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Thinking Kids™
Carson-Dellosa Publishing LLC
Greensboro, North Carolina

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Carson-Dellosa Publishing LLC
P.O. Box 35665
Greensboro, NC 27425 USA

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ISBN 978-1-4838-3317-0

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READING



My Story

Directions: Fill in the blanks. Use these sentences to write a story about yourself.

I feel happy when _____.

I feel sad when _____.

I am good at _____.

These words describe me: _____

I can help at home by _____.

My friends like me because _____.

I like to _____.

My favorite food is _____.

My favorite animal is _____.

Now . . . take your answers, and write a story about **you!**

Phonics

Some words are more difficult to read because they have one or more silent letters. Many words you already know are like this.

Examples: wrong and **night**

Directions: Circle the silent letters in each word. The first one is done for you.

(w)rong

knife

sigh

lamb

whistle

answer

hour

straight

taught

wrote

autumn

wrap

knee

scent

knew

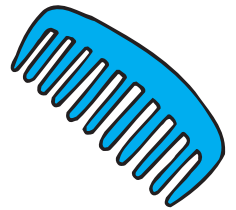
whole

comb

known

daughter

crumb



Directions: Draw a line between the rhyming words. The first one is done for you.

knew

sees

taut

wrote

comb

straight

sigh

known

wrong

whole

try

bowl

stone

true

song

trees

home

great

caught

boat

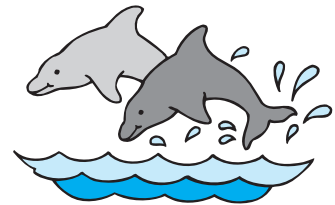


Phonics

Sometimes, letters make sounds you don't expect. Two consonants can work together to make the sound of one consonant. The **f** sound can be made by **ph**, as in the word **elephant**. The consonants **gh** are most often silent, as in the words **night** and **though**. But they also can make the **f** sound, as in the word **laugh**.

Directions: Circle the letters that make the **f** sound. Write the correct word from the box to complete each sentence. The first one is done for you.

ele(ph)ant	cough	laugh	telephone	phonics
dolphins	enough	tough	alphabet	rough



1. The dolphins were playing in the sea.
2. Did you have _____ time to do your homework?
3. A cold can make you _____ and sneeze.
4. The _____ ate peanuts with his trunk.
5. The road to my school is _____ and bumpy.
6. You had a _____ call this morning.
7. The _____ meat was hard to chew.
8. Studying _____ will help you read better.
9. The _____ has 26 letters in it.
10. We began to _____ when the clowns came in.

Phonics

There are several consonants that make the **k** sound: **c** when followed by **a**, **o**, or **u**, as in **cow** or **cup**; the letter **k**, as in **milk**; the letters **ch**, as in **Christmas**; and **ck**, as in **black**.

Directions: Read the following words. Circle the letters that make the **k** sound. The first one is done for you.

a(ch)e

camera

necklace

nickel

school

deck

doctor

skin

market

darkness

stomach

thick

comb

Christmas

crack

escape

Directions: Use your own words to finish the following sentences. Use words with the **k** sound.

1. If I had a nickel, I would _____.

2. My doctor is very _____.



3. We bought ripe, juicy tomatoes at the _____.

4. If I had a camera now,
I would take a picture of _____.

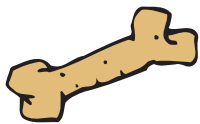
5. When my stomach aches, _____.

Phonics

In some word families, the vowels have a long sound when you would expect them to have a short sound. For example, the **i** has a short sound in **chill**, but a long sound in **child**. The **o** has a short sound in **cost**, but a long sound in **most**.

Directions: Read the words in the word box below. Write the words that have a long vowel sound under the word **LONG**, and the words that have a short vowel sound under the word **SHORT**. (Remember, a long vowel says its name—like **a** in **ate**.)

old	odd	gosh	gold	sold	soft	toast	frost	lost	most
doll	roll	bone	done	kin	mill	mild	wild	blink	blind



LONG

bone



SHORT

doll

Syllables

All words can be divided into **syllables**. Syllables are word parts that have one vowel sound in each part.

Directions: Draw a line between the syllables in each word, and then write the word on the correct line below. The first one is done for you.

little

bumblebee

pillow

truck

dazzle

dog

pencil

flag

angelic

rejoicing

ant

telephone

1 SYLLABLE

2 SYLLABLES

3 SYLLABLES

little

Syllables

When the letters **le** come at the end of a word, they sometimes have the sound of **ul**, as in **raffle**.

Directions: Draw a line to match the syllables so they make words. The first one is done for you.

can	gle
tur	cle
pur	ple
cir	kle
spar	zle
raf	dle
ea	fle
siz	tle



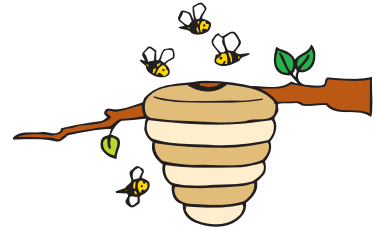
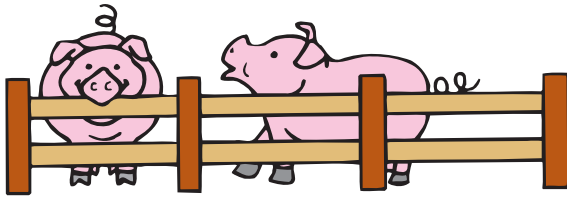
Directions: Use the words you made to complete the sentences. One is done for you.

1. Will you buy a ticket for our school raffle?
2. The _____ pulled his head into his shell.
3. We could hear the bacon _____ in the pan.
4. The baby had one _____ on her birthday cake.
5. My favorite color is _____.
6. Look at that diamond _____!
7. The bald _____ is our national bird.
8. Draw a _____ around the correct answer.

Compound Words

A **compound word** is two small words put together to make one new word. Compound words are usually divided into syllables between the two words.

Directions: Read the words. Then, divide them into syllables. The first one is done for you.



- | | |
|---|------------------------|
| 1. playground <u>play</u> <u>ground</u> | 11. hilltop _____ |
| 2. sailboat _____ | 12. broomstick _____ |
| 3. doghouse _____ | 13. sunburn _____ |
| 4. dishpan _____ | 14. oatmeal _____ |
| 5. pigpen _____ | 15. campfire _____ |
| 6. outdoors _____ | 16. somewhere _____ |
| 7. beehive _____ | 17. starfish _____ |
| 8. airplane _____ | 18. birthday _____ |
| 9. cardboard _____ | 19. sidewalk _____ |
| 10. nickname _____ | 20. seashore _____ |

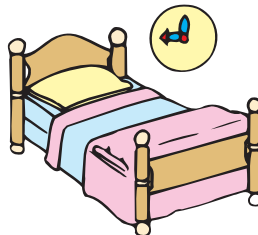
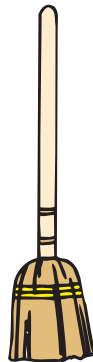
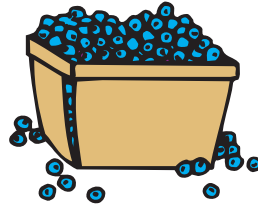
Compound Words

Directions: Read the compound words in the word box. Then, use them to answer the questions. The first one is done for you.

sailboat	blueberry	bookcase	tablecloth	beehive
dishpan	pigpen	classroom	playground	bedtime
broomstick	treetop	fireplace	newspaper	sunburn

Which compound word means . . .

1. a case for books?
2. a berry that is blue?
3. a hive for bees?
4. a place for fires?
5. a pen for pigs?
6. a room for a class?
7. a pan for dishes?
8. a boat to sail?
9. a paper for news?
10. a burn from the sun?
11. the top of a tree?
12. a stick for a broom?
13. the time to go to bed?
14. a cloth for the table?
15. ground to play on?



bookcase

Transportation Vocabulary

Directions: Unscramble the words to spell the names of kinds of transportation. The first one is done for you.



behelwworar

wheel b a r r o w

anirt

t _ _ _ n

moobattor

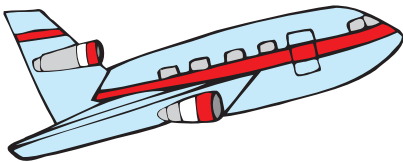
moto _ _ _ _ t

ceicbly

b _ _ _ _ _ e

tocker

r _ _ _ _ t



etobimuloa

aut _ _ _ _ _ e

rilanape

a _ _ p _ _ _ e

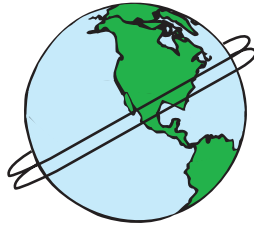
Directions: Use a word from above to complete each sentence.

1. My mother uses a _____ to move dirt to her garden.
2. The _____ blasted the spaceship off the launching pad.
3. We flew on an _____ to visit my aunt in Florida.
4. My grandfather drives a very old _____.
5. We borrowed Fred's _____ to go waterskiing.
6. You should always look both ways when crossing a
_____ track.
7. I hope I get a new _____ for my birthday.

Space Vocabulary

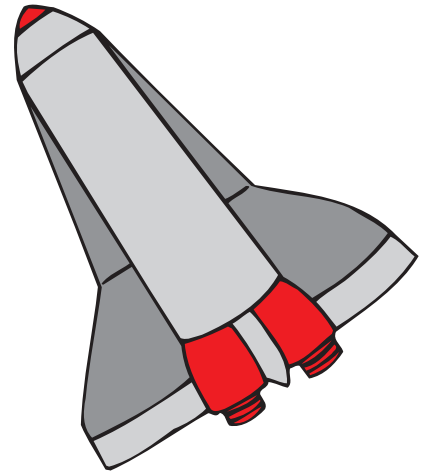
Directions: Unscramble each word. Use the numbers below the letters to tell you what order they belong in. Write the word by its definition.

i r t b o
4 2 5 3 1



u t o n c w d n o
3 5 7 9 1 8 6 4 2

u l e f
2 4 3 1



a t s r a t n o u
7 9 2 4 1 3 6 5 8

t e h t s u l
5 7 2 4 1 3 6

A member of the team that flies a spaceship _____

A rocket-powered spaceship that travels between Earth and space _____

The material, such as gas, used for power _____

The seconds just before take-off _____

The path of a spaceship as it goes around Earth _____

Weather Vocabulary

Directions: Use the weather words in the box to complete the sentences.

sunny	temperature	foggy	puddles	rainy
windy	rainbow	cloudy	lightning	snowy

1. My friends and I love _____ days, because we can have snowball fights!
2. On _____ days, we like to stay indoors and play board games.
3. Today was hot and _____, so we went to the beach.
4. We didn't see the sun at all yesterday. It was _____ all day.
5. _____ weather is perfect for flying kites.
6. It was so _____, Mom had to use the headlights in the car so we wouldn't get lost.
7. While it was still raining, the sun began to shine and created a beautiful _____.
8. We like to jump in the _____ after it rains.
9. _____ flashed across the sky during the thunderstorm.
10. The _____ outside was so low, we needed to wear hats, mittens, and scarves.

Vocabulary Word Lists

Directions: Complete the vocabulary word lists. Be creative!

Drinks

milk

Lights

flashlight

Pets

dogs

School Supplies

paper

What other things can you think of to list?

Multiple-Meaning Words

Many words have more than one meaning. These words are called **multiple-meaning words**. Think of how the word is used in a sentence or story to determine the correct meaning.

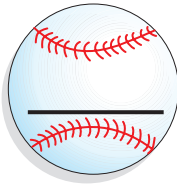
Directions: The following baseball words have multiple meanings. Write the correct word in each baseball below.

play	bat	ball	fly	run
------	-----	------	-----	-----



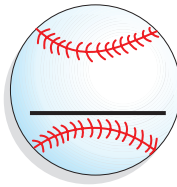
This word means ...

1. a flying mammal
2. a special stick used in baseball



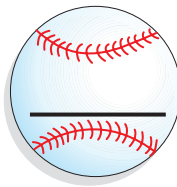
This word means ...

1. a small insect
2. to soar through the air



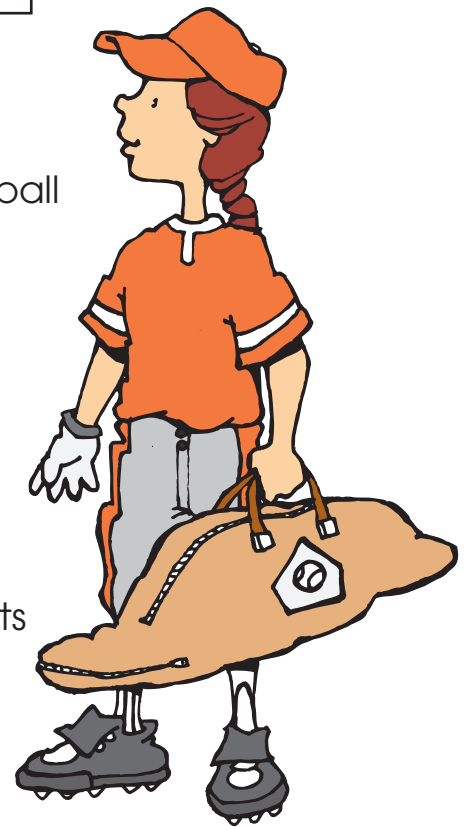
This word means ...

1. a big dance
2. a round object used in sports



This word means ...

1. a performance
2. to amuse oneself



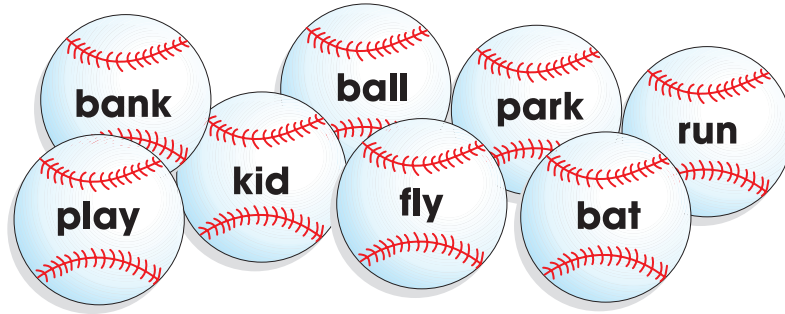
Which word is left? _____ Write sentences using two different meanings of the word.

1. _____

2. _____

Multiple-Meaning Words

Directions: Complete each sentence on pages 20 and 21 using one of the words below. Each word will be used only twice.

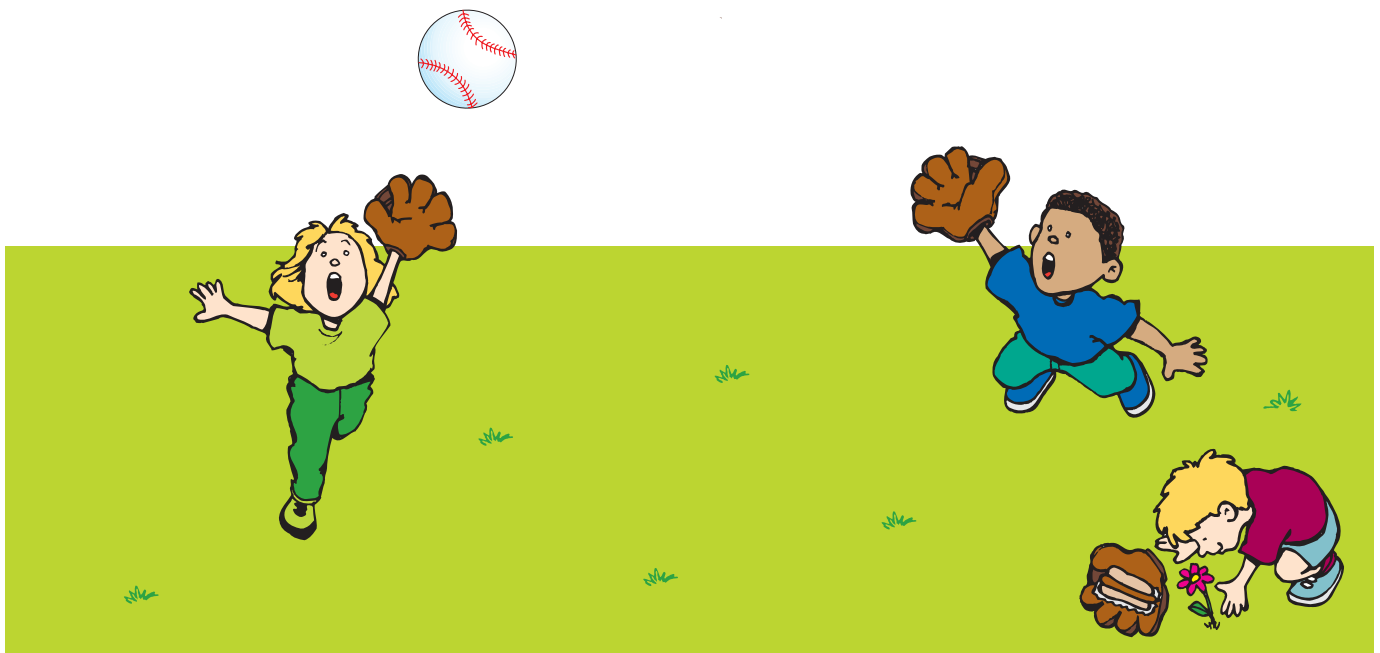


1. The kitten watched the _____ crawl slowly up the wall.
2. "You wouldn't _____ me, would you?" asked Dad.
3. Do you think Aunt Donna and Uncle Mike will come to my school _____ ?
4. He hit the ball so hard it broke the _____ .
5. "My favorite part of the story is when the princess goes to the _____ ;" sighed Veronica.
6. My brother scored the first _____ in the game.



Multiple-Meaning Words

7. We will have to _____ quietly while the baby is sleeping.
8. Before we go to the store, I want to get some coins out of my _____.
9. The nature center will bring a live _____ for our class to see.
10. We sat on the _____ as we fished in the river.
11. The umpire decided the pitcher needed a new _____.
12. We will _____ in a race tomorrow.
13. "Can we please go to the _____ after I clean my room?" asked Jordan.
14. That boomerang can really _____!
15. Is it okay to _____ my bike here?
16. The baby goat, or _____, follows its mother everywhere.



Sequencing

Directions: Fill in the blank spaces with what comes next in the series. The first one is done for you.

year	Wednesday	day	sixth	large
twenty	February	night	seventeen	mile
paragraph	winter	ocean		

- Sunday, Monday, Tuesday, Wednesday
- third, fourth, fifth, _____
- November, December, January, _____
- tiny, small, medium, _____
- fourteen, fifteen, sixteen, _____
- morning, afternoon, evening, _____
- inch, foot, yard, _____
- day, week, month, _____
- spring, summer, autumn, _____
- five, ten, fifteen, _____
- letter, word, sentence, _____
- second, minute, hour, _____
- stream, lake, river, _____

Sequencing

When words are in a certain order, they are in sequence.

Directions: Complete each sequence using a word from the box. There are extra words in the box. The first one has been done for you.

below	three	fifteen	December	twenty	above
after	go	third	hour	March	yard

1. January, February, March

2. before, during, _____

3. over, on, _____

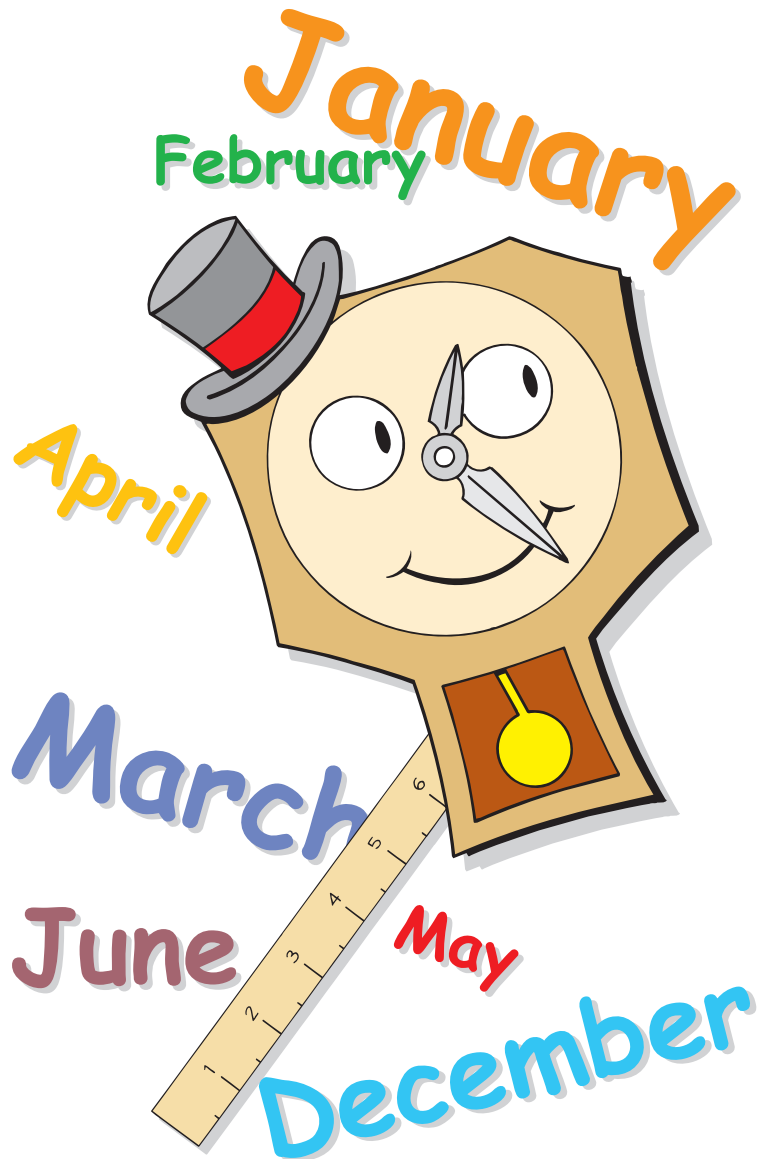
4. come, stay, _____

5. second, minute, _____

6. first, second, _____

7. five, ten, _____

8. inch, foot, _____



Sequencing: Smallest to Largest

Directions: Rearrange each group of words to form a sequence from smallest to largest.

Example:

minute, second, hour

second, minute, hour

1. least, most, more

2. full, empty, half-full

3. month, day, year

4. baseball, golf ball, soccer ball

5. penny, dollar, quarter

6. \$4.12, \$3.18, \$3.22

7. boy, man, infant

8. mother, daughter, grandmother



Sequencing

Directions: Read each story. Circle the phrase that tells what happened before.

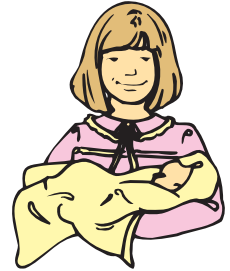
1. Izzy is very happy now that she has someone to play with. She hopes that her new sister will grow up quickly!

A few days ago . . .

Izzy was sick.

Izzy's mother had a baby.

Izzy got a new puppy.



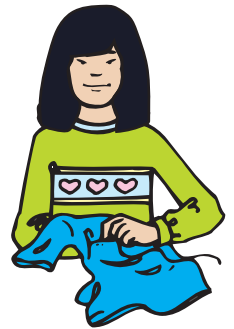
2. Sara tried to mend the tear. She used a needle and thread to sew up the hole.

While playing, Sara had . . .

broken her bicycle.

lost her watch.

torn her shirt.



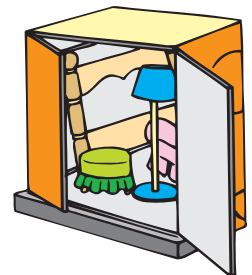
3. The movers took Antonio's bike off the truck and put it in the garage. Next, they moved his bed into his new bedroom.

Antonio's family . . .

bought a new house.

went on vacation.

bought a new truck.



4. Katie picked out a book about dinosaurs. Luke, who likes sports, chose two books about baseball.

Katie and Luke . . .

went to the library.

went to the playground.

went to the grocery.



Sequencing

Directions: Read each story. Circle the sentence that tells what might happen next.

1. Sam and Ella picked up their books and left the house.
They walked to the bus stop. They got on a big yellow bus.

What will Sam and Ella do next?

They will go to school.

They will visit their grandmother.

They will go to the store.



2. Maggie and Matt were playing in the snow. They made a snowman with a black hat and a red scarf. Then, the sun came out.

What might happen next?

It will snow again.

They will play in the sandbox.

The snowman will melt.



3. Megan put on a big floppy hat and funny clothes. She put green make-up on her face.

What will Megan do next?

She will go to school.

She will go to a costume party.

She will go to bed.



4. Mike was eating dinner. Suddenly, he smelled smoke. He turned and saw a fire on the stove.

What will Mike do next?

He will watch the fire.

He will call for help.

He will finish his dinner.

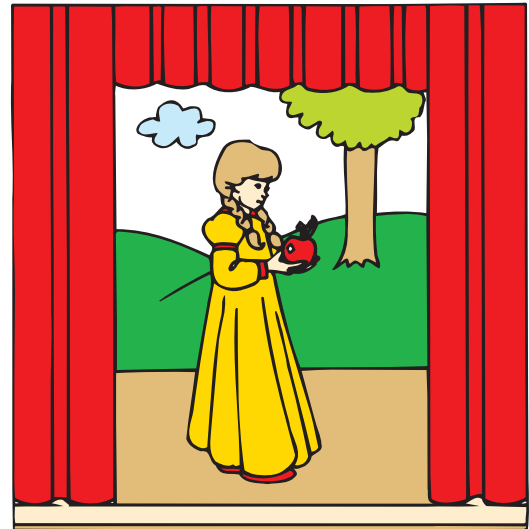


Sequencing

Directions: Number these sentences from 1 to 5 to show the correct order of the story.

Building a Treehouse

- _____ They had a beautiful treehouse!
- _____ They got wood and nails.
- 1 Jay and Josefina planned to build a treehouse.
- _____ Now, they like to eat lunch in their treehouse.
- _____ Josefina and Jay worked in the backyard for three days building the treehouse.



A School Play

- _____ Everyone clapped when the curtain closed.
- _____ The girl who played Snow White came onto the stage.
- _____ All the other school children went to the gym to see the play.
- _____ The stage curtain opened.
- 1 The third grade was going to put on a play about Snow White.

Sequencing

Directions: Number these sentences from 1 to 8 to show the correct order of the story.

_____ Jack's father called the family doctor.

_____ Jack felt much better as his parents drove him home.

_____ Jack woke up in the middle of the night with a terrible pain in his stomach.

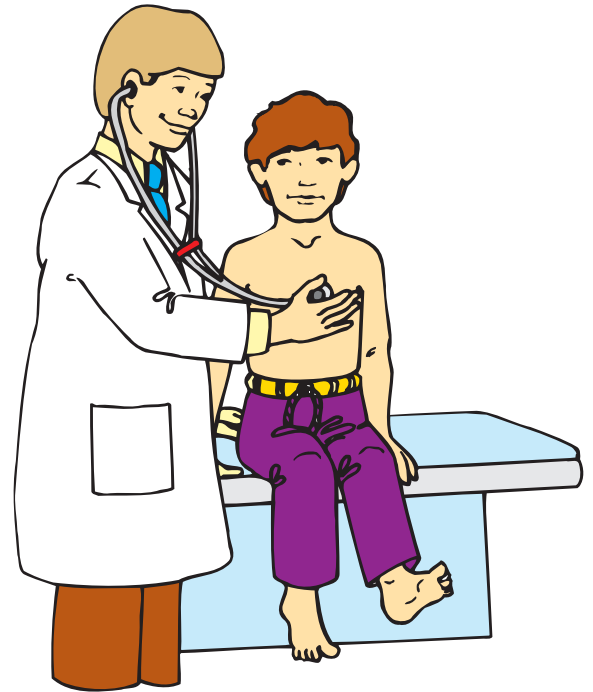
_____ The doctor told Jack's father to take Jack to the hospital.

_____ Jack called his parents to come help him.

_____ At the hospital, the doctors examined Jack. They said the problem was not serious. They told Jack's parents that he could go home.

_____ Jack's mother took his temperature. He had a fever of 103 degrees.

_____ On the way to the hospital, Jack rested in the backseat. He was worried.



Sequencing: A Story

This is a story from *The McGuffey Second Reader*. This is a very old book your great-great-grandparents may have used to learn to read.

Directions: Read the story on pages 29 and 30, and then answer the questions on page 31.

The Crow and the Robin

One morning in the early spring, a crow was sitting on the branch of an old oak tree. He felt very ugly and cross and could only say, "Croak! Croak!" Soon, a little robin, who was looking for a place to build her nest, came with a merry song into the same tree. "Good morning to you," she said to the crow.

But the crow made no answer; he only looked at the clouds and croaked something about the cold wind. "I said, 'Good morning to you,'" said the robin, jumping from branch to branch.

"I wonder how you can be so merry this morning," croaked the crow.

"Why shouldn't I be merry?" asked the robin. "Spring has come and everyone ought to be happy."

"I am not happy," said the crow. "Don't you see those black clouds above us? It is going to snow."

"Very well," said the robin, "I shall keep on singing until the snow comes. A merry song will not make it any colder."

"Caw, caw, caw," croaked the crow. "I think you are very foolish."



Sequencing: A Story

The Crow and the Robin

The robin flew to another tree and kept on singing, but the crow sat still and made himself very unhappy. "The wind is so cold," he said. "It always blows the wrong way for me."

Very soon the sun came out, warm and bright, and the clouds went away, but the crow was as cross as ever.

The grass began to spring up in the meadows. Green leaves and flowers were seen in the woods. Birds and bees flew here and there in the glad sunshine. The crow sat and croaked on the branch of the old oak tree.

"It is always too warm or too cold," said he. "To be sure, it is a little pleasant just now, but I know that the sun will soon shine warm enough to burn me up. Then before night, it will be colder than ever. I do not see how anyone can sing at such a time as this."

Just then the robin came back to the tree with a straw in her mouth for her nest. "Well, my friend," asked she, "where is your snow?"

"Don't talk about that," croaked the crow. "It will snow all the harder for this sunshine."

"And snow or shine," said the robin, "you will keep on croaking. For my part, I shall always look on the bright side of things and have a song for every day in the year."



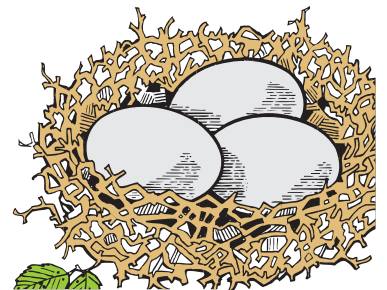
Which will you be like—the crow or the robin? _____

Sequencing: The Story

These sentences retell the story of "The Crow and the Robin" but are out of order.

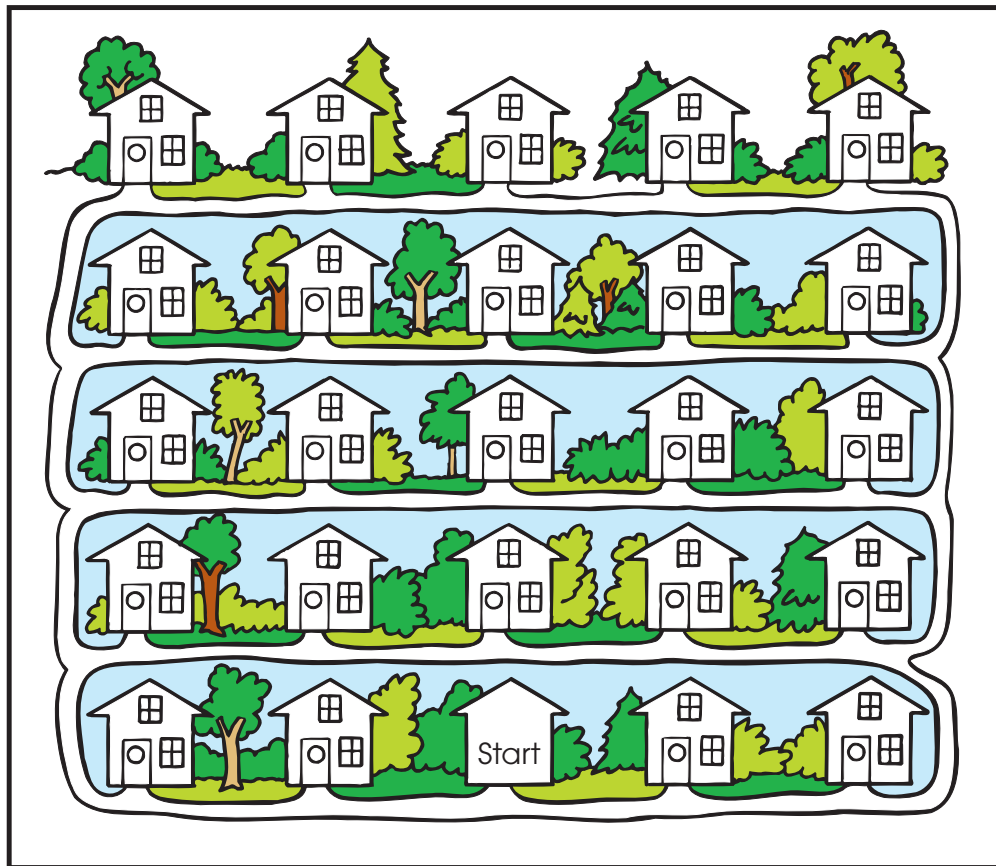
Directions: Write the numbers 1 through 10 on the lines to show the correct sequence. The first one has been done for you.

- ___ Although the sun came out and the clouds went away, the crow was still as cross as ever.
- ___ "I shall always . . . have a song for every day in the year," said the robin.
- 1 The crow sat on the branch of an old oak tree and could only say, "Croak! Croak!"
- ___ "This wind is so cold. It always blows the wrong way," the crow said.
- ___ The crow said, "It is going to snow."
- ___ The robin said good morning to the crow.
- ___ The crow told the robin that he thought she was very foolish.
- ___ The grass began to spring up in the meadows.
- ___ The robin was jumping from branch to branch as she talked to the crow.
- ___ The robin came back with straw in her mouth for her nest.

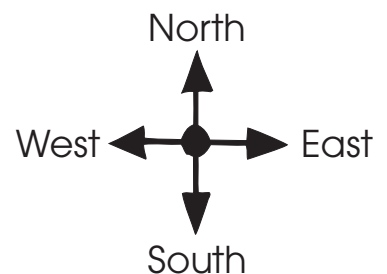


Following Directions

Directions: Learning to follow directions is very important. Use the map to find your way to different houses.



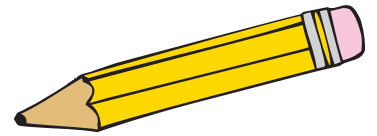
1. Color the "Start" house yellow.
2. Go north 2 houses, and east two houses.
3. Go north 2 houses, and west 4 houses.
4. Color the house green.
5. Start at the yellow house.
6. Go east 1 house, and north 3 houses.
7. Go west 3 houses, and south 3 houses.
8. Color the house blue.



Following Directions

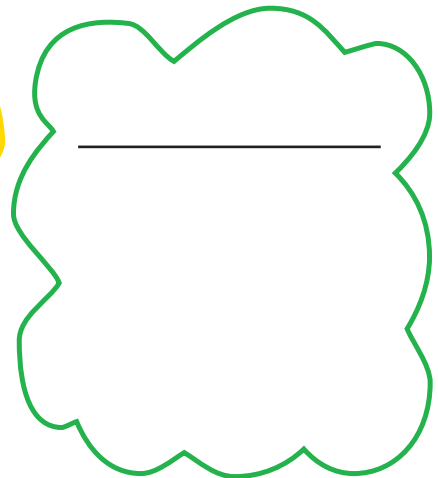
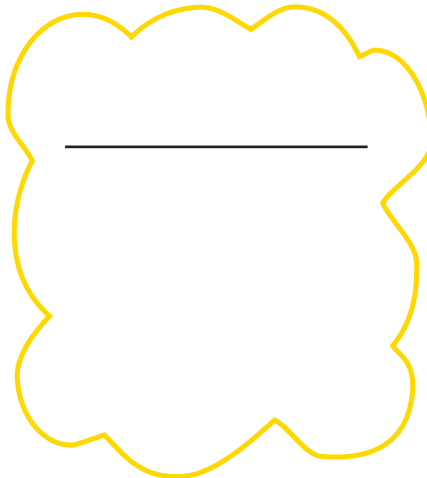
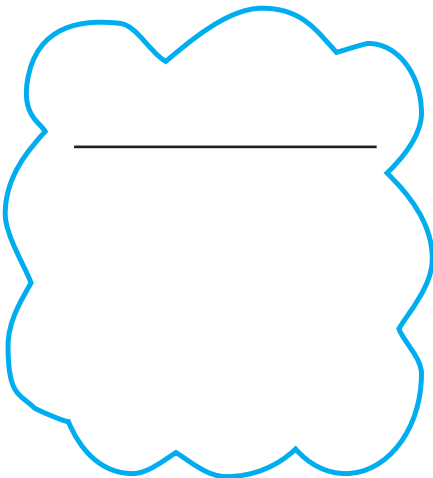
Directions: Read each sentence, and do what it says to do.

1. Count the syllables in each word on the list. Write the number on the line by the word.
2. Draw a line between the two words in each compound word.
3. Draw a circle around each name of a month.
4. Draw a box around each food word.
5. Draw an **X** on each noise word.
6. Draw a line under each day of the week.



_____ April	_____ vegetable	_____ tablecloth
_____ bang	_____ June	_____ meat
_____ sidewalk	_____ Saturday	_____ crash
_____ astronaut	_____ March	_____ jingle
_____ moon	_____ cardboard	_____ rocket
_____ Friday	_____ fruit	_____ Monday

7. Write the three words from the list you did not use.
Draw a picture of each of those words.



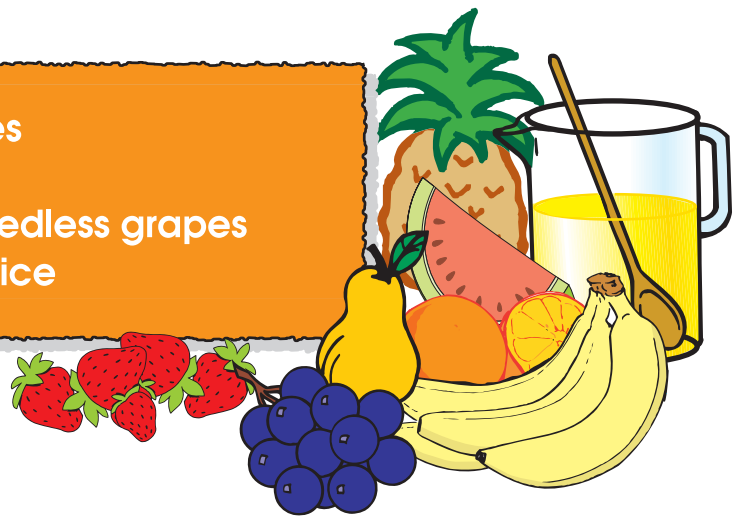
Following Directions: A Recipe

Following directions means doing what the directions say to do. Following directions is an important skill to know. When you are trying to find a new place, build a model airplane, or use a recipe, you should follow the directions given.

Directions: Read the following recipe. Then, answer the questions on page 35.

Fruit Salad

1 fresh pineapple	2 oranges
1 cantaloupe	1 pear
2 bananas	1 cup seedless grapes
1 cup strawberries	lemon juice



- Cut the pineapple into chunks.
- Use a small metal scoop to make balls of the cantaloupe.
- Slice the pear, bananas, and strawberries.
- Peel the oranges, and divide them into sections. Cut each section into bite-sized pieces.
- Dip each piece of fruit in lemon juice, then combine them in a large bowl.
- Cover and chill.
- Pour a fruit dressing of your choice over the chilled fruit, blend well, and serve cold.

Makes 4 large servings.

Following Directions: A Recipe

Directions: Using the recipe on page 34, answer the questions below.

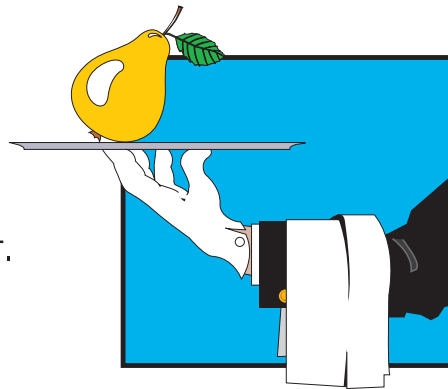
1. How many bananas does the recipe require? _____
2. Does the recipe explain why you must dip the fruit in lemon juice? _____
Why would it be important to do this? _____

3. Would your fruit salad be as good if you did not cut the pineapple or section the oranges? Why or why not? _____

4. Which do you do first?

(Check one.)

- ____ Pour dressing over the fruit.
____ Slice the pear.
____ Serve the fruit salad.



5. Which three fruits do you slice?



Main Idea

The **main idea** of a story is what the story is mostly about.

Directions: Read the story. Then, answer the questions.

A tree is more than the enormous plant you see growing in your yard. A large part of the tree grows under the ground. This part is called the roots. If the tree is very big and very old, the roots may stretch down 100 feet!

The roots hold the tree in the ground. The roots do another important job for the tree. They gather minerals and water from the soil to feed the tree so it will grow. Most land plants, including trees, could not live without roots to support and feed them.



1. The main idea of this story is:

The roots of a tree are underground.

The roots do important jobs for the tree.

2. Where are the roots of a tree? _____

Circle the correct answer.

3. The roots help to hold the tree up. True False

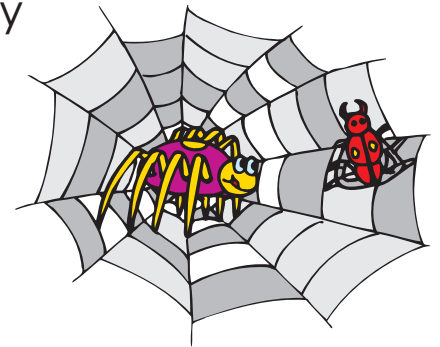
4. Name two things the roots collect from the soil for the tree.

a) _____ b) _____

Main Idea

Directions: Read about spiders. Then, answer the questions.

Many people think spiders are insects, but they are not. Spiders are the same size as insects, and they look like insects in some ways. But there are three ways to tell a spider from an insect. Insects have six legs, and spiders have eight legs. Insects have antennae, but spiders do not. An insect's body is divided into three parts; a spider's body is divided into only two parts.



1. The main idea of this story is:

Spiders are like insects.

Spiders are like insects in some ways, but they are not insects.

2. What are three ways to tell a spider from an insect?

a) _____

b) _____

c) _____

Circle the correct answer.

3. Spiders are the same size as insects.

True

False

Main Idea

Directions: Read about the giant panda. Then, answer the questions.

Giant pandas are among the world's favorite animals. They look like big, cuddly stuffed toys. There are not very many pandas left in the world. You may have to travel a long way to see one.

The only place on Earth where pandas live in the wild is in the bamboo forests of the mountains of China. It is hard to see pandas in the forest because they are very shy. They hide among the many bamboo trees. It also is hard to see pandas because there are so few of them. Scientists think there may be about 1,600 pandas living in the mountains of China.



1. Write a sentence that tells the main idea of this story:

2. What are two reasons that it is hard to see pandas in the wild?

a) _____

b) _____

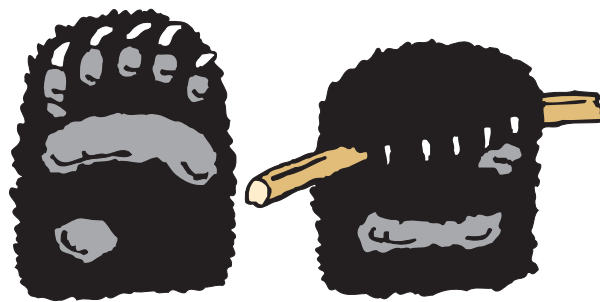
3. How many pandas are believed to be living in the mountains of China?

Main Idea

Directions: Read the story. Then, answer the questions.

Because bamboo is very important to pandas, they have special body features that help them eat it. The panda's front foot is like a hand. But, instead of four fingers and a thumb, the panda has five fingers and an extra-long wrist bone. With its special front foot, the panda can easily pick up the stalks of bamboo. It also can hold the bamboo more tightly than it could with a hand like ours.

Bamboo stalks are very tough. The panda uses its big heavy head, large jaws, and big back teeth to chew. Pandas eat the bamboo first by peeling the outside of the stalk. They do this by moving their front feet from side to side while holding the stalk in their teeth. Then, they bite off a piece of the bamboo and chew it with their strong jaws.



1. Write a sentence that tells the main idea of this story.

2. Instead of four fingers and a thumb, the panda has

3. Bamboo is very tender.

True

False

Main Idea

Directions: Read each main idea sentence on pages 40 and 41. Then, read the detail sentences following each main idea. Draw a ✓ on the line in front of each detail that supports the main idea.

Example: Niagara Falls is a favorite vacation spot.

✓

There are so many cars and buses that it is hard to get around.

✓

My little brother gets sick when we go camping.

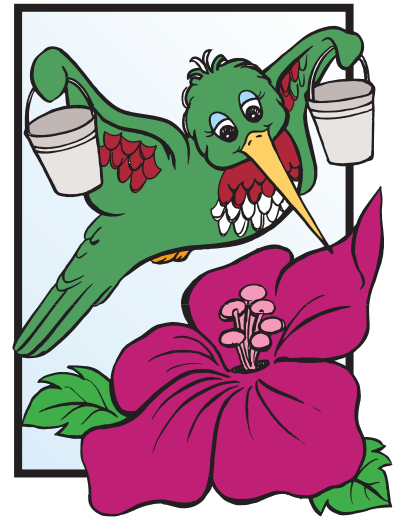
You can see people there from all over the world.

1. Hummingbirds are interesting birds to watch.

They look like tiny helicopters as they move around the flowers.

One second they are “drinking” from the flower; the next, they are gone!

It is important to provide birdseed in the winter for our feathered friends.



2. Boys and girls look forward to Valentine’s Day parties at school.

For days, children try to choose the perfect valentine for each friend.

The school program is next Tuesday night.

Just thinking about frosted, heart-shaped cookies makes me hungry!

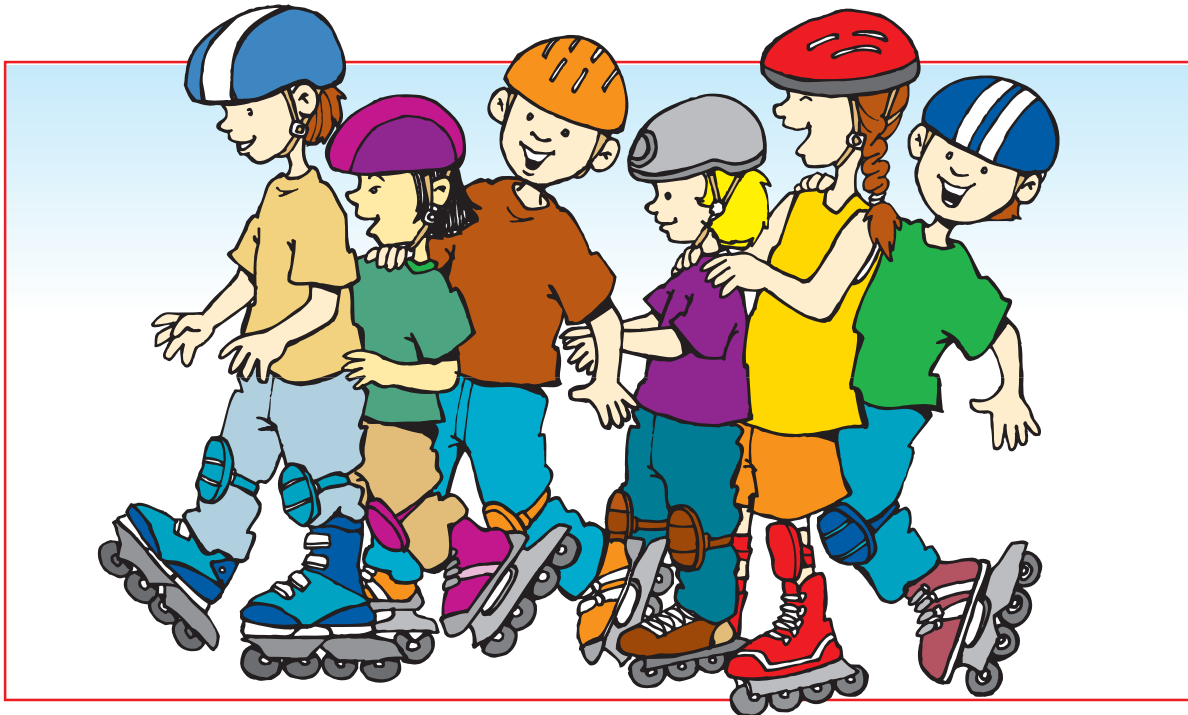
Main Idea

3. In-line skating is a very popular activity.

- ___ Bicycles today are made in many different styles.
- ___ It is hard to spend even an hour at a park without seeing children and adults skating.
- ___ The stores are full of many kinds and colors of in-line skates.

4. It has been a busy summer!

- ___ Dad built a new deck off the back of our house, and everyone helped.
- ___ Our next-door neighbor needed my help to watch her three-year-old twins.
- ___ We will visit my relatives on the East coast for Christmas this year.



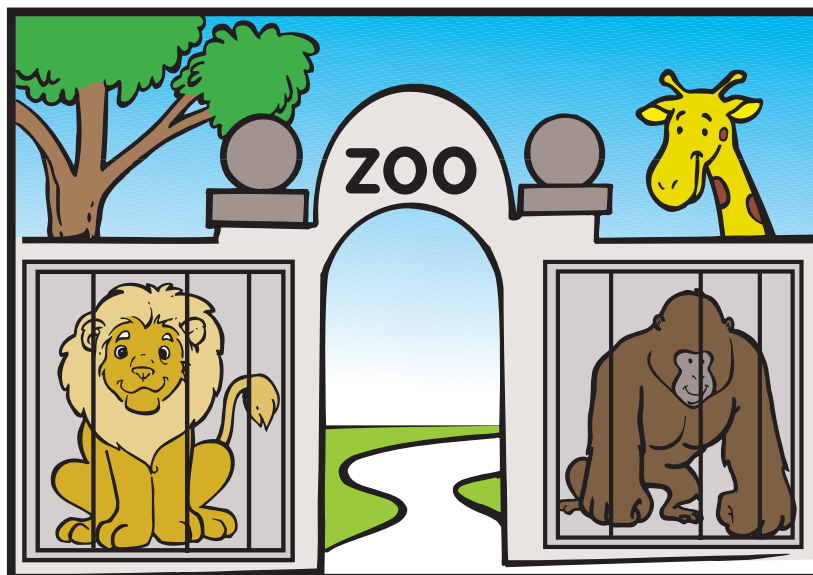
Main Idea

The **main idea** of a paragraph is the most important point. Often, the first sentence in a paragraph tells the main idea. Most of the other sentences are details that support the main idea. One of the sentences in each paragraph below does not belong in the story.

Directions: Circle the sentence that does not support the main idea.

My family and I went to the zoo last Saturday. It was a beautiful day. The tigers napped in the sun. I guess they liked the warm sunshine as much as we did! Mom and Dad laughed at the baby monkeys. They said the monkeys reminded them of how we act. My sister said the bald eagle reminded her of Dad! I know I'll remember that trip to the zoo for a long time. My cousin is coming to visit the weekend before school starts.

Thanksgiving was a special holiday in our classroom. Each child dressed up as either a Pilgrim or a Native American. My baby sister learned to walk last week. We prepared food for our "feast" on the last day of school before the holiday. We all helped shake the jar full of cream to make real butter. Our teacher cooked applesauce. It smelled delicious!

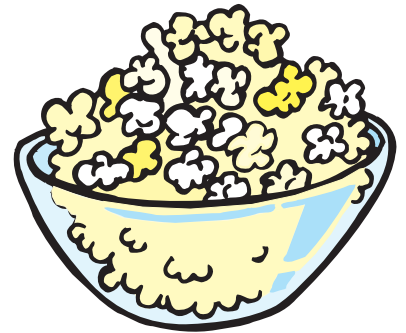


Main Idea

Directions: Circle the sentence in each paragraph that does not support the main idea.

The school picnic was so much fun! When we arrived, we each made a name tag. Then, we signed up for the contests we wanted to enter. My best friend was my partner for every contest. The hen laid so many eggs that I needed a basket to carry them. All that exercise made us very hungry. We were glad to see those tables full of food.

The storm howled outside, so we stayed in for an evening of fun. The colorful rainbow stretched across the sky. The dining room table was stacked with games and puzzles. The delightful smell of popcorn led us into the kitchen, where Dad led a parade around the kitchen table. Then, we carried our bowls of popcorn into the dining room. We laughed so hard and ate so much, we didn't care who won the games. It was a great evening!



The city championship game would be played on Saturday at Brookside Park. Coach Metzger called an extra practice Friday evening. He said he knew we were good because we had made it this far. He didn't want us to get nervous and forget everything we knew. School starts on Monday, but I'm not ready to go back yet. After working on some drills, Coach told us to relax, get lots of rest, and come back ready to play.



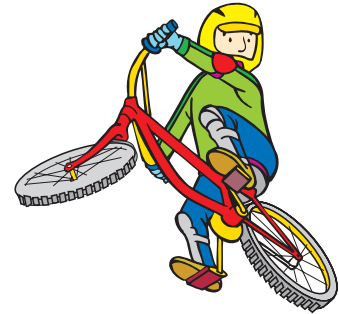
Detail Sentences

In most paragraphs, the main idea is stated in the first sentence. The other sentences in the paragraph should give details to support that main idea. These are **detail sentences**.

Example: My calico cat was a good mother to her new kittens.

- a. Each day she made sure they were well fed.
- b. It was fun to watch her play with them.

Directions: Write two detail sentences to support each main idea.



1. Christopher loved his new bike.

- a. _____
- b. _____

2. Lena had trouble deciding what to get her mom for Mother's Day.

- a. _____
- b. _____

3. The picnic was canceled due to rain.

- a. _____
- _____
- b. _____
- _____



Main Idea: The Inventor

Directions: Read about Thomas Jefferson, and then answer the questions.

Thomas Jefferson was the third president of the United States. He was also an inventor. That means he created things that had never been made before. Thomas Jefferson had many inventions. He built a chair that rotated in circles. He created a rotating music stand. He also made a walking stick that unfolded into a chair. Thomas Jefferson even invented a new kind of plow for farming.

1. The main idea is: (Circle one.)

Thomas Jefferson was very busy when he was president.

Thomas Jefferson was a president and an inventor.

2. What do we call a person who has new ideas and makes things that no one else has made before? _____

3. List three of Thomas Jefferson's inventions.

a) _____

b) _____

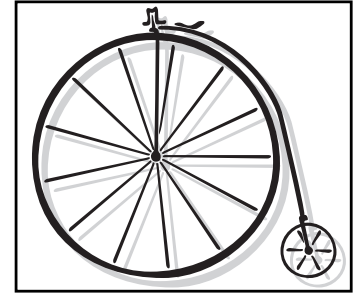
c) _____



Main Idea: Inventing the Bicycle

Directions: Read about the bicycle, and then answer the questions.

One of the first bicycles was made out of wood. It was created in 1790 by an inventor in France. The first bicycle had no pedals. It looked like a horse on wheels. The person who rode the bicycle had to push it with his/her legs. Pedals weren't invented until nearly 50 years later.



Bikes became quite popular in the United States during the 1890s. Streets and parks were filled with people riding them. But those bicycles were still different from the bikes we ride today. They had heavier tires, and the brakes and lights weren't very good. Bicycling is still very popular in the United States. It is a great form of exercise and a handy means of transportation.

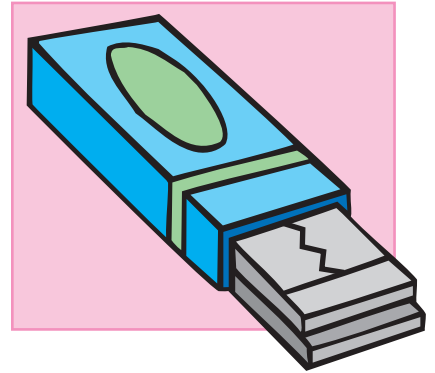
1. Who invented the bicycle? _____
2. What did it look like? _____

3. When did bikes become popular in the United States? _____
4. Where did people ride bikes? _____
5. How is biking good for you? _____
6. How many years have bikes been popular in the United States? _____

Main Idea: Chewing Gum

Directions: Read about chewing gum, and then answer the questions.

Thomas Adams was an American inventor. In 1870, he was looking for a substitute for rubber. He was working with chicle (chick-ul), a substance that comes from a certain kind of tree in Mexico. Years ago, Mexicans chewed chicle. Thomas Adams decided to try it for himself. He liked it so much he started selling it. Twenty years later, he owned a large factory that produced chewing gum.



1. Who was the American inventor who started selling chewing gum? _____
2. What was he hoping to invent? _____
3. When did he invent chewing gum? _____
4. Where does chicle come from? _____
5. Why did Thomas Adams start selling chewing gum? _____
6. How long was it until Adams owned a large factory that produced chewing gum? _____

Main Idea: The Peaceful Pueblos

Directions: Read about the Pueblo Native Americans, and then answer the questions.

The Pueblo (pooh-eb-low) Native Americans live in the southwestern United States in New Mexico and Arizona. They have lived there for hundreds of years. The Pueblos have always been peaceful Native Americans. They never started wars. They only fought if attacked first.

The Pueblos love to dance. Even their dances are peaceful. They dance to ask the gods for rain or sunshine. They dance for other reasons, too. Sometimes the Pueblos wear masks when they dance.



1. The main idea is: (Circle one.)

Pueblos are peaceful Native Americans who still live in parts of the United States.

Pueblo Native Americans never started wars.

2. Do Pueblos like to fight? _____

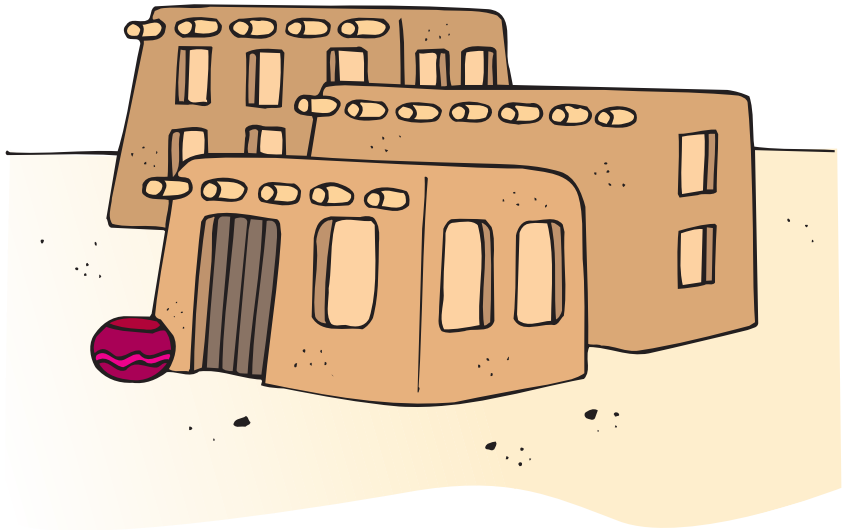
3. What do the Pueblos like to do? _____

Main Idea: Clay Homes

Directions: Read about adobe houses, and then answer the questions.

Pueblo Native Americans live in houses made of clay. They are called adobe (ah-doe-bee) houses. Adobe is a yellow-colored clay that comes from the ground. The hot sun in New Mexico and Arizona helps dry the clay to make strong bricks. The Pueblos have used adobe to build their homes for many years.

Pueblos use adobe for other purposes, too. The women in the tribes make beautiful pottery out of adobe. While the clay is still damp, they form it into shapes. After they have made the bowls and other containers, they paint them with lovely designs.



1. What is the subject of this story? _____
2. Who uses clay to make their houses? _____
3. How long have they been building adobe houses? _____
4. Why do adobe bricks need to be dried? _____
5. How do the Pueblos make pottery from adobe? _____

Main Idea: George Washington

Directions: Read about George Washington, and then answer the questions.

George Washington was the first president of the United States. An old story proclaimed that he was very honest. It said that when Washington was just six years old, he cut down a cherry tree on the farm where he lived. The story said Washington could not lie about it. He told his father he cut down the tree. But George Washington did not chop down a cherry tree. People have since discovered that the story was invented. They say a man named Parson Weems wrote one of the first books about George Washington. He liked Washington so much, he made up that story.



1. The main idea of this story is: (Circle one.)

George Washington cut down a cherry tree.

George Washington did not cut down a cherry tree.

2. Is the story of George Washington chopping down a cherry tree true or false? (Circle one.)

True False

3. Who made up the story about George Washington? _____

4. When did the story say George Washington cut down the tree? _____

5. Where was the tree supposedly cut down by Washington? _____

6. How did Parson Weems tell people the story? _____

Noting Details

Directions: Read the story. Then, answer the questions.

Elijah McCoy was born in Canada in 1844. His parents were slaves who had escaped from the U.S. When Elijah was 15, he went to Scotland. He learned how to be an engineer. When he came home, he had a hard time finding a job. African Americans were often not treated fairly. He finally got a job on the railroad. He invented an oil-dripping cup for train engines. Others tried to copy it. None of the others worked as well. Customers started asking for “the real McCoy.” People still use this phrase today!



1. Why did Elijah’s parents move to Canada?

2. What job did Elijah learn to do in Scotland?

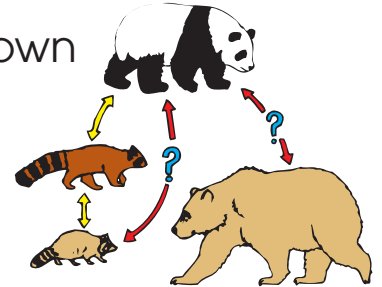
3. What did Elijah McCoy invent?

4. What do you think it means if someone asks for “the real McCoy”?

Noting Details

Directions: Read the story. Then, answer the questions.

The giant panda is much smaller than a brown bear or a polar bear. In fact, a horse weighs about four times as much as a giant panda. So why is it called "giant"? It is giant next to another kind of panda called the red panda.



The red panda also lives in China. The red panda is about the size of a fox. It has a long, fluffy, striped tail and beautiful reddish fur. It looks very much like a raccoon.

Many people think the giant pandas are bears. They look like bears. Even the word **panda** is Chinese for "white bear." But because of its relationship to the red panda, many scientists now believe that the panda is really more like a raccoon!

1. Why is the giant panda called "giant"?

2. Where does the red panda live?

3. How big is the red panda?

4. What animal does the red panda look like?

5. What does the word **panda** mean?

Noting Details

Directions: Read the story. Then, answer the questions.

Giant pandas do not live in families like people do. The only pandas that live together are mothers and their babies. Newborn pandas are very tiny and helpless. They weigh only five ounces when they are born—about the weight of a stick of butter! They are born with their eyes closed, and they have no teeth.



It takes about three years for a panda to grow up. When full grown, a giant panda weighs about 300 pounds and is five to six feet tall. Once a panda is grown up, it leaves its mother and goes off to live by itself.

1. What pandas live together? _____

2. How much do pandas weigh when they are born? _____

3. Why do newborn pandas live with their mothers? _____

4. When is a panda full grown? _____

5. How big is a grown-up panda? _____