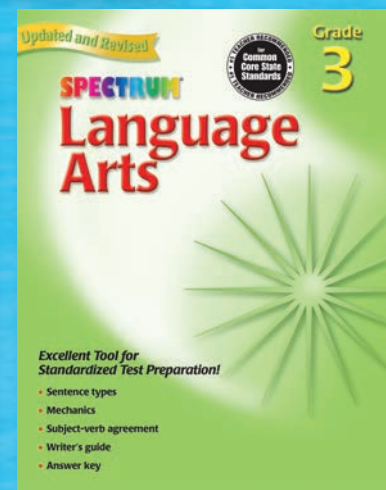
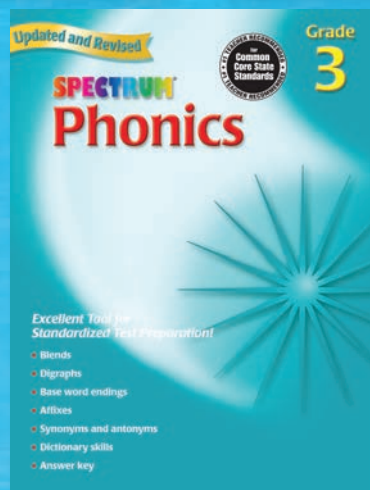
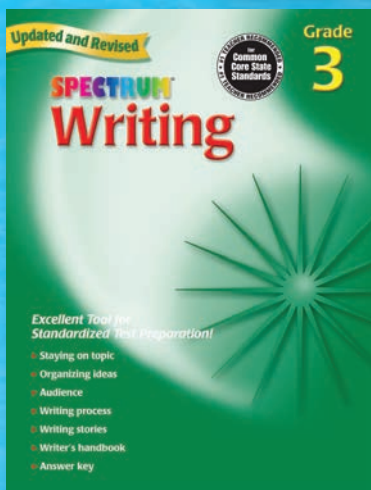
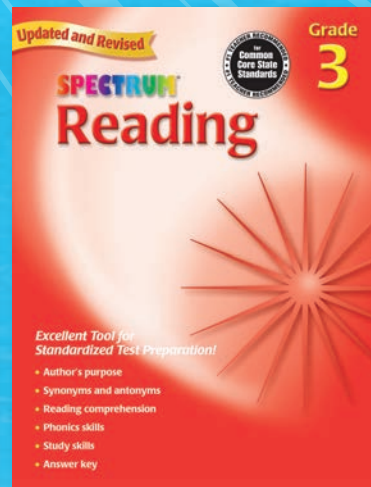
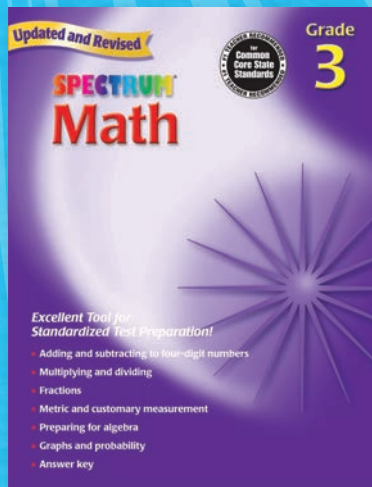


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SPECTRUM[®] **Math**



Grade
3

***Excellent Tool for
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- Adding and subtracting to four-digit numbers
- Multiplying and dividing
- Fractions
- Metric and customary measurement
- Preparing for algebra
- Graphs and probability
- Answer key



Lesson 1.3 Adding 2-Digit Numbers (no renaming)

First, add the ones. Then, add the tens.

$$\begin{array}{r} 43 \\ +22 \\ \hline \end{array}$$

$$\begin{array}{r} 43 \\ +22 \\ \hline 5 \end{array}$$

$$\begin{array}{r} 43 \\ +22 \\ \hline 65 \end{array}$$

addend
addend
sum

$$\begin{array}{r} 22 \\ +16 \\ \hline 38 \end{array}$$

addend
addend
sum

First, add the ones.
Then, add the tens.

Add.

	a	b	c	d	e	f
1.	$\begin{array}{r} 23 \\ +16 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ +22 \\ \hline \end{array}$	$\begin{array}{r} 20 \\ +10 \\ \hline \end{array}$	$\begin{array}{r} 16 \\ +12 \\ \hline \end{array}$	$\begin{array}{r} 73 \\ +15 \\ \hline \end{array}$	$\begin{array}{r} 63 \\ +13 \\ \hline \end{array}$

2.	$\begin{array}{r} 10 \\ +17 \\ \hline \end{array}$	$\begin{array}{r} 18 \\ +30 \\ \hline \end{array}$	$\begin{array}{r} 13 \\ +14 \\ \hline \end{array}$	$\begin{array}{r} 32 \\ +51 \\ \hline \end{array}$	$\begin{array}{r} 81 \\ +11 \\ \hline \end{array}$	$\begin{array}{r} 34 \\ +21 \\ \hline \end{array}$
-----------	--	--	--	--	--	--

3.	$\begin{array}{r} 14 \\ +12 \\ \hline \end{array}$	$\begin{array}{r} 34 \\ +13 \\ \hline \end{array}$	$\begin{array}{r} 41 \\ +18 \\ \hline \end{array}$	$\begin{array}{r} 30 \\ +50 \\ \hline \end{array}$	$\begin{array}{r} 27 \\ +50 \\ \hline \end{array}$	$\begin{array}{r} 22 \\ +22 \\ \hline \end{array}$
-----------	--	--	--	--	--	--

4.	$\begin{array}{r} 18 \\ +41 \\ \hline \end{array}$	$\begin{array}{r} 13 \\ +42 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ +44 \\ \hline \end{array}$	$\begin{array}{r} 31 \\ +17 \\ \hline \end{array}$	$\begin{array}{r} 27 \\ +42 \\ \hline \end{array}$	$\begin{array}{r} 31 \\ +38 \\ \hline \end{array}$
-----------	--	--	--	--	--	--

5.	$\begin{array}{r} 13 \\ +14 \\ \hline \end{array}$	$\begin{array}{r} 15 \\ +43 \\ \hline \end{array}$	$\begin{array}{r} 23 \\ +42 \\ \hline \end{array}$	$\begin{array}{r} 22 \\ +71 \\ \hline \end{array}$	$\begin{array}{r} 37 \\ +60 \\ \hline \end{array}$	$\begin{array}{r} 35 \\ +23 \\ \hline \end{array}$
-----------	--	--	--	--	--	--

6.	$\begin{array}{r} 10 \\ +43 \\ \hline \end{array}$	$\begin{array}{r} 73 \\ +20 \\ \hline \end{array}$	$\begin{array}{r} 86 \\ +13 \\ \hline \end{array}$	$\begin{array}{r} 52 \\ +13 \\ \hline \end{array}$	$\begin{array}{r} 42 \\ +26 \\ \hline \end{array}$	$\begin{array}{r} 32 \\ +45 \\ \hline \end{array}$
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**Grade
3**

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Reading

***Excellent Tool for
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- Author's purpose
- Synonyms and antonyms
- Reading comprehension
- Phonics skills
- Study skills
- Answer key



How to Pitch a Tent

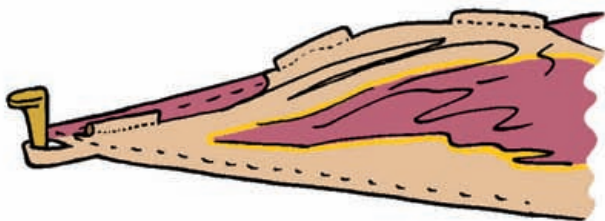
Follow these instructions to learn how to pitch a tent.

These general instructions should allow anyone to pitch any size or style of tent. Keep in mind that pitching a tent alone, even if you have experience, is difficult.

1. Choose a flat area on which to pitch your tent. Remove any stones or rocks that might poke through the tent's floor.
2. Take the tent and all equipment out of the storage bag. Lay everything on the ground neatly.
3. Spread a groundcloth over the chosen spot. Then, lay the tent floor, over the groundcloth. Fold the edges of the groundcloth under, so they do not stick out from the edges of the tent.



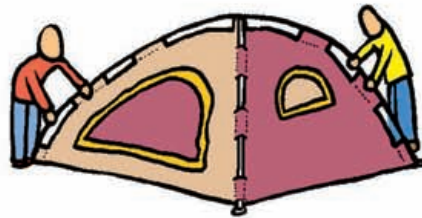
4. Make sure the tent door is zipped shut. Then, pound a stake through each loop, pulling snugly as you go so the floor gets stretched to its full size.



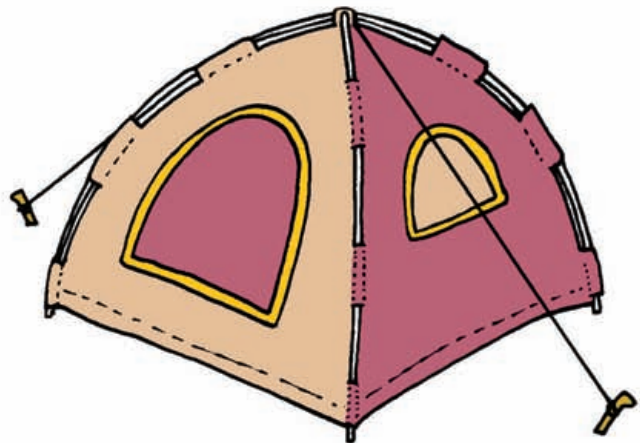
5. Put together the tent poles, if necessary. Thread each one through its loops or channels. Do not step or walk on the tent to do this. If necessary, crawl or lie down on your stomach to reach the center of the tent.



6. Raise the poles. If you have a partner, work on opposite sides of the tent.



7. Pull the guy lines straight out from the sides of the tent. Peg each one.



Vocabulary Skills

Write the words from the article that have these meanings.

1. to push through

_____ Step 1

2. with care and order

_____ Step 2

3. to strike heavily

_____ Step 4

4. middle or interior point

_____ Step 5

In each row below, circle the three words that belong together.

5. grass stones rocks pebbles
6. set lay put jet
7. tight windy snug stretched
8. haul pull snap heave

Reading Skills

1. What do you know about pitching a tent? Do you have anything to add to these instructions?

2. Number the sentences to show the order to pitch a tent.

- _____ Spread out groundcloth.
 _____ Tighten and peg guy lines.
 _____ Choose and clear an area.
 _____ Put together tent poles.
 _____ Lay out equipment.
 _____ Pound stakes through loops.
 _____ Raise the poles.

Study Skills

1. If you don't know or understand what a guy line is, which illustration helps you figure it out? Tell how.

2. Choose one illustration. Explain what it shows.

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Writing



Grade
3

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- Staying on topic
- Organizing ideas
- Audience
- Writing process
- Writing stories
- Writer's handbook
- Answer key



Lesson 1 See the Main Idea

Look at the picture. What do you see?



Playing games with your family is fun.

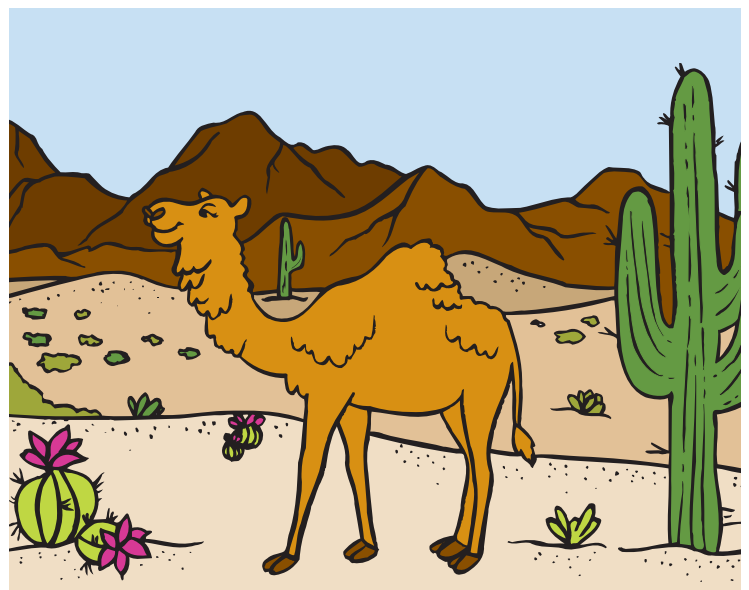
One picture can tell many things. If you look at the whole picture, though, it has one big, or main, idea. The sentence under the picture tells the main idea of the picture.

Now, look at this picture. Circle the sentence below that states the main idea of the picture.

Everyone loves the desert.

Animals and plants live in the desert.

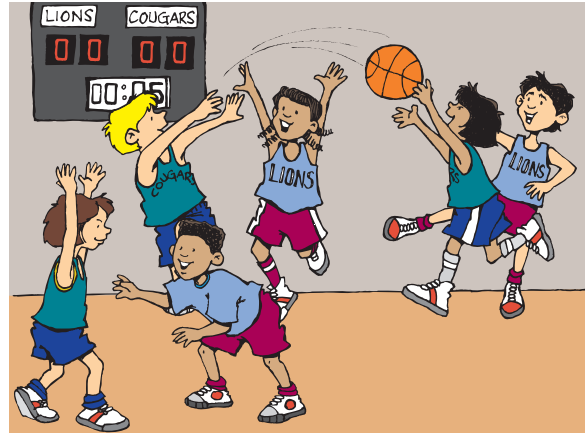
Nothing is alive in the desert.



Lesson 1 See the Main Idea

Here is another picture. Write a sentence that states the main idea of the picture.

Main idea: _____



Draw a picture in the space below. What is your picture about? Write the main idea of your picture on the line.



Main idea: _____

On Your Own

Making a scrapbook is a fun activity. It is also a good way to save family pictures and memories. Get permission to use some family photos. Glue them on construction paper or a scrapbook page. For each photo, write a sentence that states the main idea.

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Grade
3

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Phonics

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- Blends
- Digraphs
- Base word endings
- Affixes
- Synonyms and antonyms
- Dictionary skills
- Answer key

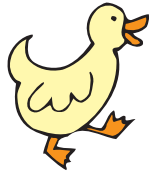


Lesson 1.1 Beginning Consonants

Look at the pictures below. Circle the letter that stands for the first sound you hear in each picture name.



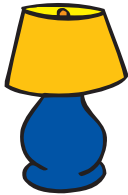
m n b



b d t



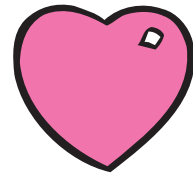
s v z



p l h



v w r



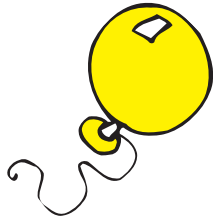
f b h

Read each sentence below. Then, read the pair of words that follow. On the line, write the word that best completes each sentence.

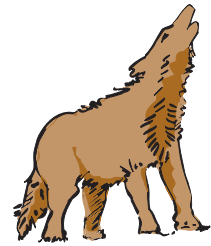
1. Sam's family has three _____. (dogs, logs)
2. It is Sam's job to _____ them after school. (talk, walk)
3. Sometimes, he takes them to the _____. (park, dark)
4. They _____ to swim in the pond and bark at the squirrels. (dove, love)
5. When Sam whistles, his dogs know it is _____ to go home. (time, dime)
6. When they are _____, Sam gives each one a treat. (wood, good)

Lesson 1.2 Ending Consonants

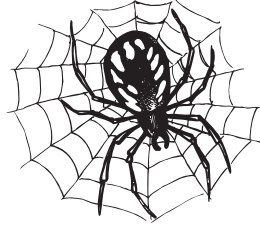
Look at the pictures below. On the line, write the last letter of the word that names each picture.













Read each word below. Change the last letter of the word to make a new word. Write the new word on the line. It should rhyme with the three words below it.

1. car _____
pat flat sat

5. sat _____
tag bag flag

2. skim _____
trip rip sip

6. shot _____
hop drop cop

3. bus _____
rug shrug tug

7. hit _____
slid rid lid

4. web _____
forget set jet

8. cob _____
rot hot trot

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Grade
3

SPECTRUM[®]

Language Arts

***Excellent Tool for
Standardized Test Preparation!***

- Sentence types
- Mechanics
- Subject-verb agreement
- Writer's guide
- Answer key



Chapter 1

NAME _____

Lesson 1.1 Common and Proper Nouns

A **common noun** can be a person, place, thing, or an idea.

teacher (person)

museum (place)

notebook (thing)

bravery (idea)

A **proper noun** is a noun that names a specific person, place, or thing.

Proper nouns are capitalized to show that they are important.

Here are some examples of common and proper nouns:

Common Nouns

school

zoo

brother

city

day

cat

Proper Nouns

Hickory Hills Elementary School

Memphis Zoo

Alexander

Tallahassee

Sunday

Sasha

Complete It

Complete the sentences below with a noun from the box. If there is a **P** after the space, use a proper noun. If there is a **C** after the space, use a common noun.

Walnut High School
dog

Saturday
Jordan Lake

town
brother

1. Uncle Dale is taking me fishing at ____ (P).
2. We will leave early on ____ (P) morning.
3. My ____ (C), Kris, is coming with us.
4. Uncle Dale lives an hour away in a ____ (C) called Rockvale.
5. He is a math teacher at ____ (P).
6. Uncle Dale's ____ (C), Patches, always comes fishing with us.

Lesson 1.1 Common and Proper Nouns

Identify It

Underline the nouns in the sentences below. The number in parentheses will tell you how many nouns there are. Above each noun, write **P** for *proper* or **C** for *common*.



1. Patches jumped into the rowboat. (2)
2. Kris and I put on our life jackets. (2)
3. Last August, we went to Griggs Lake. (2)
4. We stopped at Elmwood Historic Car Museum on the way home. (2)
5. We caught six fish on our trip. (2)
6. Uncle Dale cooked them on the grill. (2)
7. Mom made some coleslaw and potatoes. (3)

Try It

1. Write a sentence using at least two common nouns. Circle the nouns.

2. Write a sentence using two proper nouns and one common noun. Circle the common noun. Underline the proper nouns.
