

April 20, 2020

Dear Parents,

The third grade team will continue to prepare reading and math packets for students to complete at home. Since oral reading fluency fits into our comprehensive reading program, the reading passage may be used as an oral reading fluency practice.

Two questions need to be addressed in order to understand what oral reading fluency is and why fluency is important.

Fluency is reading accurately, at an appropriate rate and with expression. Students should pause for commas, periods and dashes. The pace of oral reading should be 'not too fast' and 'not too slow'.

The goal for being a fluent reader is to group words into phrases and phrases into sentences. Expression and speed are important, but accuracy is the most important goal. Repeated reading of the same passage increases fluency and accuracy. 3-4 readings are optimal. The Spring oral reading fluency goal for third grade is being able to read 100 words correct per minute out loud. The goal for accuracy is 98%.

Reading to an adult is very effective. Parents or an older sibling can model proper pacing and expression, especially by pausing at punctuation. Students can mark with a bracket where they stop after a one-minute timing. They should see their fluency improve by being able to read further after each oral reading practice.

Included in the Math lesson is a practice page for multiplication facts. Practicing multiplication facts with flash cards would be another helpful activity.

Thank you for encouraging your child to complete the reading and math lessons and to practice oral reading fluency. We, as third grade teachers, want to support our students and their families in any way we can.

Sincerely,

Wahitis Third Grade Teachers

20 de abril de 2020

Queridos padres,

El equipo de tercer grado continuará preparando paquetes de lectura y matemáticas para que los estudiantes completen en casa. Dado que la fluidez de lectura oral se ajusta a nuestro programa integral de lectura, el pasaje de lectura puede usarse como una práctica de fluidez de lectura oral.

Deben abordarse dos preguntas para comprender qué es la fluidez de la lectura oral y por qué es importante la fluidez.

La fluidez es leer con precisión, a un ritmo apropiado y con expresión. Los estudiantes deben hacer una pausa para comas, puntos y guiones. El ritmo de la lectura oral debería ser "no demasiado rápido" y "no lento".

El objetivo de ser un lector fluido es agrupar palabras en frases y frases en oraciones. La expresión y la velocidad son importantes, pero la precisión es el objetivo más importante. La lectura repetida del mismo pasaje aumenta la fluidez y precisión. 3-4 lecturas son óptimas. El objetivo de fluidez de lectura oral de primavera para el tercer grado es poder leer 100 palabras correctas por minuto en voz alta. El objetivo de precisión es 98%.

Leerle a un adulto es muy efectivo. Los padres o un hermano mayor pueden modelar el ritmo y la expresión adecuados, especialmente haciendo una pausa en la puntuación. Los estudiantes pueden marcar con un paréntesis donde se detienen después de un minuto. Deberían ver mejorar su fluidez al poder leer más después de cada práctica de lectura oral.

En la lección de Matemáticas se incluye una página de práctica para multiplicar. Practicar las tablas de multiplicar con tarjetas sería otra actividad útil.

Gracias por alentar a su hijo a completar las lecciones de lectura y matemáticas y practicar la fluidez de lectura oral. Nosotros, como maestros de tercer grado, queremos apoyar a nuestros estudiantes y sus familias de cualquier manera que podamos.

Sinceramente,

Maestros de tercer grado de Wahitis

Name: _____



Home Reading Log

Please read for 20-30 minutes 5 times a week! Por Favor leer por 20 - 30 minutos 5 veces a la semana!

	Date Fecha	Title of the Book Titulo	Parent Initials Iniciales de Padres
Day 1			
Day 2			
Day 3			
Day 4			
Day 5			

I love to read.....I read for fun.....

Jump



Standing on that wall
"Jump, jump," everyone cried.
I can hear that voice run through my head,
Decide, decide, decide.

All that dark clear water
Brushing by my side,
My whole body yelling,
Decide, decide, decide!

My cousin said, "If I jump,
you have to do it, too."
"All right," I answered, but I lied,
Once she jumped, again it was,
Decide, decide, decide.

My legs just wouldn't do it
It must be the bones inside.
I started to, but then I stopped,
Decide, decide, decide.

I decided not to jump
And we continued our raft ride.
Still that voice rings through my head,
Decide, decide, decide.

A Hero in the Fight Against Slavery

Harriet Tubman was born a slave around 1820. Her parents and ten brothers and sisters lived in a one-room hut with a dirt floor. By the time she was eight, she was working all day. When she was just a teen, Harriet stepped between a master and a runaway slave. The master hit her in the head with a heavy iron. After that she had very bad headaches and fainting spells for the rest of her life. She decided she would be free or die trying.

In 1844 Harriet married John Tubman. She told him that she wanted to run away. He said if she did, he would tell her master! Harriet saw that he would not help her. So she turned to her family. One night she and three brothers tried to run away. Her brothers got so scared that they all turned back. Two nights later, she escaped alone. She went to a white woman's home. This woman had told Harriet she would help her. There, Harriet learned about the Underground Railroad. Each day she hid at one of these homes. Each night she walked. At last she reached a state where she could be free.

Over the next ten years, she made 19 trips back to the slave states. She led 300 people to freedom on the Underground Railroad. Men who chased runaway slaves were always looking for them. But she never lost anyone who started out with her. Harriet Tubman helped lead her people out of slavery.

Nonfiction Reading Comprehension; Teacher Created Resources, Inc.



Jump/A Hero in the Fight Against Slavery

Grade 3

Lexile: 710/580

Name _____

Date _____

Use the poem "Jump" to answer questions 1 - 3.

1

Read the line.

"Decide, Decide, Decide"

Why did the author **most likely** repeat the phrase, "*Decide, Decide, Decide*" at the end of each stanza?

- A. She likes to repeat words.
- B. She likes to copy her cousin.
- C. She is trying to make up her mind.
- D. She is wanting to cool off in the water.

C1T7 DOK2

2

Read the line.

"Still that voice rings through my head"

What does the phrase, "Still that voice rings through my head," tell the reader about the speaker?

- A. She thinks of rafting with her friends.
- B. She thinks of taking swimming lessons.
- C. She wonders if her cousin is mad at her.
- D. She wonders if she should have jumped.

C1T7 DOK2,3

3

Choose **three** details from the poem that **best** support the inference that the speaker is nervous about jumping from the raft.

- A. "My legs just wouldn't do it. It must be the bones inside."
- B. "Standing on that wall, 'Jump, jump,' everyone cried."
- C. "'My cousin said, 'If I jump, you have to do it, too.'"
- D. "I started to, but then I stopped."
- E. "And we continued our raft ride."
- F. "I decided not to jump."

C1T1 DOK2

Lexile: 710/580

Use the passage "A Hero in the Fight Against Slavery" to answer questions 4 - 5.

4

How does the author's use of paragraph 1 add to the building of information in the passage?

- A. shows how special family was to Harriet
- B. shows what time period Harriet was born in
- C. shows why freedom was so important to Harriet
- D. shows where Harriet learned about the Underground Railroad

C1T12 DOK3

Read the sentence.

"She decided she would be free or die trying."

How does the author's use of the phrase "she would be free or die trying" help the reader understand Harriet's feelings about freedom? Choose **two** answers.

- A. Harriet would never give up on being free.
- B. Freedom was the most important thing to Harriet.
- C. Harriet was worried she might die trying to be free.
- D. Harriet did not want to live unless she could live in a free state.
- E. Freedom was only possible with help from the Underground Railroad.

C1T14 DOK3

Lexile: 710/580

Use "Jump" and "A Hero in the Fight Against Slavery" to answer question 6.

6

The following question has two parts. First, answer part A. Then, answer part B.

PART A

Read the sentences from "A Hero in the Fight Against Slavery."

"One night she and three brothers tried to run away. Her brothers got so scared that they all turned back. Two nights later, she escaped alone."

Based on this information, what can a reader conclude about the speaker in the poem, "Jump?"

- A. The speaker feels brave and strong.
- B. The speaker gives in to pressure from others.
- C. The speaker wants to show off for her friends.
- D. The speaker stays true to what she wants to do.

PART B

Which sentence from "Jump" **best** supports your answer in part A?

- A. "I decided not to jump and we finished our raft ride."
- B. "My cousin said, 'If I jump, you have to do it, too.'"
- C. "All that dark clear water brushing by my side"
- D. "'Alright,' I answered, but I lied."

C1T4 DOK3

Lexile: 710/580

Opinion Performance Task Practice: Harriet Tubman

Task:

For Black History Month, all third graders at your school have been reading about the Underground Railroad. You and your classmates are interested in the people of the Underground Railroad.

Your teacher has asked each student in your class to write an opinion article for the class website about people of the Underground Railroad. You are interested in learning more about Harriet Tubman. You want to do more research. While doing your research, you find one source, "A Hero in the Fight Against Slavery," to review.

After you have reviewed this source, you will answer one question about it. Briefly skim the source and the question that follows. Then go back and read the source carefully so you will have the information you will need to answer the question and complete your research.

Part 1:

7

The source, "A Hero in the Fight Against Slavery," discusses how Harriet Tubman fought against slavery. Explain what the source says about how Harriet Tubman fought against slavery. Use **two** details from the source to support your explanation. For each detail, include the source title or number.

<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

C4T4 DOK2

Student Directions for Part 2:

Read your assignment; then begin your work.

Your Assignment:

You and your classmates are writing opinion articles for the class website about people of the Underground Railroad. The articles will be read by the teacher and school. You choose to write your opinion article about whether or not Harriet Tubman should have escaped from slavery.

A student is writing an opinion article for the class website about whether or not Harriet Tubman should have escaped from slavery. Read the draft of the letter and complete the task that follows.

Harriet Tubman was a brave woman who escaped from slavery. I believe escaping from slavery was the right thing to do.

To begin with, Harriet Tubman was not physically safe while she was in slavery. She endured masters who beat her and one who even hit her with a heavy iron when she stepped in to help another slave. This caused her to have terrible headaches for the rest of her life.

Escaping was also the right thing to do because Harriet Tubman later helped others. If she hadn't had the courage to escape, imagine how different life would have been for so many people. Imagine how different life would be in America.

Harriet Tubman was a true American hero. She did the right thing by escaping from slavery and by helping others get to freedom, too.

The student has taken the following notes from a trustworthy source:

Student Notes about Harriet Tubman:

- One of 11 children; born into slavery
- After escaping, Harriet saved up money to come back and get others to freedom
- Hit by a heavy iron, and then suffered terrible headaches
- Led over 300 people to freedom
- Never lost a "passenger"
- Two of the last slaves she led to freedom were her parents
- Parents then helped others to freedom

Choose facts and details from the student notes to develop a supporting paragraph that begins with the underlined sentence.

Jump/A Hero in the Fight Against Slavery

Grade 3

Lexile: 710/580

C2T6a DOK3

Jump/A Hero in the Fight Against Slavery

Grade 3

Lexile: 710/580

ANSWER KEY

Item	Points Possible	Correct Answer(s)	Rationale
1.	1	C	This whole poem is about the speaker deciding whether or not she should jump in the water (trying to make up her mind). This phrase supports the main idea of the poem.
2.	1	D	At the end of the poem, the speaker chooses not to jump, but the voice in her head keeps repeating, "Decide...decide...decide." The decision referred to in this phrase was whether or not to jump.
3.	1	A, D, F <i>Must choose all correct answers to score <u>one</u> point.</i>	When a person is confident about doing something, they do it without hesitation. But if a person is nervous, their body might freeze up ("My legs just wouldn't do it."), they might start then stop (answer D), or they might not do something at all (answer F).
4.	1	C	The story in paragraph 1 about a master hitting Harriet with a heavy iron showed where her determination to be free started. The rest of the passage tells how she did become free and helped others to freedom as well.
5.	1	A, B <i>Must choose all correct answers to score <u>one</u> point.</i>	To "die trying" means to go after something no matter what dangers or difficulties are involved. Harriet never gave up because freedom was most important to her (ex. tried to escape with her husband and brothers before doing it on her own).
6.	1	Part A: D Part B: A <i>Must choose all correct answers to score <u>one</u> point</i>	Harriet Tubman believed in freedom and she didn't let her husband or brothers talk her out of it. Just like the speaker in "Jump" – she got lots of pressure from her friends, but she made up her own mind (decided not to jump).
7.	2	See rubric below.	

Lexile: 710/580

8.	2	See rubric below.	
----	---	-------------------	--

Rubric for Short Text Item #7:

Score	Description
2	Response is an adequate evidence-based explanation of <topic> supported by two details from the source. Student cites the source for each detail.
1	Response is a limited/partial evidence-based explanation of <topic> supported by two vague or loosely related details from the source. Student cites the source for each detail. OR Response is an adequate evidence-based explanation of <topic> supported by one detail from the source. Student cites the source for the detail.
0	Response is an explanation that is insufficient, incorrect or irrelevant.

Rubric for Written Response Item #8:

Score	Rationale
2	The response: -develops adequate supporting reasons/details and/or evidence from the student notes -does more than list supporting reasons or ideas -adequately elaborates opinions/reasons using precise words/language
1	The response: -provides mostly general and/or limited supporting reasons/details and/or evidence (which may be extraneous or loosely related) from the student notes -lists supporting reasons/ details and/or evidence with limited elaboration -partially elaborates opinion/reasons using general words/language
0	The response: -provides minimal or no supporting reasons/details and/or evidence from the students notes -provides supporting reasons/details and/or evidence that may be unclear, repetitive, incorrect, contradictory to, or interfere with the meaning of the text -provides no appropriate elaboration and/or may use poor word choice for audience and purpose

Fluency Worksheet

Math fact fluency practice sheets will allow students to build accuracy, quickness and smoothness involving a particular unit. This will translate into doing math work faster and better.

Directions:

Someone will need to time your child for 1 minute. After 1 minute has passed, use the answer sheet to correct the worksheet. Then record the number of problems completed and the total number of problems correct. To determine the percentage correct, divide the total number correct by the total number of completed practice problems. Make corrections to any problems missed. Make your own flashcards for the problems you need to practice.

The goal is to be accurate and quick to strengthen your overall math skills. Enjoy!

Hoja de trabajo de fluidez

Las hojas de práctica de fluidez de hechos matemáticos permitirán a los estudiantes desarrollar precisión, rapidez y suavidad con una unidad en particular. Esto se traducirá en hacer un trabajo matemático más rápido y mejor.

Instrucciones:

Alguien necesitará cronometrar a su hijo durante 1 minuto. Después de que haya pasado 1 minuto, use la hoja de respuestas para corregir la hoja de trabajo. Luego registre el número de problemas completados y el número total de problemas correctos. Para determinar el porcentaje correcto, divida el número total correcto por el número total de problemas de práctica completados. Haga correcciones a cualquier problema perdido. Haga sus propias tarjetas para los problemas que necesita practicar.

El objetivo es ser preciso y rápido para fortalecer sus habilidades matemáticas en general. ¡Disfrute!

A

Multiply or Divide by 6

1.	$2 \times 6 =$	
2.	$3 \times 6 =$	
3.	$4 \times 6 =$	
4.	$5 \times 6 =$	
5.	$1 \times 6 =$	
6.	$12 \div 6 =$	
7.	$18 \div 6 =$	
8.	$30 \div 6 =$	
9.	$6 \div 6 =$	
10.	$24 \div 6 =$	
11.	$6 \times 6 =$	
12.	$7 \times 6 =$	
13.	$8 \times 6 =$	
14.	$9 \times 6 =$	
15.	$10 \times 6 =$	
16.	$48 \div 6 =$	
17.	$42 \div 6 =$	
18.	$54 \div 6 =$	
19.	$36 \div 6 =$	

23.	$___ \times 6 = 60$	
24.	$___ \times 6 = 12$	
25.	$___ \times 6 = 18$	
26.	$60 \div 6 =$	
27.	$30 \div 6 =$	
28.	$6 \div 6 =$	
29.	$12 \div 6 =$	
30.	$18 \div 6 =$	
31.	$___ \times 6 = 36$	
32.	$___ \times 6 = 42$	
33.	$___ \times 6 = 54$	
34.	$___ \times 6 = 48$	
35.	$42 \div 6 =$	
36.	$54 \div 6 =$	
37.	$36 \div 6 =$	
38.	$48 \div 6 =$	
39.	$11 \times 6 =$	
40.	$66 \div 6 =$	
41.	$12 \times 6 =$	

Number Correct: _____

Improvement: _____

Multiply or Divide by 6

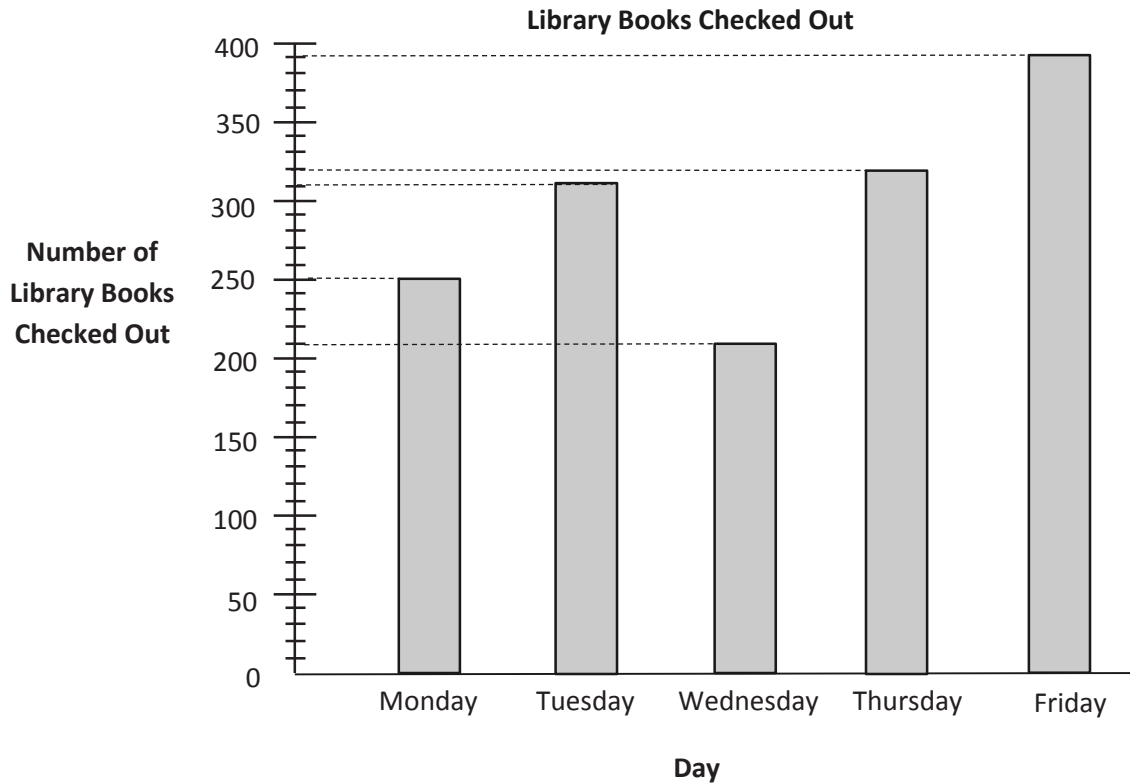
1.	$2 \times 6 =$	12
2.	$3 \times 6 =$	18
3.	$4 \times 6 =$	24
4.	$5 \times 6 =$	30
5.	$1 \times 6 =$	6
6.	$12 \div 6 =$	2
7.	$18 \div 6 =$	3
8.	$30 \div 6 =$	5
9.	$6 \div 6 =$	1
10.	$24 \div 6 =$	4
11.	$6 \times 6 =$	36
12.	$7 \times 6 =$	42
13.	$8 \times 6 =$	48
14.	$9 \times 6 =$	54
15.	$10 \times 6 =$	60
16.	$48 \div 6 =$	8
17.	$42 \div 6 =$	7
18.	$54 \div 6 =$	9
19.	$36 \div 6 =$	6

23.	$___ \times 6 = 60$	10
24.	$___ \times 6 = 12$	2
25.	$___ \times 6 = 18$	3
26.	$60 \div 6 =$	10
27.	$30 \div 6 =$	5
28.	$6 \div 6 =$	1
29.	$12 \div 6 =$	2
30.	$18 \div 6 =$	3
31.	$___ \times 6 = 36$	6
32.	$___ \times 6 = 42$	7
33.	$___ \times 6 = 54$	9
34.	$___ \times 6 = 48$	8
35.	$42 \div 6 =$	7
36.	$54 \div 6 =$	9
37.	$36 \div 6 =$	6
38.	$48 \div 6 =$	8
39.	$11 \times 6 =$	66
40.	$66 \div 6 =$	11
41.	$12 \times 6 =$	72

Name _____

Date _____

The graph below shows the number of library books checked out in five days.

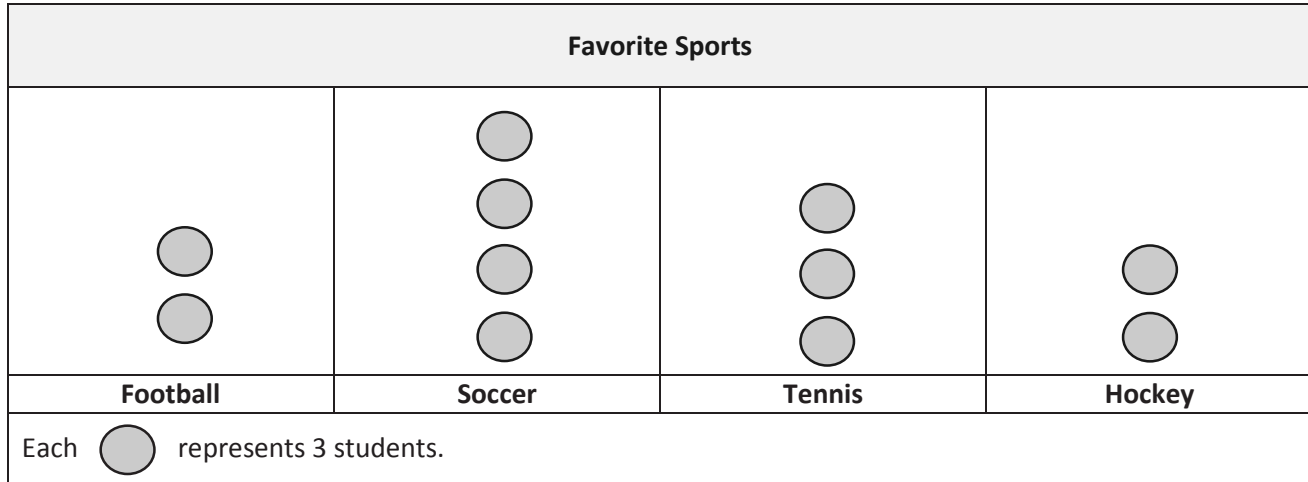


- c. How many books in total were checked out on Wednesday and Thursday?
- d. How many more books were checked out on Thursday and Friday than on Monday and Tuesday?

Name _____

Date _____

The picture graph below shows data from a survey of students' favorite sports.



- a. The same number of students picked _____ and _____ as their favorite sport.
- b. How many students picked tennis as their favorite sport?
- c. How many more students picked soccer than tennis? Use a number sentence to show your thinking.
- d. How many total students were surveyed?

Name _____

Date _____

The chart below shows a survey of the book club's favorite type of book.

Book Club's Favorite Type of Book	
Type of Book	Number of Votes
Mystery	12
Biography	16
Fantasy	20
Science Fiction	8

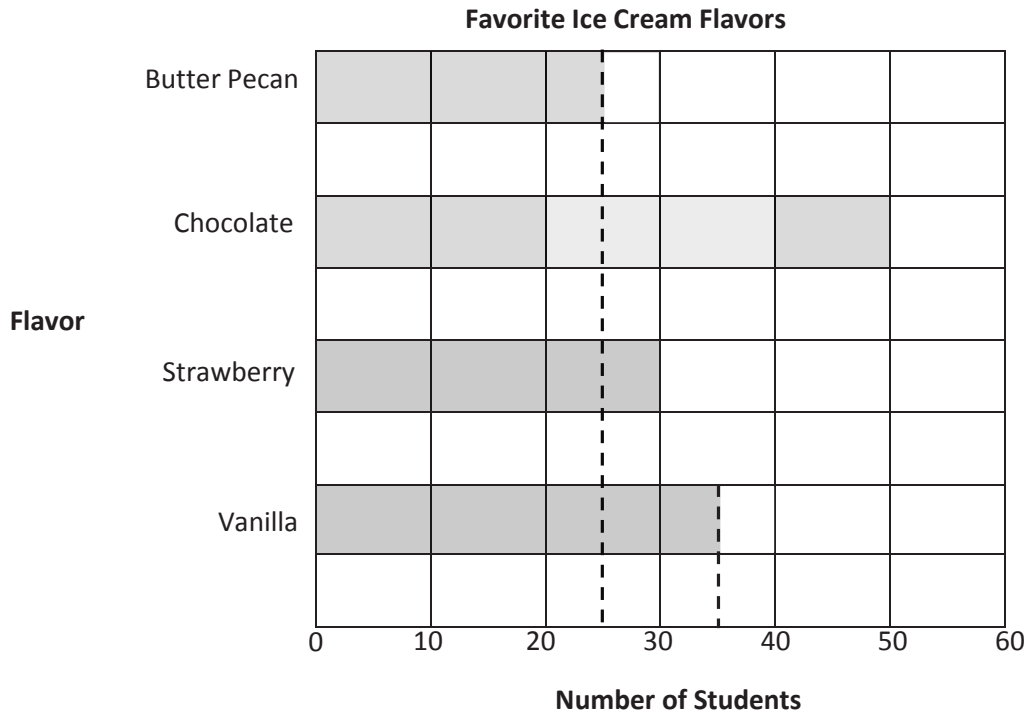
a. Draw tape diagrams with a unit size of 4 to represent the book club's favorite type of book.

b. Use your tape diagrams to draw vertical tape diagrams that represent the data.

Name _____

Date _____

The bar graph below shows the students' favorite ice cream flavors.



- a. Use the graph's lines as a ruler to draw intervals on the number line shown above. Then plot and label a point for each flavor on the number line.
- b. Write a number sentence to show the total number of students who voted for butter pecan, vanilla, and chocolate.

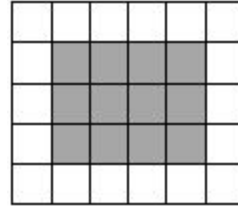
Davis wants to make a picture using 9 square tiles. What fraction of the picture does 1 tile represent?

V isualize	Character(s)	Setting
	What is the question?	Draw
E quation with a variable/ P rocedure to solve.		
S olve the Problem Write your answer.		

Lesson 135

1. Mr. Hugglemonster made 32 liters of fruit juice for a school picnic. He gives all the juice to 8 classrooms with each classroom getting the same amount of juice. How many liters of juice does Mr. Hugglemonster give each classroom?

2. A shaded rectangle is shown on the grid.



Part A: What is the perimeter, in units, of the rectangle? Enter your answer in the first response box.

Part B: What is the area, in square units, of the rectangle? Enter your answer in the second response box.

3. Gita had 24 red bricks. She arranged the bricks into 3 rows. How many bricks did Gita put in each row?

4. Use this clock to answer the question.

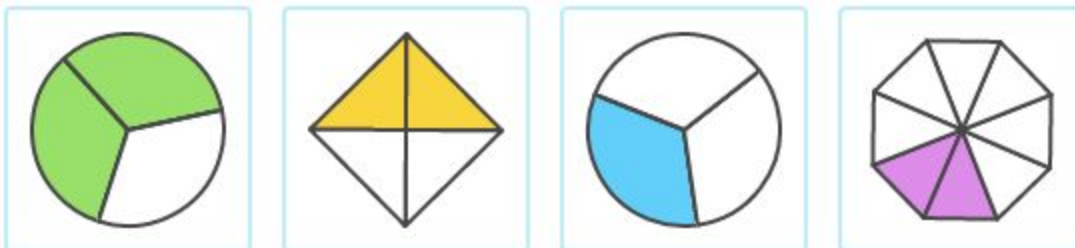


Select the time, to the nearest minute, shown on the clock.

- A. 5:09
- B. 5:47
- C. 6:45
- D. 6:47

Lesson 136

1. Which model shows $\frac{2}{3}$ of the whole figure shaded?



2. Decide whether each expression is equal to 4×7 . Select Yes or No for each.

	Yes	No
$4 + (3 + 4)$		
$(2 \times 2) \times 7$		
$(2 + 2) \times (3 + 4)$		

3. Enter the two numbers that belong in the boxes on the number line.

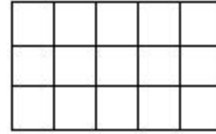


4. Select the symbol ($<$, $>$, or $=$) that correctly compares each pair of numbers.

	$<$	$>$	$=$
$\frac{3}{5} \square \frac{3}{4}$			
$\frac{1}{3} \square \frac{1}{2}$			

Lesson 137

1. This figure is tiled with square units.



Which expression could be used to find the area of this figure in square units?

- A. $3 + 3 + 3 + 3 + 3$
 B. $5 + 5 + 5 + 5 + 5$
 C. $3 + 3 + 5 + 5$
 D. $3 + 5$
2. Which equation has the same value as $27 \div 3 = \square$
- A. $27 \times 3 = \square$
 B. $3 \times \square = 27$
 C. $\square \div 3 = 27$
 D. $3 \div 27 = \square$
3. Use the Connect Line tool to draw a quadrilateral where every side is a different length.



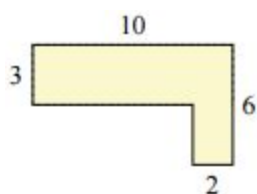
4. When rounding to the nearest ten, what is the **least** whole number that rounds to 60?

Lesson 138

1. Use this diagram to solve the problem.
 Enter the area, in square units, of the shaded figure.

2. This figure is made by joining two rectangles. Enter the

total



area, in square f

$$35 \div 5 = \square$$

$$36 \div 6 = \square$$

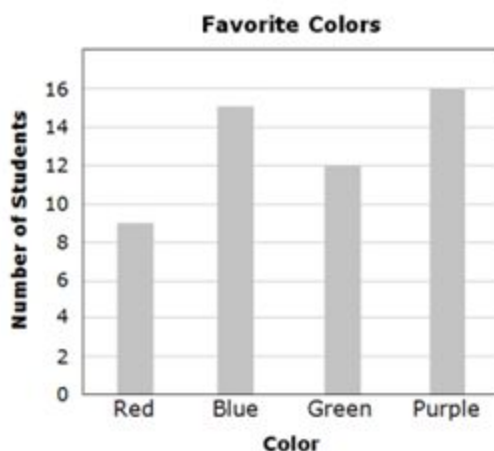
3. Enter the unknown numbers that make each equation true.
 Enter the first unknown number in the first response box.
 Enter the second unknown number in the second response box.

4. Drag each fraction to the number line, as close to the exact location as possible.



Lesson 139

1. Students vote for their favorite colors. Use the bar graph to answer the question.



How many more students voted for purple than red?

2. What unknown number makes this equation true?

$$\boxed{} \div 7 = 9$$

3. Laura wants to buy a jump rope that costs \$5, a board game that costs \$14, and a playground ball that costs \$3. She has saved \$3 from her allowance, and her uncle gave her \$11. How much more money does Laura need to buy the jump rope, the game, and the ball?


4. What numerator goes in the box (\square) to make the equation true?

$$\frac{\square}{4} = 3$$

3rd Grade Entry Task Lessons

Week 28 Days 135-139

Lesson 135	Standard
4	3.MD.2
Part A: 14 Part B: 12	3.MD.8
8	3.OA.3
B	3.MD.1

Lesson 136	Standard
	3.NF.1
N, Y, Y	3.OA.5
66, 69	3.OA.9
<, <	3.NF.3d

Lesson 137	Standard
A	3.MD.7a
B	3.OA.6
Student needs to draw a shape with 4 sides that are all different lengths.	3.G.1
64	3.NBT.1

Lesson 138	Standard
23 units ²	3.MD.6
36 ft ²	3.MD.7cd
7, 6	3.OA.7
See number line	3.NF.2

Lesson 139	Standard
7	3.MD.3
63	3.OA.4
\$8	3.OA.8
12	3.NF.3c

3.MD.B.3.TH.E1.2 Use data to create and compare picture graphs

Practice Set

Student Name:

Date:

1

Steven and Ronnie each drove the number of miles shown.

Adults	Number of Miles Driven
Steven	36 mi.
Ronnie	28 mi.

Create a picture graph that shows the number of miles each one drives.

Adults	Number of Miles Driven
Steven	
Ronnie	

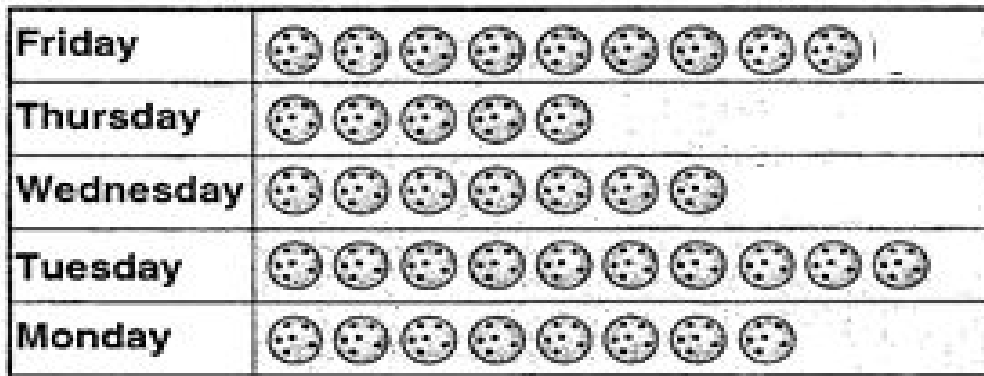
Key



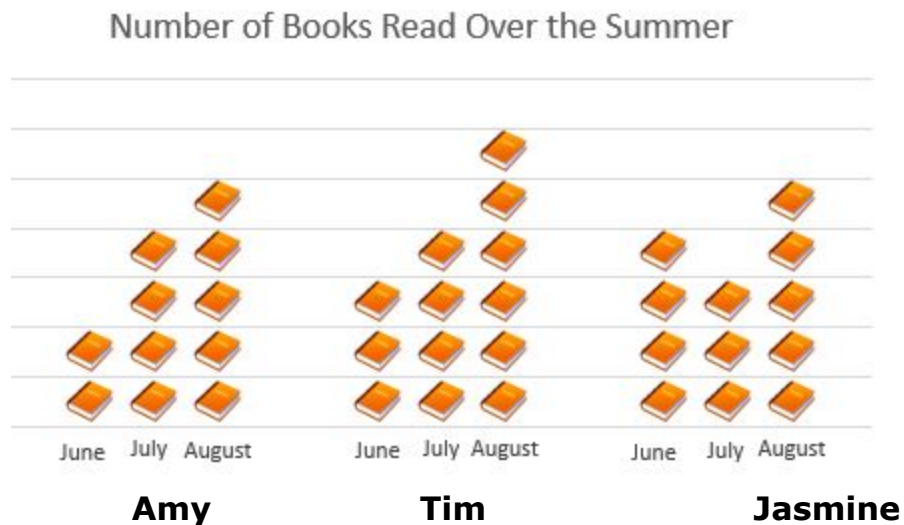
Represents 4 mi.

The picture graph shows the cookies that were sold last week. Use the picture graph to answer the question.

Cookies Sold Last Week



Amy, Tim, and Jasmine all read books over the summer. Use the graphs to answer the question.

**Key****represents 3 books**

How many more books did Amy and Jasmine read in July than Tim read in July?

Write the answer in the space below.

3.MD.B.3.TH.E1.2 Use data to create and compare picture graphs

Practice Set

Student Name:

Date:

4

Washington Elementary students voted on three books for their upcoming book report.

Books	Number of Votes
Judy Moody	24
Third Grade Angels	18
Flat Stanley	21

Create a picture graph that shows the number of votes for the three books.

Books	Number of Votes
Judy Moody	
Third Grade Angels	
Flat Stanley	


Key



Represents 3 votes.

Keegan made a picture graph showing the number of apples he had in his store. The store has a total of 30 apples. Use the graph to answer the questions.

Varities of Apples in a food store	
Red Delicious	  
Golden Delicious	  
Red Rome	   
McIntosh	 
Jonathan	   

Part A: What is the value of each  in the picture graph?

Part B: How many Red Rome and McIntosh apples are there altogether?

Part C: What is the difference between the number of Red Rome and Jonathan apples compared to the number of Golden Delicious and Red Delicious?

Part D: If Keegan added 2 more  to McIntosh and 1 more  to Red Delicious, which other apple would McIntosh and Red Delicious be equal to?

3.MD.B.3.TH.E1.2 Use data to create and compare picture graphs

Formative Assessment

Student Name:

Date:

1

Fred and Melissa each read the number of books shown.

Students	Number of Books Read
Fred	24
Melissa	36

Create a picture graph that shows the number of books each student read.

Student	Number of Books Read
Fred	
Melissa	

Key



Represents 6 books

2

Sandy, Ben, and John each ran the number of laps shown.

3.MD.B.3.TH.E1.2 Use data to create and compare picture graphs

Formative Assessment


Student Name:

Date:

Student	Number of Laps
Sandy	18
Ben	9
John	27

Create a picture graph that shows the number of laps each student ran.

Student	Number of Laps
Sandy	
Ben	
John	

<div>  <div> Key Represents 3 laps. </div> </div>	
--	--

3

Megan wanted to graph her class's favorite field trip.

Field Trip	Number of Votes
------------	-----------------

3.MD.B.3.TH.E1.2 Use data to create and compare picture graphs

Formative Assessment

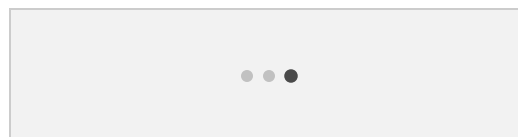
Student Name:

Date:

Centurylink Field	12
Ohop Indian Village	24
White River Museum	6
Point Defiance Zoo	18
Issaquah Salmon Hatchery	21

Create a picture graph using the data from the Favorite Field Trip table.

Field Trip	Number of Votes
Centurylink Field	
Ohop Indian Village	
White River Museum	
Point Defiance Zoo	
Issaquah Salmon Hatchery	



4

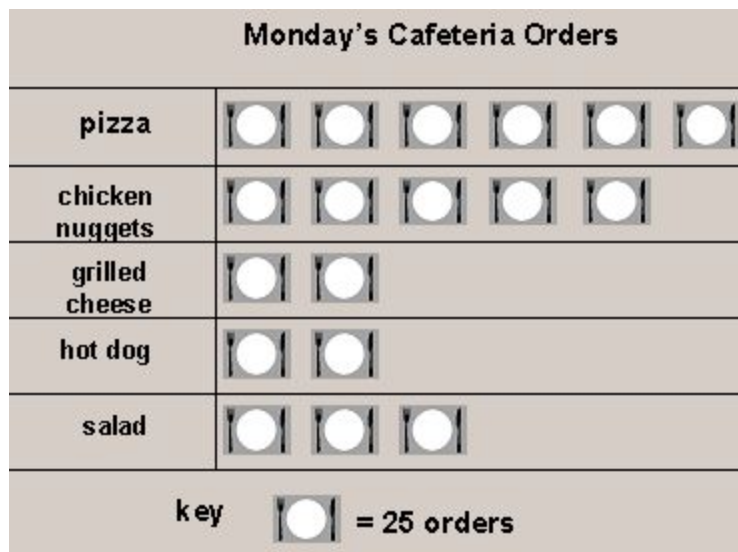
The picture graph shows Monday's cafeteria order. Use the picture graph to answer the question.

3.MD.B.3.TH.E1.2 Use data to create and compare picture graphs

Formative Assessment

Student Name:

Date:

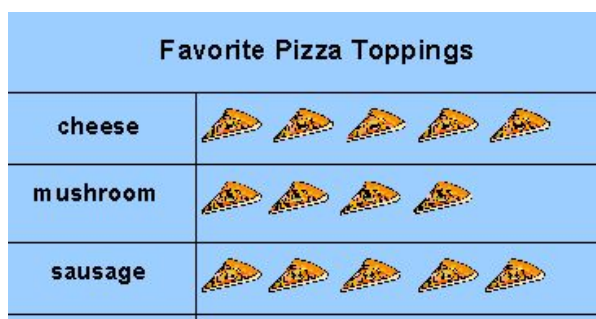


How many more students ordered chicken nuggets than salad?

Write the answer in the space below.

5

Roger made a picture graph showing the number of pizzas he offers at his pizza restaurant. The customers voted for their favorite pizzas. Use the graph to answer the questions.



3.MD.B.3.TH.E1.2 Use data to create and compare picture graphs

Formative Assessment

Student Name:

Date:

= 5 pizzas



Part A: What is the total number of pizzas?

Part B: What is the total number of sausage and cheese pizzas?

Part C: What is the difference between the number of sausage and pepperoni compared to the number of cheese and mushroom?

Part D: If Roger added 2 more  to mushroom which other topping would mushroom be equal to?