

3rd Grade
Special
Education
Practice

Special Education Support

Subject	Strategy
Reading Fluency	<ol style="list-style-type: none"> 1. Day 1: Cold Read: Set a timer for 1 minute, ask the student to read for one minute and mark the text where they stop. After they have marked where they stopped, read the passage aloud to the student. 2. Day 2: Choral Read: Have the student and another person read the passage together. 3. Day 3: Practice: Set the timer for 1 minute and ask the student to read the passage for marking where they stop. 4. Day 4: Practice: Repeat the steps for Day 3. 5. Day 5: Hot Read: Set the timer for 1 minute, ask the student to read for one minute and mark the text where they stopped. After multiple days of practice, the student should see that they can read farther and with less errors.
Reading Comprehension	<ol style="list-style-type: none"> 1. Ask the student to read the text and use a writing tool to code the text using the symbols below. <ul style="list-style-type: none"> ○ ! - surprising facts ○ ? - questions they had about the event ○ * - important information ○ L - information that tells the location of the event ○ P - information that describes the place of the event 2. Ask students to share with you what they coded and why. 3. Ask students to reread the text. 4. Read aloud the questions to the students. Ask students to use what they read to answer the multiple choice questions.
Writing	<p>After reading the text, use the steps below to answer the short answer questions.</p> <p>K-5</p> <ol style="list-style-type: none"> a. R: Restate the question b. A: Answer all parts of the questions c. C: Cite evidence from the text to support your answer. d. E: Explain how the evidence from the text supports your answer <p>6-12</p> <ol style="list-style-type: none"> a. Claim b. Support c. Evidence d. Tie-in

<p>Math Calculation</p>	<p>Encourage students to use the following to solve math problems:</p> <ul style="list-style-type: none">• Number lines• 100 charts• 200 charts• Multiplication charts• Formula sheets <p>Choose the tool that students are most comfortable with and apply to their problems.</p>
<p>Math Problem Solving</p>	<ol style="list-style-type: none">1. Read word problems to the student.2. Ask the student to highlight or underline the important information in the problem that is needed to solve the problem.3. Write a number sentence or equation to solve the problem.4. Use the math tool necessary to solve the problem.<ul style="list-style-type: none">• Number lines• 100 charts• 200 charts• Multiplication charts• Formula sheets

Understanding of Multiplication Models

Name: _____

- 1** Show 3×5 by drawing equal groups of 5.

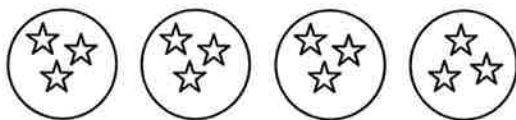
Show 3×5 by drawing an array.

Complete the equation. $3 \times 5 =$ _____

- 2** Write an equation that matches the array.



- 3** Write an equation that matches the picture.



- 4** Use words to describe the drawing for problem 3.

Multiplying with 2, 5, and 10

Name: _____

Multiply.

1 $5 \times 2 =$ _____ **2** $2 \times 5 =$ _____ **3** $2 \times 10 =$ _____ **4** $10 \times 2 =$ _____

5 $10 \times 5 =$ _____ **6** $5 \times 10 =$ _____ **7** $6 \times 2 =$ _____ **8** $2 \times 6 =$ _____

9 $3 \times 10 =$ _____ **10** $10 \times 3 =$ _____ **11** $7 \times 2 =$ _____ **12** $2 \times 7 =$ _____

13 $4 \times 10 =$ _____ **14** $10 \times 4 =$ _____ **15** $5 \times 4 =$ _____ **16** $4 \times 5 =$ _____

17 $2 \times 2 =$ _____ **18** $5 \times 5 =$ _____ **19** $10 \times 10 =$ _____

20 What patterns do you notice in the problems? Explain.

21 Draw a model to show how you solved one of the problems.

Using Order to Multiply

Name: _____

Write the missing numbers in the boxes to make each multiplication problem true.

$5 \times 6 = \square$

$2 \times 6 = \square$

$4 \times 5 = \square$

$6 \times 5 = \square$

$6 \times 2 = \square$

$5 \times 4 = \square$

$3 \times 8 = \square$

$4 \times 7 = \square$

$5 \times 9 = \square$

$8 \times 3 = \square$

$7 \times 4 = \square$

$9 \times 5 = \square$

$9 \times 2 = \square$

$\square \times 5 = 15$

$7 \times 8 = \square$

$2 \times \square = 18$

$5 \times 3 = \square$

$\square \times 7 = 56$

$\square \times 10 = 70$

$\square \times 5 = 10$

$3 \times \square = 12$

$10 \times \square = 70$

$5 \times \square = 10$

$\square \times 3 = 12$

1 Look at 6×5 and 5×6 . How does the order of the factors change the product?

2 Draw two arrays to show 4×7 and 7×4 .

Solving Problems About Equal Groups

Name: _____

Read and solve each problem. Show your work.

- 1** Heather has 18 photographs of rockets. She wants to hang them on 3 different walls in her room. Each wall will have the same number of photographs. How many photographs will hang on each wall?

There will be _____ photographs on each wall.

- 2** There are 24 people who want to play volleyball. The coach divides the players into teams of 6. How many teams can she make?

The coach can make _____ teams.

- 3** At an art show, there are 7 groups of paintings with 6 paintings in each group. How many paintings are there in all?

There are _____ paintings.

- 4** Jasmine reads for 10 minutes each night. If she reads for 5 nights, how many minutes will she read in all?

Jasmine will read for _____ minutes.

- 5** Rhonda plants 28 tomato plants in her garden. She plants 7 tomato plants in each row. How many rows does she plant?

Rhonda plants _____ rows.

- 6** Mr. Jones buys 6 packages of pencils. There are 8 pencils in each package. How many pencils does Mr. Jones buy?

Mr. Jones buys _____ pencils.

- 7** Choose one problem. Describe the strategy you used to solve it.

The Wise Choice



"You have rescued my horse," Queen Olivia told the young boy standing before her. "Now you shall have a reward." Peter nervously ran his fingers through his brown hair. The frightened horse had run past him as he worked in the field that morning. He would have helped it whether it belonged to the queen or not. But he had to admit that getting a reward was nice.

Two of the queen's pages appeared. One carried a small pillow with a mirror sitting on top. Red jewels sparkled on top of the mirror's silver frame. The other page carried a wood cage with a clucking chicken inside it.

"Only one reward can be yours," the queen said. "Choose wisely." "That's easy," Peter said. "I'll take the chicken." Some of the people in the court laughed. It was clear they thought he had made a foolish choice.

"And why did you choose the chicken?" the queen asked. "Well, I don't know much about jewels and things," Peter answered. "But I do know about chickens. The chicken will provide eggs for my family for a long while."

Queen Olivia smiled. "Then you did make a wise choice," she said. "That mirror may look fancy. But the jewels you see are only colored glass, and the frame is painted silver. The chicken is much more valuable." Peter took the chicken from the page. Then he bowed. "Thank you, your majesty."

"You are a smart child," the queen said. "I could use a smart boy to help take care of my horses. Would you like a job?" Peter grinned. "Thank you!" he said. A job at the castle paid well. Now his family would eat well for the rest of their lives—all because he had chosen a chicken!

Name: _____ Date: _____

1. The theme of this story is about

- A. returning things to their owners.
- B. paying attention to other people's opinions.
- C. knowing the value of things.
- D. the importance of earning money

2. Which of the following best describes Peter?

- A. He is greedy.
- B. He cares a lot about his family.
- C. He does not respect the queen.
- D. He does not like jewelry.

3. What is the moral of the story?

- A. A horse has the same value as a chicken.
- B. It is important to make the right decision even though other people may disagree with your decision.
- C. Queens can be kind
- D. Understanding the true value of things can lead you to wise decisions

4. Peter chooses the chicken as his reward. Why do some of the people in the court most likely think this is a foolish decision?

- A. They most likely think the mirror with the jewels is fancier and worth more than the chicken.
- B. They most likely think the chicken is fancier and worth more than the mirror with the jewels.
- C. They most likely think Queen Olivia would become angry at Peter if he chose the chicken.
- D. They most likely think Peter would end up losing the chicken.

5. Identify a detail in the story and explain how it supports the theme.

Name _____

Word Count: 128

Crocodiles: The Cousins of Dinosaurs

Dinosaurs died out about 65 million years ago. But some animals that were cousins to the dinosaurs are still around today. These dinosaur cousins are the crocodiles.

In 2009, scientists found the fossils of some very old crocodiles. These ancient crocodiles lived 100 million years ago. They were not exactly the same as crocodiles today. But they were close.

The fossils showed scientists that there were different kinds of ancient crocodiles. Crocodiles the size of dogs ate plants and grubs. Others were twenty feet long and had three rows of teeth. These toothy crocodiles even ate dinosaurs!

Today's crocodiles live in many different parts of the world. It does not take much effort to picture them among those long-gone dinosaurs. Unlike dinosaurs, though, these creatures are still around.



0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

Number Chart (1 to 200)

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120
121	122	123	124	125	126	127	128	129	130
131	132	133	134	135	136	137	138	139	140
141	142	143	144	145	146	147	148	149	150
151	152	153	154	155	156	157	158	159	160
161	162	163	164	165	166	167	168	169	170
171	172	173	174	175	176	177	178	179	180
181	182	183	184	185	186	187	188	189	190
191	192	193	194	195	196	197	198	199	200

Multiplication Chart (12 x 12)

X	0	1	2	3	4	5	6	7	8	9	10	11	12
0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	0	1	2	3	4	5	6	7	8	9	10	11	12
2	0	2	4	6	8	10	12	14	16	18	20	22	24
3	0	3	6	9	12	15	18	21	24	27	30	33	36
4	0	4	8	12	16	20	24	28	32	36	40	44	48
5	0	5	10	15	20	25	30	35	40	45	50	55	60
6	0	6	12	18	24	30	36	42	48	54	60	66	72
7	0	7	14	21	28	35	42	49	56	63	70	77	84
8	0	8	16	24	32	40	48	56	64	72	80	88	96
9	0	9	18	27	36	45	54	63	72	81	90	99	108
10	0	10	20	30	40	50	60	70	80	90	100	110	120
11	0	11	22	33	44	55	66	77	88	99	110	121	132
12	0	12	24	36	48	60	72	84	96	108	120	132	144

