

SPELLING LIST

THIRD GRADE

calendar

carnivore

cherish

cinnamon

clever

cocoon

companion

cordial

courteous

curious

cherish

corridor

Name _____

Skill: Spelling—Test 1

DIRECTIONS:

Read each group of words. Mark the one that is **not** spelled correctly.

- | | | |
|--|--|---|
| 1. <input type="radio"/> aboard
<input type="radio"/> adventure
<input type="radio"/> aruthor
<input type="radio"/> berry
<input type="radio"/> bucket | 6. <input type="radio"/> seventeen
<input type="radio"/> skinn
<input type="radio"/> spider
<input type="radio"/> storyteller
<input type="radio"/> tale | 11. <input type="radio"/> lookout
<input type="radio"/> knit
<input type="radio"/> improve
<input type="radio"/> hike
<input type="radio"/> grean |
| 2. <input type="radio"/> chain
<input type="radio"/> collar
<input type="radio"/> crept
<input type="radio"/> delever
<input type="radio"/> drawer | 7. <input type="radio"/> tooth
<input type="radio"/> type
<input type="radio"/> waterproof
<input type="radio"/> yank
<input type="radio"/> zipp | 12. <input type="radio"/> glow
<input type="radio"/> forehead
<input type="radio"/> fiddle
<input type="radio"/> equipment
<input type="radio"/> drank |
| 3. <input type="radio"/> escape
<input type="radio"/> fierce
<input type="radio"/> fork
<input type="radio"/> glu
<input type="radio"/> gum | 8. <input type="radio"/> wrinkle
<input type="radio"/> watermelon
<input type="radio"/> twiste
<input type="radio"/> tongue
<input type="radio"/> system | 13. <input type="radio"/> delight
<input type="radio"/> creep
<input type="radio"/> coffe
<input type="radio"/> ceremony
<input type="radio"/> bubble |
| 4. <input type="radio"/> ninde
<input type="radio"/> inch
<input type="radio"/> loom
<input type="radio"/> million
<input type="radio"/> neighborhood | 9. <input type="radio"/> storreroom
<input type="radio"/> speed
<input type="radio"/> skeleton
<input type="radio"/> settle
<input type="radio"/> rug | 14. <input type="radio"/> bent
<input type="radio"/> August
<input type="radio"/> adult
<input type="radio"/> accept
<input type="radio"/> afterwarrrd |
| 5. <input type="radio"/> pain
<input type="radio"/> pirate
<input type="radio"/> prevent
<input type="radio"/> recipe
<input type="radio"/> ruine | 10. <input type="radio"/> receive
<input type="radio"/> ping
<input type="radio"/> paid
<input type="radio"/> neigh
<input type="radio"/> midnigh | 15. <input type="radio"/> automobile
<input type="radio"/> bicycle
<input type="radio"/> bud
<input type="radio"/> chalk
<input type="radio"/> collection |

Name _____

Skill: Synonyms—Test 1

DIRECTIONS:

Read the sentences and choices below. Mark the word or phrase that means almost the same thing as the word or phrase that is underlined in the sentence.

- | | |
|--|--|
| <p>1. Now what can we do for our <u>amusement</u>?</p> <p><input type="radio"/> pleasure</p> <p><input type="radio"/> faucet</p> <p><input type="radio"/> argument</p> | <p>5. Joe will <u>avoid</u> hard work whenever he can!</p> <p><input type="radio"/> jump at</p> <p><input type="radio"/> stay away from</p> <p><input type="radio"/> watch</p> |
| <p>2. The snowstorm was <u>brutal</u> on the animals in the field.</p> <p><input type="radio"/> cold</p> <p><input type="radio"/> cruel</p> <p><input type="radio"/> warmth</p> | <p>7. The child looked <u>bewildered</u> when he couldn't find his mother.</p> <p><input type="radio"/> excited</p> <p><input type="radio"/> happy</p> <p><input type="radio"/> confused</p> |
| <p>3. The baby was <u>clinging</u> to her mother's hand.</p> <p><input type="radio"/> swinging</p> <p><input type="radio"/> pulling</p> <p><input type="radio"/> holding tightly</p> | <p>8. I would like to have a <u>conversation</u> with you.</p> <p><input type="radio"/> party</p> <p><input type="radio"/> talk</p> <p><input type="radio"/> friendship</p> |
| <p>4. We will get up at <u>daybreak</u> and hike to the mountain.</p> <p><input type="radio"/> noon</p> <p><input type="radio"/> dawn</p> <p><input type="radio"/> sunset</p> | <p>9. How will you <u>display</u> your science project?</p> <p><input type="radio"/> show</p> <p><input type="radio"/> make</p> <p><input type="radio"/> use</p> |
| <p>5. Randy had to do an <u>errand</u> before he could play.</p> <p><input type="radio"/> game</p> <p><input type="radio"/> chore</p> <p><input type="radio"/> mistake</p> | <p>10. Sue left the party <u>hastily</u> when she got the phone call.</p> <p><input type="radio"/> slowly</p> <p><input type="radio"/> later</p> <p><input type="radio"/> quickly</p> |

Name _____

Skill: Antonyms—Test 1

DIRECTIONS:

Read the sentences and choices below. Mark the word that means the opposite of the word that is underlined in the sentence.

1. Let's walk in a straight line.

- narrow
- zigzag
- lined

2. The lock on that door makes me feel secure.

- unsafe
- unusual
- unaware

3. We are ready to proceed with this plan.

- go on
- stop
- wait

4. That is a massive rock in your yard!

- tiny
- huge
- ugly

5. I love to gobble popcorn!

- chew
- taste
- nibble

6. I feel uneasy about being the star of the play.

- upset
- hard
- comfortable

7. Dan usually succeeds when he tries to anger his brother.

- wins
- gets punished
- fails

8. I cannot understand you when you mutter.

- shout
- say
- mumble

9. Ellen was proud when she won the contest.

- happy
- humble
- bragging

10. Is this the store entrance?

- exit
- door
- commercial

Name _____

Skill: Vocabulary—Test 1

DIRECTIONS:

Read the first part of the sentence and look at the underlined word or words. Choose the word or phrase that means about the same thing as the underlined word or phrase. Mark the correct answer.

1. A type of school is an...

- advance**
- ability**
- academy**

2. To be very bright and shiny is to be...

- lagoon**
- brilliant**
- dignified**

3. A person who is afraid of everything is a...

- dogwood**
- housekeeper**
- coward**

4. The way you feel is an...

- intend**
- exist**
- emotion**

5. A person who is extremely angry is...

- furious**
- pueblo**
- mistaken**

6. A person who is new at something is a...

- beginner**
- classmate**
- bellow**

7. Something that does not cost a lot of money is...

- harmless**
- cheap**
- gallery**

8. To really hate something is to...

- detest**
- hedge**
- damage**

9. When you try but do not succeed, it is a...

- creation**
- product**
- failure**

10. A word that means how tall a thing is ...

- relationship**
- mast**
- height**

Name _____

Skill: Grammar, Capitalization,
and Punctuation—Test 1

DIRECTIONS:

Read each sentence and look at the underlined word or words. If there is no error in grammar, capitalization, or punctuation, mark the answer "correct." If there is an error, choose the answer that is correct.

<p>1. <u>Tracy, Brad, and Shannon,</u> are in a science group.</p> <p><input type="radio"/> correct</p> <p><input type="radio"/> Tracy; Brad, and Shannon</p> <p><input type="radio"/> Tracy Brad and Shannon</p> <p><input type="radio"/> Tracy, Brad, and, Shannon</p>	<p>6. <u>Mr spodet</u> said our math paper is due tomorrow.</p> <p><input type="radio"/> correct</p> <p><input type="radio"/> Mr Spodet</p> <p><input type="radio"/> mr. Spodet</p> <p><input type="radio"/> Mr. Spodet</p>
<p>2. I am <u>hungry.</u> <u>do you</u> have any cake left?</p> <p><input type="radio"/> correct</p> <p><input type="radio"/> hungry? Do you</p> <p><input type="radio"/> hungry. Do you</p> <p><input type="radio"/> hungry do. You</p>	<p>7. <u>Sam and I is</u> going on a bike trip next week.</p> <p><input type="radio"/> correct</p> <p><input type="radio"/> Sam and i is</p> <p><input type="radio"/> Sam and I are</p> <p><input type="radio"/> sam and I are</p>
<p>3. <u>lake erie is</u> one of the largest lakes in the United States.</p> <p><input type="radio"/> correct</p> <p><input type="radio"/> Lake erie is</p> <p><input type="radio"/> Lake Erie is</p> <p><input type="radio"/> lake erie are</p>	<p>8. I got these new skates from my <u>Uncle Fred.</u></p> <p><input type="radio"/> correct</p> <p><input type="radio"/> uncle fred</p> <p><input type="radio"/> uncle Fred</p> <p><input type="radio"/> Uncle Fred</p>
<p>4. Where <u>are we going?</u> I can't see a thing in here.</p> <p><input type="radio"/> correct</p> <p><input type="radio"/> are we going</p> <p><input type="radio"/> is we going?</p> <p><input type="radio"/> are we going!</p>	<p>9. I think <u>Pamelas painting</u> is the best one in the show!</p> <p><input type="radio"/> correct</p> <p><input type="radio"/> Pamelas' painting</p> <p><input type="radio"/> Pamela's Painting</p> <p><input type="radio"/> Pamela's painting</p>
<p>5. Have you read the book <u>Forever young</u> ?</p> <p><input type="radio"/> correct</p> <p><input type="radio"/> forever young</p> <p><input type="radio"/> Forever Young</p> <p><input type="radio"/> forever Young</p>	<p>10. <u>Frank, John, and Randy</u> are my three older brothers.</p> <p><input type="radio"/> correct</p> <p><input type="radio"/> Frank John, and Randy</p> <p><input type="radio"/> Frank, John, and, Randy</p> <p><input type="radio"/> Frank, John and Randy,</p>

Name _____

Skill: Narrative Passages

DIRECTIONS:

Read each story, then read each question. Read all the answers, then mark the space for the answer you think is right. Mark NH (not here) if the answer can't be figured out from the given information.

Brad slowly climbed the steps to the front porch of the old house. He really didn't want to go into the old haunted house, but he couldn't let Mike call him a chicken. Brad crossed the squeaky porch and pushed on the heavy front door. It slowly swung open, and he could see dust covered furniture in the front hall. Brad gulped and looked back over his shoulder. Mike stood near the street, grinning from ear to ear. Brad slid his foot inside the door. The floor creaked and groaned as he stepped into the room. Brad was really scared now. The house smelled musty and had a chill to it, even though the day was quite warm. He took two more steps into the hallway. Suddenly the front door slammed shut. Brad jumped in fright. "It was just the wind," he told himself.

1. What would be a good title for this story?

- Mike and Brad
- The Haunted House
- Mike Has Fun
- NH

2. Which words from the story help make the house sound spooky?

- covered, gulped, grinning
- slammed, dust, furniture
- squeaky, musty, groaned
- NH

3. Why was Brad going into the old house?

- Mike had dared him
- he was curious
- his parents made him
- NH

4. Which word might best describe how Brad is feeling?

- jealous
- cautious
- loyal
- NH

5. Who owned the old house?

- no one
- a neighbor
- Mike's uncle
- NH

6. Why did Brad tell himself the wind had closed the door?

- to calm himself
- to scare himself even more
- he did not believe in ghosts
- NH

7. Why was the house so dusty, musty, and cold?

- it was winter
- no one had been in there for years
- the owner forgot to dust it
- NH

Name _____

Skill: Narrative Passages

DIRECTIONS:

Read each story, then read each question. Read all the answers, then mark the space for the answer you think is right. Mark NH (not here) if the answer can't be figured out from the given information.

Lillian slid lower in her chair. She was almost under her desk. If she could just disappear, maybe the teacher wouldn't call on her. Lillian was prepared. She loved to read and had finished the book two weeks ago. She also liked to write, so the book report was no problem. Lillian did not want to read her report to the class. Her stomach felt sick and her face got hot every time she thought about standing up in front of all those children. The teacher called Lillian's name. Lillian slowly stood up and shuffled to the front of the room. She thought about Sam, a character in her book. If only she could be as brave as he was. Suddenly Lillian knew what to do! She closed her eyes and pretended she was Sam. She told Sam's story, just as if it had happened to her. When she was finished, Lillian opened her eyes and looked at the class in front of her. They were clapping wildly because she had given such a good report! The teacher was very happy and gave Lillian an A+ on her report. Lillian was happy, too!

1. Why was Lillian trying to hide under her desk?
- she didn't want to give the report
 - she was not feeling well
 - she always hid under there
 - NH

2. Lillian was afraid of something. What was she afraid of?
- she couldn't read very well
 - standing up in front of the class
 - her teacher
 - NH
3. Why did the teacher make Lillian give the report?
- she didn't like Lillian
 - it was Lillian's turn to report
 - she wanted Lillian to be brave
 - NH
4. How did Lillian help herself get through the report?
- she pretended she was at home
 - she pretended to be brave
 - she pretended to be Sam
 - NH
5. What words from the story give clues about how Lillian felt giving book reports in front of the class?
- brave, pretended, wildly
 - happy, character, problem
 - disappear, sick, shuffled
 - NH
6. What grade did Lillian get for her report?
- A+
 - E+
 - A
 - NH

Name _____

Skill: Expository Passages

DIRECTIONS: Read each story, then read each question. Read all the answers, then mark the space for the answer you think is right. Mark NH (not here) if the answer can't be figured out from the story.

Every living thing gets energy from the food it eats. The passing of energy from one living thing to another is called the food chain. It all begins with the Sun. The Sun shines on Earth. Plants gather the Sun's energy and use it to produce food for themselves. Small animals eat the plants and get the energy. Bigger animals eat the smaller animals and the energy is passed on. It continues all the way up the food chain!

Here is an example of a food chain: In a pond, algae gathers sunlight and makes food. A small fish eats the algae. The energy is passed on to the fish. A bird swoops down and eats the small fish, getting the energy for itself. A bigger mammal might catch that bird and eat it. Energy is passed on to each animal that eats a plant or another animal.

1. What is a good title for this story?

- Algae in the Pond**
- The Food Chain**
- Eating is Good For People**
- NH**

2. Where does energy begin?

- with plants**
- with animals**
- with the Sun**
- NH**

3. What does the word "produce" mean?

- eat**
- find**
- make**
- NH**

4. What is it called when energy is passed from one living thing to another?

- seasons**
- the food chain**
- energy passing**
- NH**

5. Where do humans get their energy?

- from exercise**
- from the foods they eat**
- from water**
- NH**

6. How long does it take a plant to produce its own food?

- one hour**
- six hours**
- one day**
- NH**

7. Which animal might get energy by eating a rabbit?

- a worm**
- a frog**
- an eagle**
- NH**

Guided Practice

Ask Yourself

Write each amount using a dollar sign and a decimal point.



- Did I place the decimal point between the dollars and cents?
- Did I write the dollar sign?



Explain Your Thinking ▶ Is there a way to write the amount for Exercise 2 without using a dollar sign? If so, how?

Practice and Problem Solving

Write each amount, using a dollar sign and a decimal point.



5. eight dollars and forty-four cents

6. eleven dollars and six cents

Solve.

7. **Analyze** Taylor had 8 dimes and 30 pennies in her purse. She spent half of the dimes. What is the value of the money left in her purse?

8. **Multistep** Ryan has \$6.15 in his bank. How much will he have if he adds 1 dollar, 2 dimes, and 1 penny?

Daily Review

Test Prep

Order the numbers from least to greatest. (Ch. 2, Lesson 2)


9. 127 201 152 10. 65 39 90
 11. 100 83 76 12. 1,204 24 402
 13. 56 359 185 14. 129 140 121
 15. 246 624 264 16. 385 358 835

✓ 17. Wanda has 1 dollar, 5 dimes, and 2 pennies. What is the total value of her money?

- A \$1.25 C \$2.15
 B \$1.52 D \$2.51

Guided Practice

Ask Yourself

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

1.



2.




Explain Your Thinking

Look back at Exercises 1–2. Which exercise shows equivalent amounts? Explain how you know.



Practice and Problem Solving

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

3.



4.



Solve.

5. Sara, Ben, and Tory buy baked goods at the sale. Sara spends \$3.65, Ben spends \$3.05, and Tory spends \$3.55. Put the amounts in order from greatest to least. Who spends the most?

6. **Challenge** Luc has 2 half-dollars, 3 dimes, and 4 nickels. Martha has 3 quarters, 2 dimes, 2 nickels, and 5 pennies. Does the person with more coins have more money? Explain your thinking.

Regroup Tens and Hundreds

Subtract. Check by adding.

1.
$$\begin{array}{r} 347 \\ -168 \\ \hline \end{array}$$

2.
$$\begin{array}{r} 568 \\ -289 \\ \hline \end{array}$$

3.
$$\begin{array}{r} \$716 \\ -\$359 \\ \hline \end{array}$$

4.
$$\begin{array}{r} 869 \\ -489 \\ \hline \end{array}$$

5.
$$\begin{array}{r} 582 \\ -194 \\ \hline \end{array}$$

6.
$$\begin{array}{r} 328 \\ -149 \\ \hline \end{array}$$

7.
$$\begin{array}{r} 543 \\ -345 \\ \hline \end{array}$$

8.
$$\begin{array}{r} 838 \\ -382 \\ \hline \end{array}$$

9.
$$\begin{array}{r} 726 \\ -436 \\ \hline \end{array}$$

10.
$$\begin{array}{r} \$544 \\ -\$276 \\ \hline \end{array}$$

11. $297 - 182$

12. $754 - 391$

13. $554 - 277$

14. $\$7.25 - \3.81

15. $874 - 385$

16. $\$243 - \188

17. $458 - 159$

18. $\$9.42 - \6.79

Estimate by rounding. Then choose the correct answer.

19. $307 - 185$

- a. 122 b. 222

20. $526 - 338$

- a. 288 b. 188

21. $472 - 138$

- a. 234 b. 334

Compare. Write $>$, $<$, or $=$ for each \bigcirc .

22. $100 + 20 \bigcirc 165 - 13$

23. $29 - 15 \bigcirc 54 + 5$

24. $160 + 25 \bigcirc 160 - 50$

25. $59 + 16 \bigcirc 88 - 13$

26. $205 - 115 \bigcirc 89 + 20$

27. $15 + 35 \bigcirc 79 - 29$



Test Prep

28. A male grizzly bear weighs about 550 pounds. A female grizzly bear weighs about 285 pounds. How much more does the male grizzly bear weigh?

- A 265 pounds C 375 pounds
 B 365 pounds D 835 pounds

29. Jessica says that to find $519 - 239$, you must regroup the hundreds place. Is she correct? Explain and show your work.

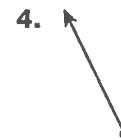
Lines, Line Segments, Rays, and Angles

Write whether each figure is a *line*, *line segment*, or *ray*.

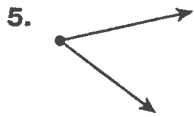






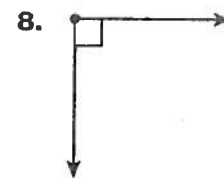


Tell whether each angle is a *right angle*, *less than a right angle*, or *greater than a right angle*.



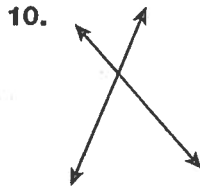


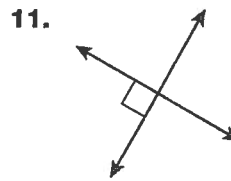




Tell whether each pair of lines is *parallel*, *intersecting*, or *perpendicular*.





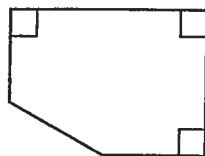




Test Prep

13. How many angles greater than 90° are shown in the figure below?

- A 2 C 3
B 4 D 5



14. For the statement below, write *true* or *false*. Draw a picture to explain your answer. A line segment goes on without end.
