

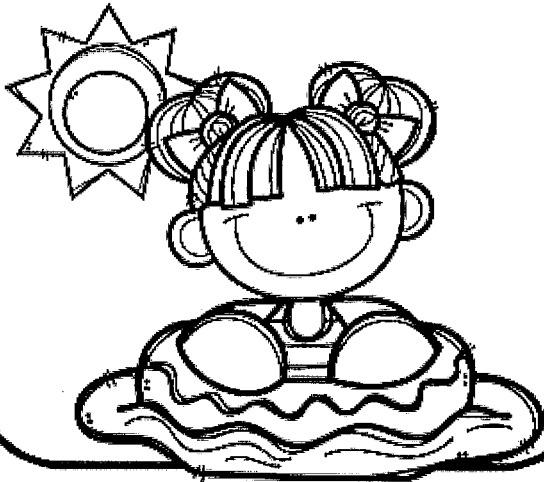
Name \_\_\_\_\_

# Opinion Writing

Third Grade

## Do you prefer...

Summer



Winter?



or

I prefer \_\_\_\_\_

I like it because \_\_\_\_\_

\_\_\_\_\_

Also \_\_\_\_\_

\_\_\_\_\_

For example \_\_\_\_\_

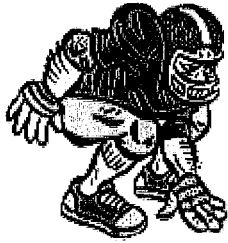
\_\_\_\_\_

Therefore, that is why I like \_\_\_\_\_

**CCSS.ELA-LITERACY.W.3.1:** Write opinion pieces on topics or texts, supporting a point of view with reasons. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons, provide reasons that support the opinion, use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons, and provide a concluding statement or section.

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

## Football Facts and Opinions



A **fact** is something that can be proven true.

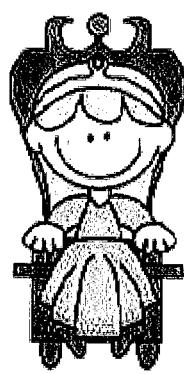
An **opinion** is how someone else feels about something.



Read each statement. Check the correct box to tell if it is a fact or an opinion.

1. The football game was lots of fun yesterday.  fact  opinion
2. Our tickets cost fifty-two dollars.  fact  opinion
3. It was money well-spent.  fact  opinion
4. The quarterback played his best game of the season.  fact  opinion
5. The running back scored three touchdowns.  fact  opinion
6. The kicker scored a field goal before halftime.  fact  opinion
7. The referee blew his whistle and called a penalty.  fact  opinion
8. The referee has been making terrible calls.  fact  opinion
9. We had a terrific view of the game from our seats.  fact  opinion
10. The final quarter was the most exciting of all.  fact  opinion
11. The score was tied until the final minute of the game.  fact  opinion
12. The wide receiver made the final touchdown.  fact  opinion
13. There was cheering in the stands.  fact  opinion
14. Our opponent is the worst team in the league.  fact  opinion
15. Our team will be difficult to beat.  fact  opinion

# Medieval Murder Mystery



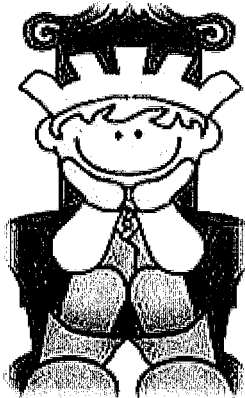
queen



princess



servant



king

Read the notes and the clues from the medieval murder mystery game. Use the information to complete the table below and write the name of the murderer. Then write the name of the three women above.

The king was murdered yesterday. Bernice, Charlotte and Rachel are suspects. One is the queen. One is the princess and one is the servant. When the king died, one was in the bedroom, one was in the dining room and one was in the kitchen.

The women loved three different men. One loved the king's bodyguard, one loved Prince Harold (the king's cousin), and one loved Lord Hayes.

One studied science, one studied magic and one studied poisons.

## Clues

Bernice wasn't in the dining room and she didn't study poisons. Charlotte studied magic. She wasn't the queen. Rachel didn't love Prince Harold and she wasn't in the dining room.

Bernice wasn't in the bedroom. She didn't love Prince Harold. Bernice was the Princess and she loved Lord Hayes.



This card shows the murderer. What was her name?

The queen murdered the king. What was her name? \_\_\_\_\_

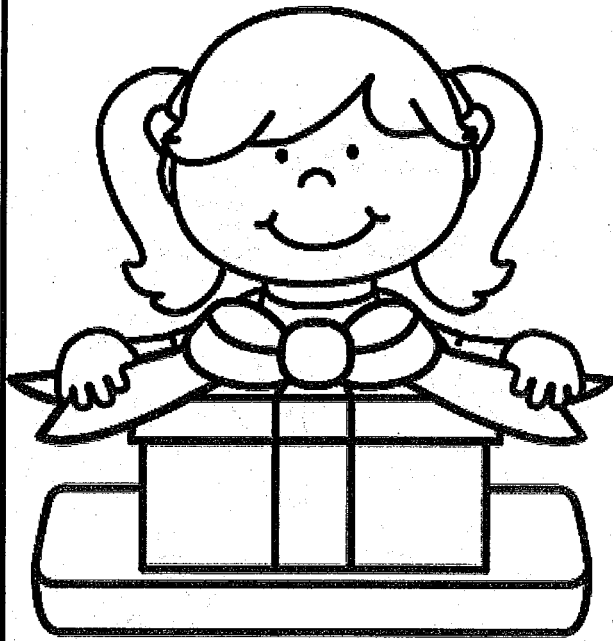
	Charlotte	Bernice	Rachel
Who?			
Where?			
loved?			king's bodyguard
studied?	magic		



Name \_\_\_\_\_

# Comprehension Check II

Directions: Read the short story. Answer the questions.



Ann wants to wrap a present. She begins by gathering her supplies. She needs wrapping paper, scissors, tape and a ribbon. First, she cuts a piece of wrapping paper to fit the present. Then, she folds the paper around the present and secures it with tape. Finally, Ann adds a beautiful red bow. Ann cannot wait to give her gift to her mom.

1. What is a good title for the story?

2. What supplies does Ann need to wrap her gift?

3. What does Ann do after she folds the paper?

4. How many steps are needed to wrap a present?

5. What do you think Ann is going to give her mom?



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

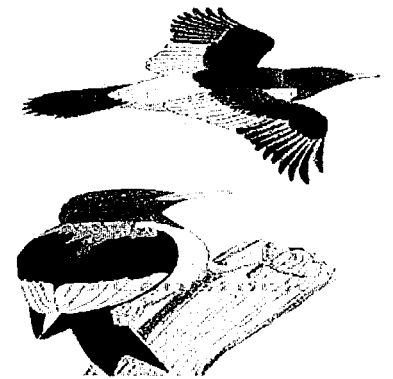
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## Grade 3 Reading Comprehension Worksheet

### THE RED-HEADED WOODPECKER

Read the story below.

Phyllis sat in her own room. The window was open and into the room darted a bird. In a moment he flew to the ledge above her door. With his strong little bill he began to rap, rap at the wood. "You act like a woodpecker, but you do not look like one," said Phyllis. "You do not know all about woodpeckers," said the bird. "I belong to the family of red-headed woodpeckers." "You?" cried Phyllis. "But where is your red cap?" "I am a woodpecker, surely. But I am quite young yet. My mother said, 'Wait a little longer, when you are quite grown your cap will be as red as my own.'" "Well," said Phyllis, "I am very glad you came to see me." "Do you stay here in the winter, then?" Phyllis asked. "Oh, yes, we often stay all winter." "Must you go?" asked Phyllis. "Here is a strawberry for you." "Thanks," said the bird, pecking away at the fruit.



Answer each question.

1. What did the bird do into the Phyllis's room?

\_\_\_\_\_

2. What did Phyllis say to the bird?

\_\_\_\_\_

3. What did woodpecker reply?

\_\_\_\_\_

4. Why did Phyllis happy?

\_\_\_\_\_

5. What did Phyllis give to the woodpecker?

\_\_\_\_\_

6. Do you like birds? Tell the name of your favourite bird?

\_\_\_\_\_

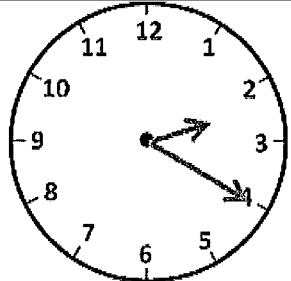
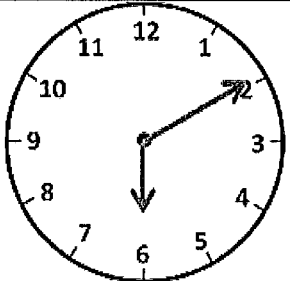
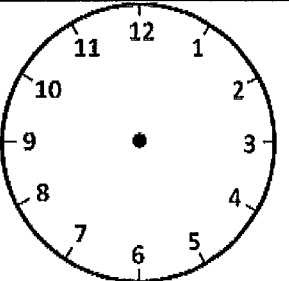
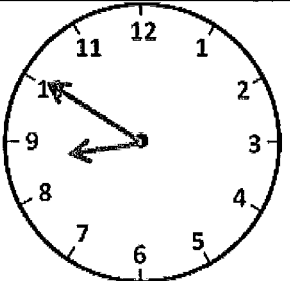
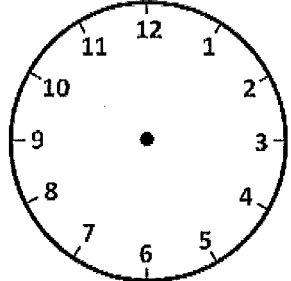
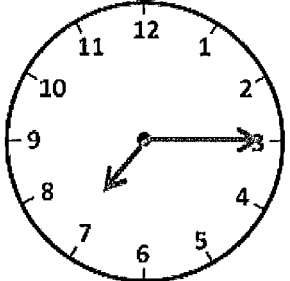
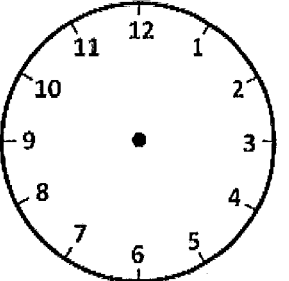
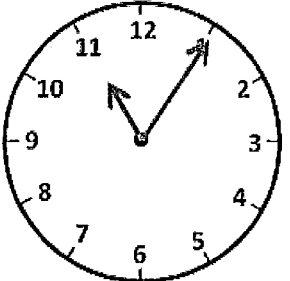
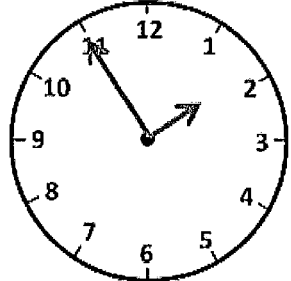
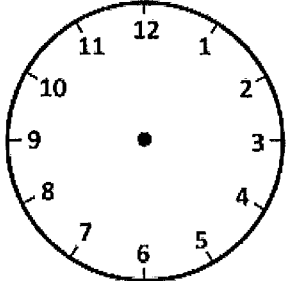
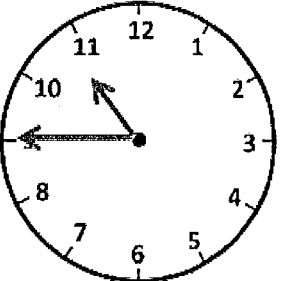
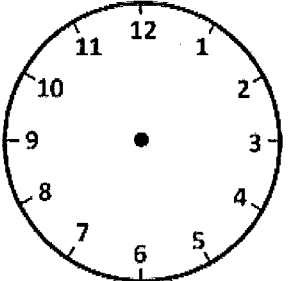
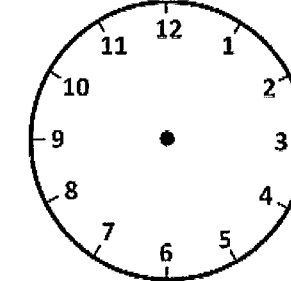
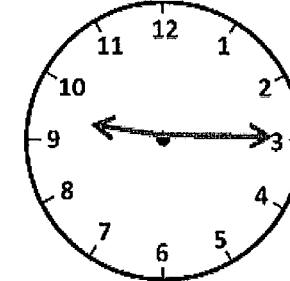
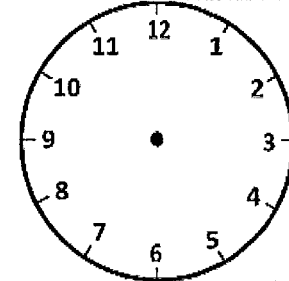
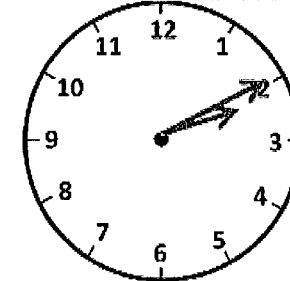
Name \_\_\_\_\_

Date \_\_\_\_\_



# TELLING THE TIME TO 5 MINUTES SHEET 3

For each time, you need to either draw in the hands or write the time.  
The first one is done for you.

			
2:20		4:25	
			
12:30		9:35	
			
	3:40	5:00	
			
7:35		12:50	



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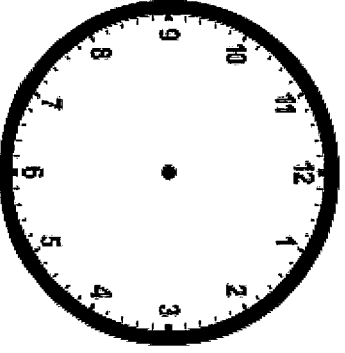
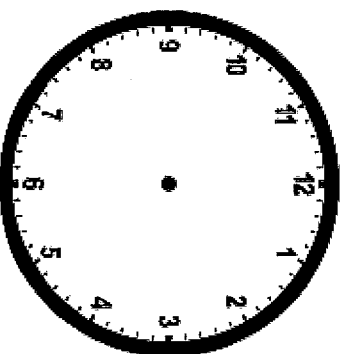
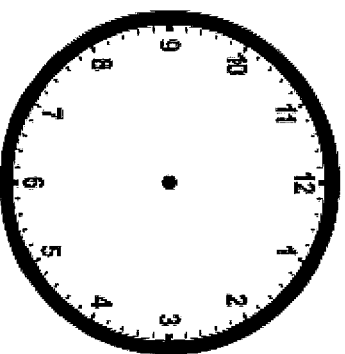
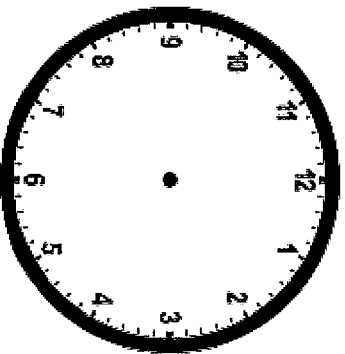
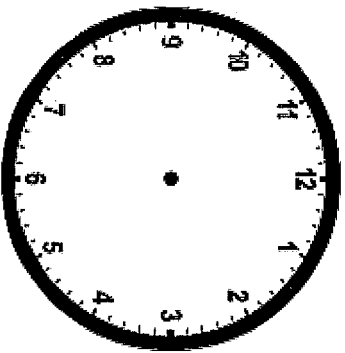
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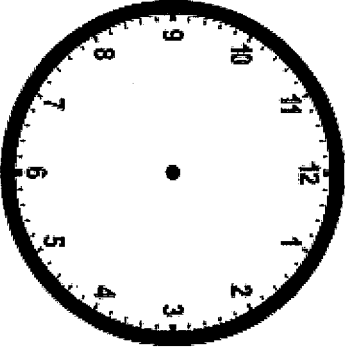
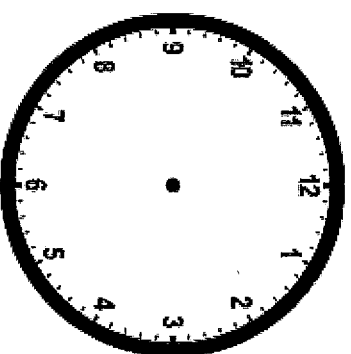
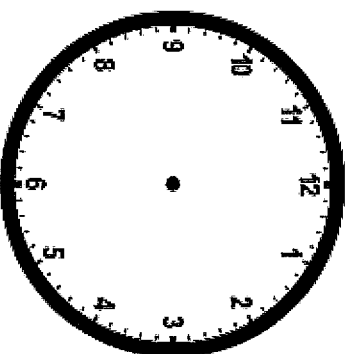
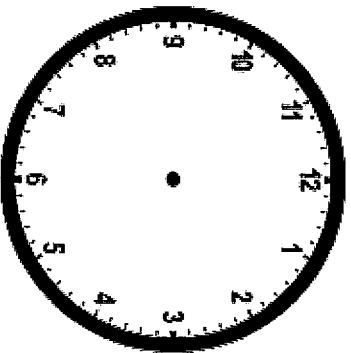
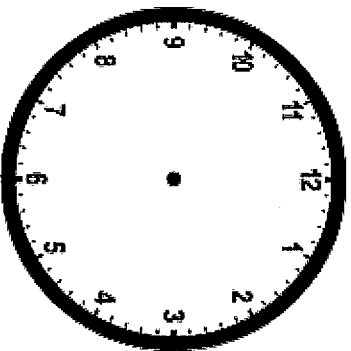
Name \_\_\_\_\_

Date \_\_\_\_\_

Read the time below each clock. Draw the hands on the clock to match the time given.



**2:30    9:00    4:00    11:30    8:30**



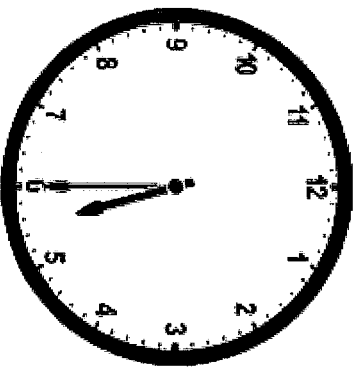
**6:00    7:30    10:30    1:00    3:00**

MD 1.3 Tell and write time in hours and half-hours using analog and digital clocks.

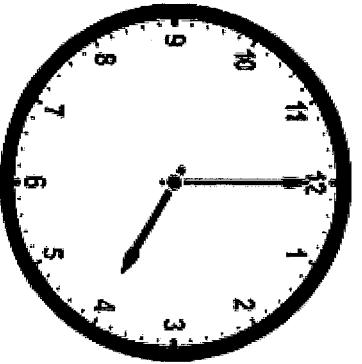
Name \_\_\_\_\_

Date \_\_\_\_\_

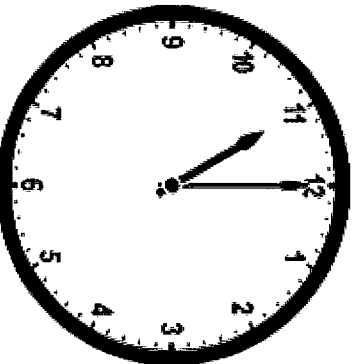
Circle the time below each clock that correctly tells the time.



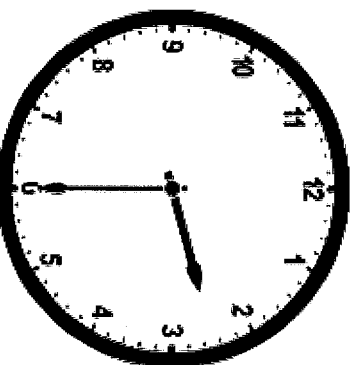
- a. 6:05
- b. 5:30
- c. 5:06



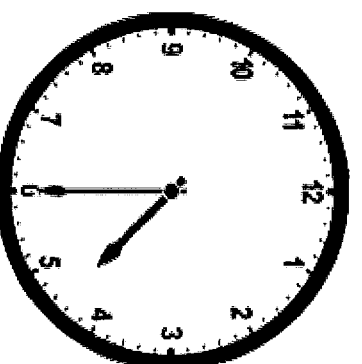
- a. 4:60
- b. 12:04
- c. 4:00



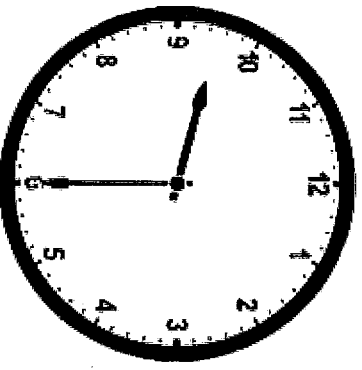
- a. 11:00
- b. 11:60
- c. 12:11



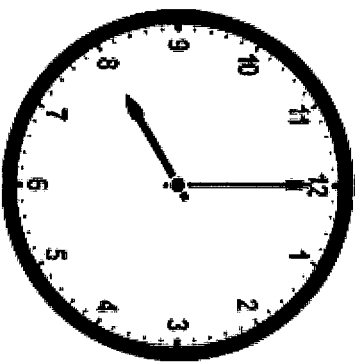
- a. 2:06
- b. 2:30
- c. 6:02



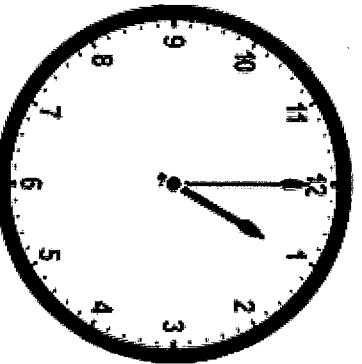
- a. 4:30
- b. 4:06
- c. 6:04



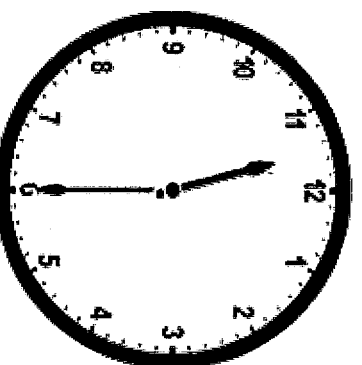
- a. 6:09
- b. 9:06
- c. 6:30



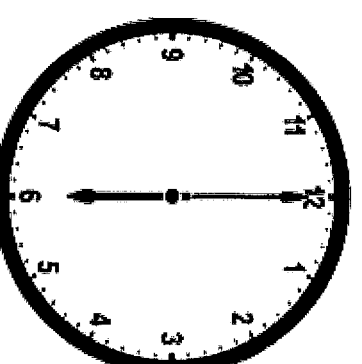
- a. 8:00
- b. 8:60
- c. 12:08



- a. 1:00
- b. 1:60
- c. 12:01



- a. 11:30
- b. 11:06
- c. 6:11



- a. 12:30
- b. 6:00
- c. 6:60

MD 1.3 Tell and write time in hours and half-hours using analog and digital clocks.

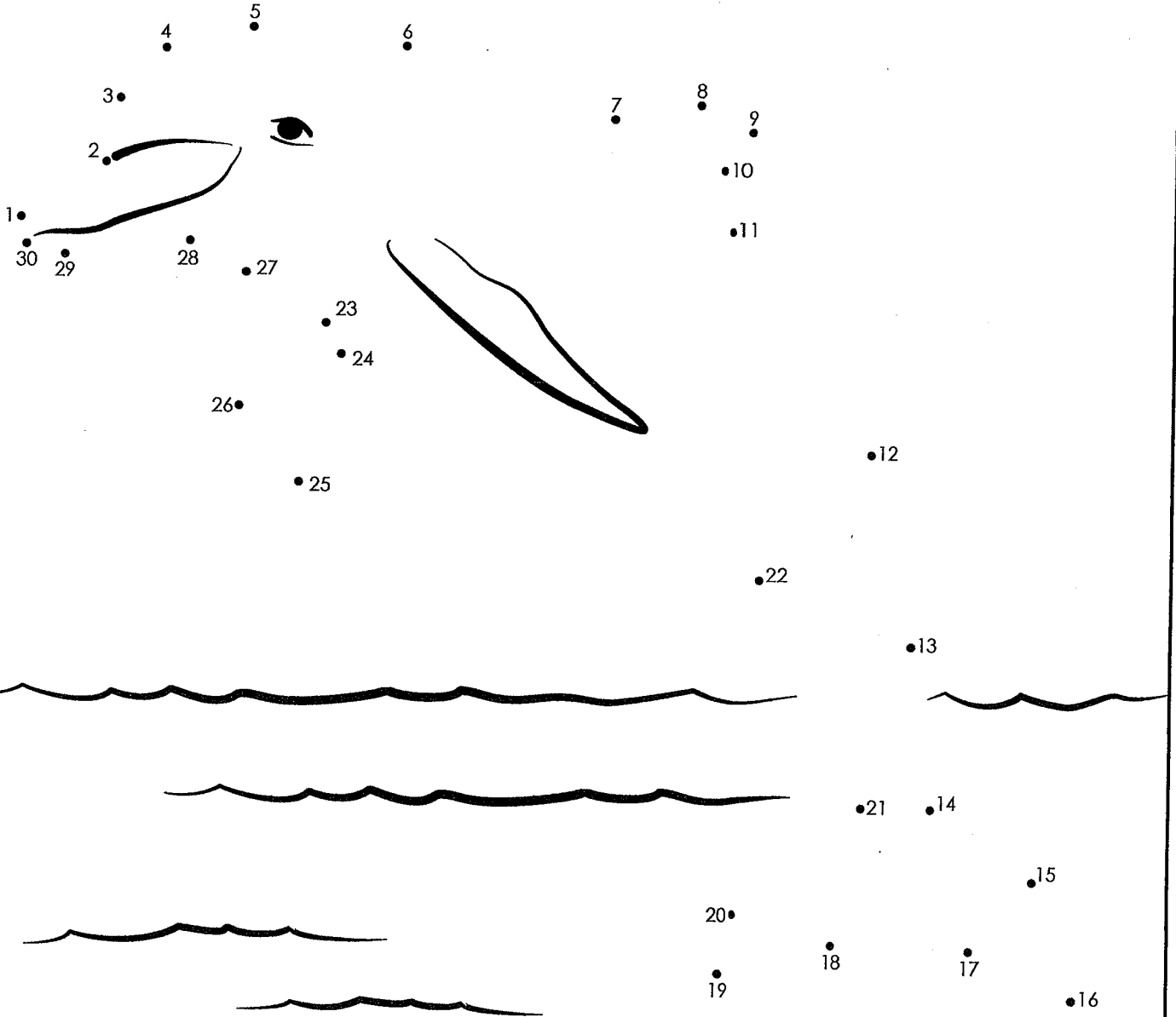


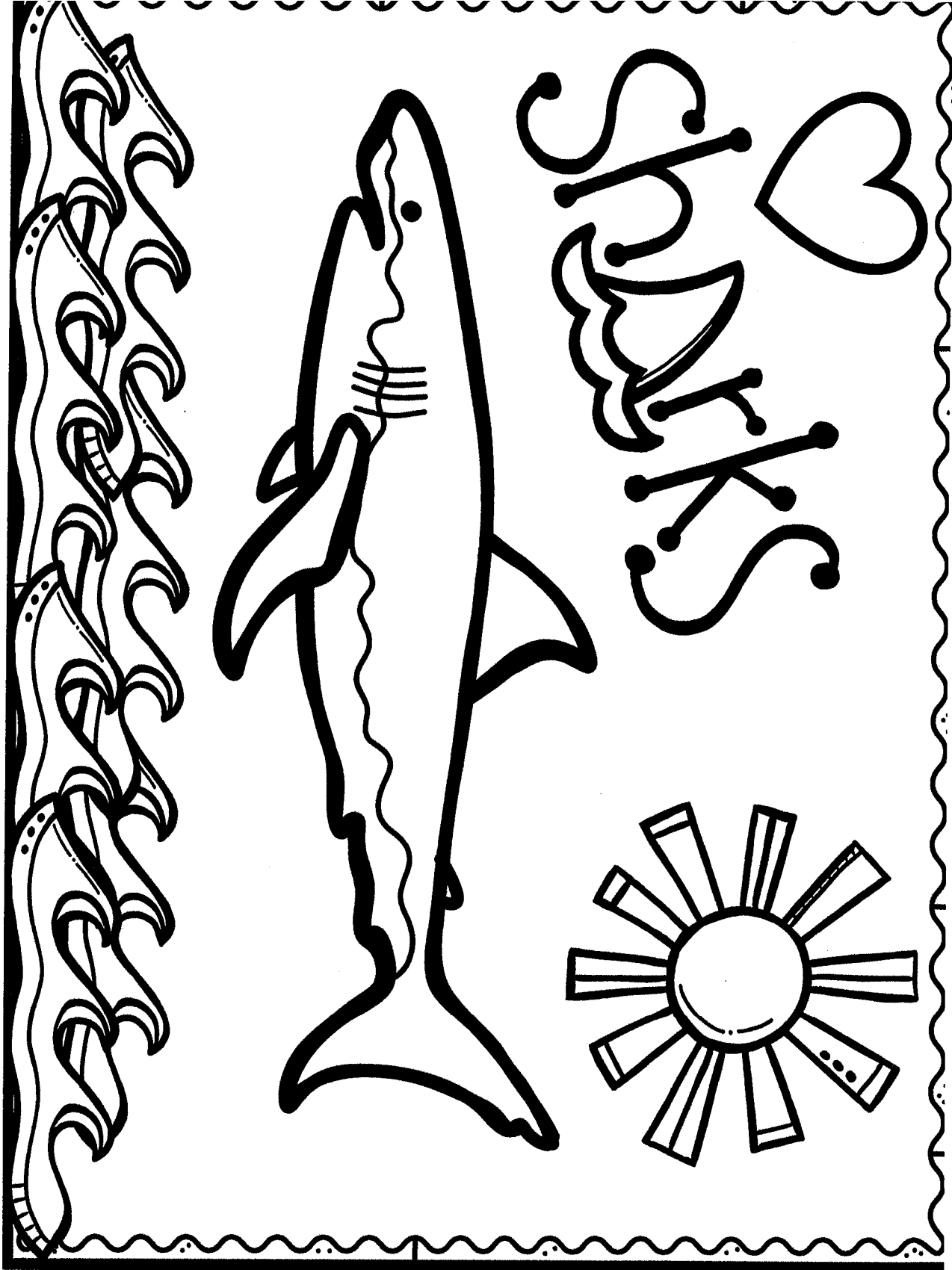


Name: \_\_\_\_\_

# Dot-to-Dot

Connect the dots and color.





Sharks

