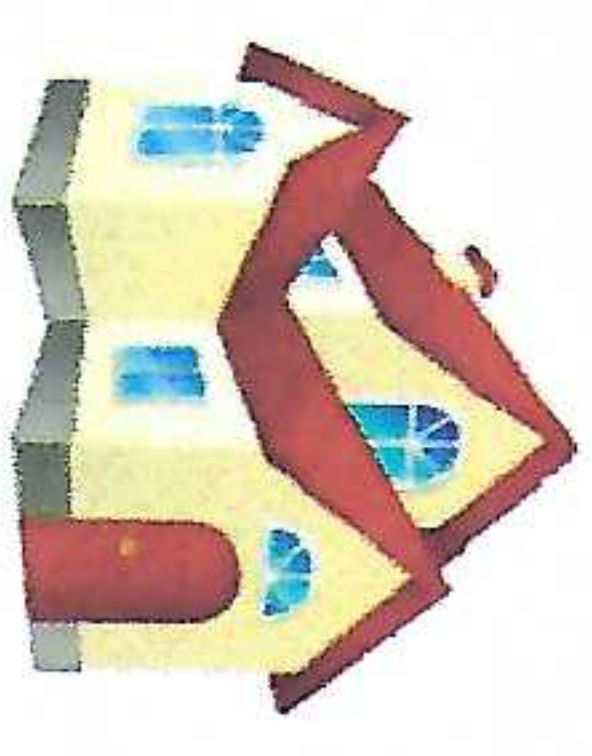


Name \_\_\_\_\_

Date \_\_\_\_\_



# Urban, Rural and Suburban Communities



Directions: Draw a picture of each community then describe what they look like at the bottom of the drawing.

Urban Community

Rural Community

Suburban Community

**Urban** Communities have:

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**Rural** Communities have:

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**Suburban** Communities have:

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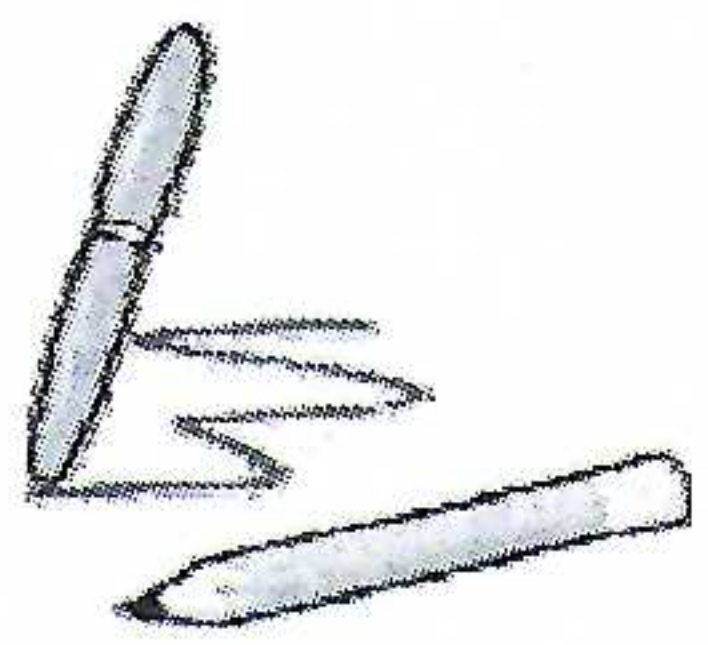
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Name: \_\_\_\_\_

# Keywords in Writing

1. Find the hidden words. The words have been placed horizontally, vertically, or diagonally. When you locate a word, draw a circle around it.

i	q	e	h	r	h	c	n	s	c	x	j	h	t	v	k	j	k
i	l	b	y	n	b	g	j	w	o	f	u	n	a	x	f	e	m
v	b	l	p	o	r	s	v	i	m	i	d	e	n	t	i	f	y
u	h	t	u	r	o	n	e	e	p	o	s	s	e	s	s	a	k
l	w	q	d	s	c	j	u	l	a	m	m	p	m	v	s	e	v
y	u	v	v	t	t	q	f	p	r	e	x	p	l	a	i	n	s
e	s	u	m	m	a	r	i	z	e	d	d	i	s	c	u	s	s
c	t	e	v	a	l	u	a	t	e	e	a	n	a	l	y	z	e
n	c	o	n	t	r	a	s	t	n	f	s	d	h	r	p	i	m
e	b	i	r	c	s	e	d	m	e	i	u	e	i	v	s	y	e
u	c	l	a	s	s	i	f	y	f	n	t	b	f	f	i	t	u
q	l	h	m	b	m	t	o	j	i	e	t	a	q	u	q	b	g
e	i	k	i	w	b	e	u	x	g	a	i	t	y	w	z	g	r
s	s	w	q	e	n	i	l	t	u	o	r	e	v	i	e	w	a
b	t	n	e	c	n	e	d	i	v	e	e	d	i	v	o	r	p

analyze

argue

assess

classify

compare

contrast

debate

define

describe

discuss

evaluate

explain

identify

illustrate

list

outline

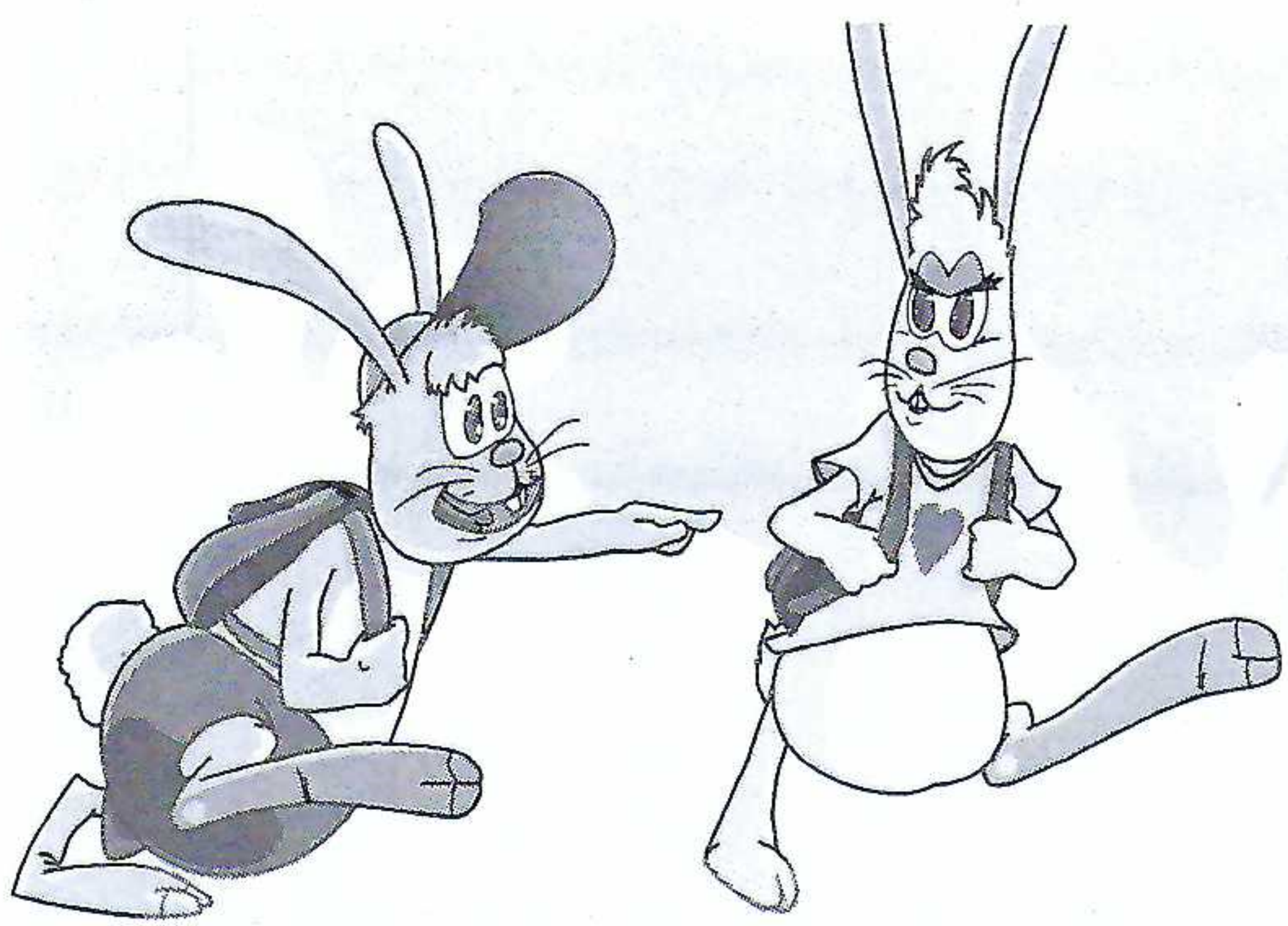
provide evidence

review

sequence

summarize

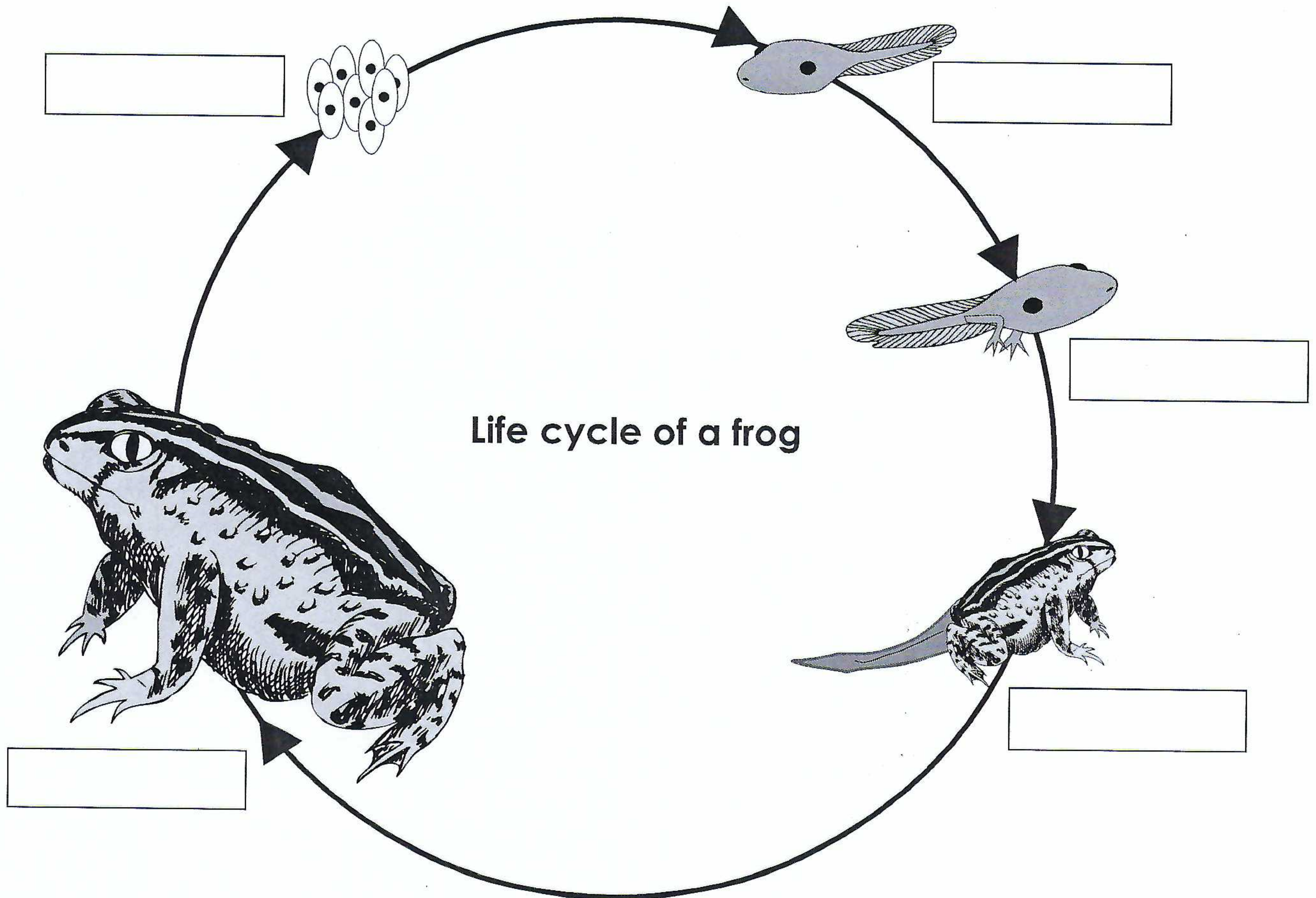




Name: \_\_\_\_\_ Class: \_\_\_\_\_

## Life cycle of a frog

Label the different sections of the life cycle below.



Word bank: **Adult frog, tadpole with legs, young frog, tadpole, eggs**

Describe the life cycle of a frog in the space below.

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