

3RD GRADE READING WORKBOOK

WEEK 1

SPACE EXPLORATION

DAY 1	Read a fiction story about Maya's space launch. Practice prefixes, complete sentences, and fluency.
DAY 2	Read Maya's next adventure in space. Match prefixes, fix sentence parts, and read with expression.
DAY 3	Learn about daily life in space! Use prefixes in sentences, match subjects and predicates, and build fluency.
DAY 4	Discover how astronauts train for space. Break apart prefix words and color subjects and predicates.
DAY 5	Compare two real space missions! Use facts to write your opinion, play a prefix game, and review grammar.

By: The Reading Comprehension Teacher

Name: _____

DAY 1

LET'S READ!

Read the passage and answer the questions

BLAST OFF!

Maya stood at the edge of the launch platform, her helmet tucked under one arm and her stomach doing flips. She had spent weeks training for this kids-only mission to the Space Exploration Station, but now that the countdown had started, her confidence began to shrink. "What if I mess up?" she whispered. All around her, the other young astronauts looked calm and ready. Maya felt small, like she didn't belong.

Training had been tougher than she expected. There were spinning simulators that made her dizzy, complicated control panels to learn, and tests where she had to act fast under pressure. Maya had made a few mistakes—once she even pressed the wrong button and set off an alarm. "I'm never going to get this right," she had said. Her instructor placed a hand on her shoulder and said, "You belong here. Everyone has setbacks. What matters is how you respond."

Now, as the rocket engines hummed beneath her, Maya took a deep breath and remembered those words. She had studied hard, stayed late, and learned from her mistakes. "I do belong here," she whispered. She slid her helmet on, just as the final countdown hit zero.

In space, everything felt new. Maya floated weightlessly, laughing as her pen drifted away mid-sentence. The Earth glowed below like a marble, and Maya smiled. She almost let fear stop her—but now, she was ready to explore the stars.

1. What is a lesson readers can learn from Maya's experience? (RL.3.2)

Choose all that apply.

- It's okay to feel nervous when trying something new
- You should always be perfect in space
- Hard work and confidence can help you succeed
- Space training only takes a few days

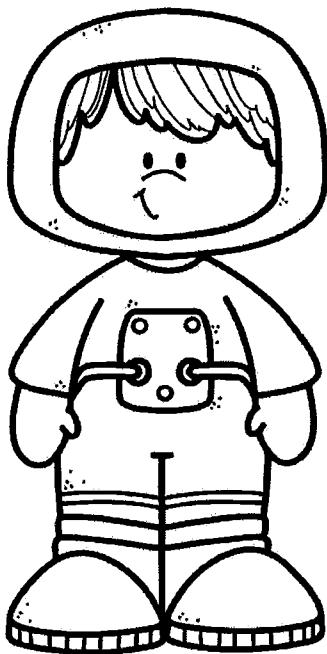
2. What is Maya doing at the start of the story? (RL.3.1)

- a) Talking with her teammates in space
- b) Getting ready to launch for her first space mission
- c) Practicing floating in zero gravity
- d) Eating breakfast from a pouch

3. How does Maya change from the beginning to the end of the story? Use details from the text to explain.

VOCABULARY BOOSTERS

Read the chart and complete the activity.



PREFIX	MEANING	EXAMPLE
re-	again	replay, rebuild
un-	not or opposite	unfair, unlock
pre-	before	preview, preheat

Write the meaning of each word using the prefix clues.

1. rebuild = _____
2. unpack = _____
3. pretest = _____

Name: _____

DAY 1

GRAMMAR IN ACTION: SUBJECT & PREDICATE

SUBJECT	who or what the sentence is about	The astronaut
PREDICATE	what the subject is doing	floated through the station.

Directions: Underline the subject and circle the predicate in each sentence below.

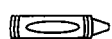
1. Maya trained for weeks before the big launch.
2. The rocket blasted off into the sky.
3. Her teammates floated around the space station.
4. The space shuttle launched early in the morning.
5. Maya's helmet rested near her seat.
6. Stars twinkled outside the spacecraft window.

FLUENCY PRACTICE

Read the paragraph below 3 times. Time yourself and track your progress!

Maya was nervous before the launch. She had worked hard and trained for weeks. As the countdown began, she took a deep breath and remembered what her instructor said: "You belong here."

READ #	Time in seconds
1	
2	
3	



COLOR HOW YOU FELT ABOUT READING TODAY:

Struggled	Getting better	Smooth and Confident
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Name: _____

LET'S READ!

Directions: Read the passage and answer the questions

MAYA'S MISSION: A SPACE PROBLEM

Maya floated through the narrow hallway of the space station, gripping the handrails to guide herself. It had been three days since launch, and she was finally getting used to life in zero gravity. She could eat, sleep, and even do sit-ups while floating—space was starting to feel like home.

But that morning, Maya noticed something odd. A red light blinked next to the communication panel. She tapped her headset. "Commander Reyes, are we supposed to be losing signal?" His voice crackled in reply. "Maya, please run a diagnostic. I think we're losing contact with Earth."

Maya's heart pounded. She had practiced this during training, but now it was real. Carefully, she followed the steps: check wires, scan the system, reroute the signal. Finally, the light turned green.

"Great work," Commander Reyes said. "You just saved our connection." Maya smiled. She still got nervous, but she was learning that courage didn't mean having no fear—it meant acting anyway.

1. Why was Maya nervous during the mission? (RL.3.1)

- a) She had never floated in space before
- b) She had to fix the ship's communication system
- c) She was speaking to her teacher
- d) She missed Earth

2. What does this passage show about Maya's character? (RL.3.3)

Choose all that apply.

- She panics when something goes wrong
- She remembers her training
- She is becoming more confident
- She doesn't follow directions

3. What steps did Maya take to fix the problem on the space station?

Use details from the text. (RL.3.1)

VOCABULARY BOOSTERS

Match each prefix word to its meaning. Then sort them into the correct prefix group.

rebuild

Do something again

unpack

Heat something before using it

preheat

Open something that was closed

redo

Build something again

unlock

Take things out of a container

Name: _____

DAY 2

GRAMMAR IN ACTION: SUBJECT & PREDICATE

SUBJECT	who or what the sentence is about	The astronaut
PREDICATE	what the subject is doing	floated through the station.

Each sentence below is missing either the subject or the predicate. Fix it so it becomes a complete sentence.

1. floated through the air.

2. The astronauts

3. did a health check every morning.

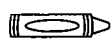
4. The space station

FLUENCY PRACTICE

Read the paragraph below 3 times. Time yourself and track your progress!

Maya noticed a red light on the control panel. She followed the steps she had learned during training. Slowly, the signal returned and the system was fixed.

READ #	Time in seconds
1	
2	
3	



COLOR HOW YOU FELT ABOUT READING TODAY:

Struggled	Getting better	Smooth and Confident
-----------	----------------	----------------------

Name: _____

LET'S READ!

Directions: Read the passage and answer the questions

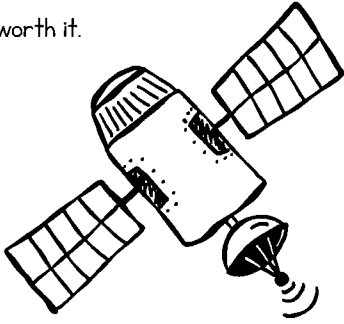
WHAT IT'S LIKE TO LIVE IN SPACE

Astronauts aboard the International Space Station live and work in zero gravity. That means they float through the air instead of walking. To move around, they push off walls or grip handrails. Even sleeping is different—they zip themselves into sleeping bags attached to the wall so they don't drift away.

Every morning, astronauts start their day with a health check. Then, they spend hours doing science experiments, fixing equipment, and talking with Mission Control. They also exercise for about two hours every day to stay strong in space.

Even meals are unusual. Food is packaged in special containers so it doesn't float. Astronauts eat with forks and spoons, but sometimes their juice or soup has to be sipped through a straw. On their free time, astronauts take pictures of Earth or video chat with family.

Living in space is a challenge, but many astronauts say the view makes it all worth it.



1. What are two things astronauts do each day to stay healthy in space? (RI.3.1)

- a) Sleep on the floor and drink extra water
- b) Take vitamins and write in journals
- c) Do health checks and exercise regularly
- d) Float near the windows all day

2. What makes daily life in space different from life on Earth? (RI.3.3)

Choose all that apply.

- Astronauts float instead of walk
- They cook meals on a stove
- Food is stored in special containers
- They play soccer on the space station
- They strap into sleeping bags to sleep

3. What is the main idea of the passage? Use details from the text to support your answer. (RI.3.2)

VOCABULARY BOOSTERS

Read each sentence and choose the correct prefix word to complete it. Then write what the word means.

WORD BANK	rebuild	unzip.	preheat	repack	unlock
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1. Astronauts must _____ their sleeping bags every morning.

Meaning _____

2. They often _____ tools or equipment if something breaks.

Meaning _____

3. The crew had to _____ the storage containers before the next launch.

Meaning _____

Name: _____

DAY 3

GRAMMAR IN ACTION: SUBJECT & PREDICATE

SUBJECT	who or what the sentence is about	The astronaut
PREDICATE	what the subject is doing	floated through the station.

Draw a line to match each subject to the correct predicate.

Maya

A. drifted through the hallway

Her headset

B. turned from red to green

The warning light

C. gave a fuzzy response

Commander Reyes

D. returned to normal

The signal

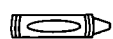
E. asked Maya to fix the problem

FLUENCY PRACTICE

Read the paragraph below 3 times. Time yourself and track your progress!

Astronauts live in zero gravity, which means they float instead of walk. They eat packaged food and sleep in special bags. Space life is different—but exciting!

READ #	Time in seconds
1	
2	
3	



COLOR HOW YOU FELT ABOUT READING TODAY:

Struggled	Getting better	Smooth and Confident
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Name: _____

LET'S READ!

Directions: Read the passage and answer the questions

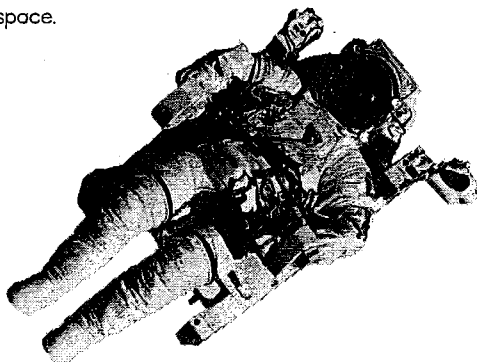
HOW DO ASTRONAUTS TRAIN FOR SPACE?

Before astronauts go to space, they go through months of training. They don't just study in classrooms—they practice in environments that feel like space. This helps them get ready for what they'll face on their missions.

To learn how to move in zero gravity, astronauts train underwater. They wear heavy suits and practice spacewalks in a giant swimming pool. It's the closest thing to floating in space!

They also practice working inside a space station. They learn how to fix machines, respond to emergencies, and live without gravity. They must be able to stay calm under pressure and work as a team.

Training is hard work, but it prepares astronauts for success. They must pass medical tests, study often, and solve problems quickly. The better they train on Earth, the safer they'll be in space.



1. Why do astronauts train underwater before going to space? (RI.3.3)

- a) To learn how to hold their breath
- b) To practice swimming
- c) To practice floating like they will in space
- d) To test how fast they can move in water

2. Which of the following are things astronauts practice before going to space? (RI.3.3)

Choose all that apply.

- Cooking meals on a spaceship
- Responding to emergencies
- Floating in zero gravity
- Playing sports in space
- Working as a team

3. How is the passage organized? What is the author's purpose for writing it?

VOCABULARY BOOSTERS

Read each sentence, underline the prefix word then explain what the underlined word means.

1. Before the rocket launch, the crew had to precheck every system.

Meaning _____

2. Maya had to reenter the password when the screen turned off.

Meaning _____

3. The team had to unpack the supplies once they arrived at the space station.

Meaning _____

4. The engineers had to rebuild part of the control panel after the system glitch.

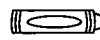
Meaning _____

Name: _____

DAY 4

GRAMMAR IN ACTION: SUBJECT & PREDICATE

Each sentence has been split into a subject and a predicate.

 Color the SUBJECTS red

 Color the PREDICATES green

The space shuttle	twinkled through the space station window.	Stars	completed their training mission.
The astronauts	Maya	A floating notebook	
zipped herself into her sleeping bag.	bumped into the ceiling.	launched at sunrise.	

Write your own space-themed sentence below, and draw a line to split the subject and predicate, then color them!

FLUENCY PRACTICE

Read the paragraph below 3 times. Time yourself and track your progress!

Astronauts spend months getting ready for space. They train underwater to practice floating. They also learn how to stay calm and work as a team in tough situations.

READ #	Time in seconds
1	
2	
3	

COLOR HOW YOU FELT ABOUT READING TODAY:

Struggled	Getting better	Smooth and Confident
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Name: _____

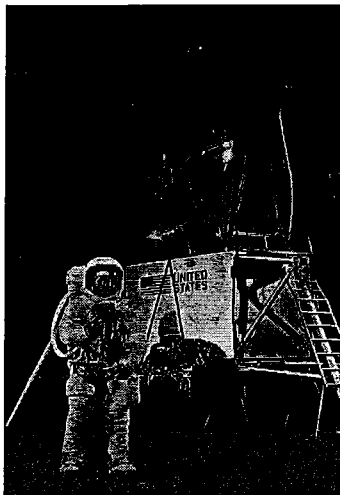
LET'S READ!

Directions: Read the passage and answer the questions

APOLLO II: THE FIRST TRIP TO THE MOON

In 1969, NASA launched Apollo II—the first mission to land humans on the moon. The crew included Neil Armstrong, Buzz Aldrin, and Michael Collins. After traveling over 200,000 miles, Armstrong and Aldrin landed on the moon's surface while Collins remained in orbit.

Armstrong took the first steps on the moon, saying, "That's one small step for man, one giant leap for mankind." The crew collected moon rocks, set up experiments, and returned safely to Earth after 8 days. This historic mission showed the world what space travel could achieve.



PERSEVERANCE: A ROBOT ON MARS

Launched in 2020, NASA's Perseverance rover was sent to Mars to explore the surface and collect rock samples. Unlike Apollo II, no astronauts were on board—Perseverance is a robot. It landed in an area called the Jezero Crater.

Perseverance uses cameras and tools to study the Martian soil. It sends data back to scientists on Earth. The rover's mission may help prepare for future human trips to Mars. Its discoveries could tell us if Mars once had life.



1. Which mission had humans land on another planet? (RI.3.3)

- a) Apollo II
- b) Perseverance
- c) Both
- d) Neither

2. What do the two missions have in common? (RI.3.4)

Choose all that apply.

- Both were launched by NASA
- Both landed humans on Mars
- Both collected rock samples
- Both used technology to explore space

3. What is one main difference between the Apollo II mission and the Perseverance mission? Explain using evidence from the passages. (RI.3.5)

5-A-Day Language Review: Week 1

Monday

- ① Underline all of the **common nouns**. Circle all of the **proper nouns**. Label all nouns as either a **person, place, or thing**.

Dad washed the dog in Grandma Peggy's backyard.

- ② Rewrite the sentence below, replacing the underline word(s) with a correct **pronoun**.

Miranda loves to swim in the ocean.

- ③ Write a **verb** to complete the sentence.

The water _____ cold.

- ④ Circle the **adjectives** in the sentence. Draw an arrow from each **adjective** to the **noun** it describes.

The old dog napped in the sun.

- ⑤ Circle the **adverbs** in the sentence. Draw an arrow from the **adverbs** to the **verbs** they modify.

We quickly finished our homework.

Tuesday

- ① Identify if the **nouns** are **regular** or **irregular**. Then rewrite them in the **plural** form.

monkey _____ (R) (I) brick _____ (R) (I)

- ② Complete the sentence. Explain what you think the underlined **abstract noun** means.

The child's curiosity _____

Curiosity means _____

- ③ Identify if the **verbs** are **regular** or **irregular**. Then rewrite them in the **past tense** form.

grow _____ (R) (I) bake _____ (R) (I)

- ④ Choose the correct **verb tense** for the sentence. Label the correct **verb tense** as either **past, present, or future**.

Next year I _____ soccer and baseball.

play will play played

- ⑤ Choose the **verb** that **agrees** with the **subject** of the sentence.

The sea turtles (look, looks) for food near the reef.

5-A-Day Language Review: Week 1

Wednesday

- 1 Circle the correct **adjective**. Identify if the **adjective** is **comparative** or **superlative**.

Dwayne is the (faster, fastest) runner on the team.

C S

- 2 Place **commas** and/or **quotation marks** in the correct places.

The little boy said I live in San Diego California.

- 3 Use a **coordinating conjunction** to combine the two sentences.

for • and • nor • but • or • yet • so

I can go to the skate park today. I can go to the beach tomorrow.

- 4 Rewrite the **title** with correct **capitalization**: *alice's adventures in wonderland*

- 5 Rewrite the phrase using the **possessive** form: *the leash of the dog*

Thursday

- 1 Use the **subordinating conjunction** to combine the two sentences. Label the **independent** and **dependent** clauses of your sentence.

Wait in the office. I am late. (in case)

- 2 Identify if the sentence is **simple**, **compound**, or **complex**.

The Eiffel Tower is located in Paris, France. _____

- 3 Use **descriptive language** to rewrite the sentence.

The cat stretched its legs.

- 4 Find a word with a **prefix** or **suffix** that matches the definition in parentheses.

We watched the _____ sunset. (full of color)

- 5 Identify which underlined phrase/word is **literal** and which is **nonliteral**?

My mom's cooking is hands down the best I have ever eaten.

The teacher asked us to put our hands down until after she gives directions.

5-A-Day Language Review: Week 2

Monday

- ① Underline all of the **common nouns**. Circle all of the **proper nouns**. Label all nouns as either a **person, place, or thing**.

My cousin likes to bake cookies and cakes.

- ② Rewrite the sentence below, replacing the underline word(s) with a correct **pronoun**.

Marta and Clementine are best friends.

- ③ Write a **verb** to complete the sentence.

Deanna and Erin _____ my cousins.

- ④ Circle the **adjectives** in the sentence. Draw an arrow from each **adjective** to the **noun** it describes.

We told scary stories by the campfire.

- ⑤ Circle the **adverbs** in the sentence. Draw an arrow from the **adverbs** to the **verbs** they modify.

Micah drew a picture of a boat carefully.

Tuesday

- ① Identify if the **nouns** are **regular** or **irregular**. Then rewrite them in the **plural** form.

leaf _____ (R) (I) kitten _____ (R) (I)

- ② Complete the sentence. Explain what you think the underlined **abstract noun** means.

His generosity allowed us to _____

Generosity means _____

- ③ Identify if the **verbs** are **regular** or **irregular**. Then rewrite them in the **past tense** form.

cry _____ (R) (I) choose _____ (R) (I)

- ④ Choose the correct **verb tense** for the sentence. Label the correct **verb tense** as either **past, present, or future**.

I _____ the best deals when I shop at thrift stores.

find will find found

- ⑤ Choose the **pronoun** that **agrees** with the **antecedent** of the sentence.

Lady whimpers when (her, she) wants a treat.

5-A-Day Language Review: Week 2

Wednesday

- 1 Circle the correct **adverb**. Identify if the **adverb** is **comparative** or **superlative**.

My little brother wakes up (earlier, earliest) than me.

C S

- 2 Place **commas** and/or **quotation marks** in the correct places.

My sister attends Yale University in New Haven Connecticut.

- 3 Use a **coordinating conjunction** to combine the two sentences.

for • and • nor • but • or • yet • so

Should I order a pizza? Should I cook dinner for us?

- 4 Rewrite the **title** with correct **capitalization**: *little house in the big woods*

- 5 Rewrite the phrase using the **possessive** form: *the hats of the men*

Thursday

- 1 Use the **subordinating conjunction** to combine the two sentences. Label the **independent** and **dependent** clauses of your sentence.

We got lost. We missed the opening act of the play. (because)

- 2 Identify if the sentence is **simple**, **compound**, or **complex**.

I brushed my teeth, and then I went to bed. _____

- 3 Use **descriptive language** to rewrite the sentence.

The student ran to school.

- 4 Find a word with a **prefix** or **suffix** that matches the definition in parentheses.

My tiny dog is _____ and will charge a Pit Bull. (without fear)

- 5 Use **context clues** to determine the meaning of the underlined word.

The leaf drifted slowly down the stream.

5-A-Day Math Review: Week 1

Monday

Round	10	100
137		
258		
522		

$$\begin{array}{r} 73 \\ + 21 \\ \hline \end{array}$$

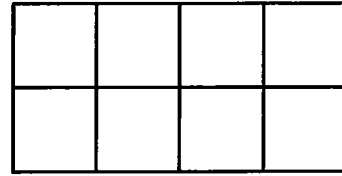
$$\begin{array}{r} 57 \\ - 26 \\ \hline \end{array}$$

$$\begin{array}{r} 587 \\ + 36 \\ \hline \end{array}$$

Complete the fact family.

$7 \times 2 = \underline{\quad}$
 $2 \times 7 = \underline{\quad}$
 $14 \div 2 = \underline{\quad}$
 $14 \div 7 = \underline{\quad}$

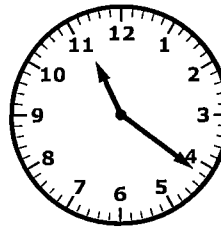
What is the area of this figure?



side lengths: $\underline{\quad} \times \underline{\quad}$

area = $\underline{\quad}$

5



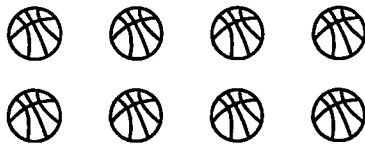
The time is $\underline{\quad}$

In 30 minutes
it will be $\underline{\quad}$.

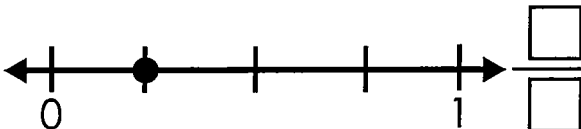
Tuesday

Circle the shapes to model:

$2 \times 4 = \underline{\quad}$



Name the fraction.

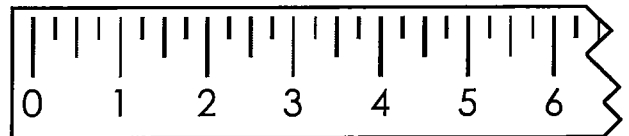


Find the missing numbers.

$10 \times \square = 20$ $10 \overline{)20}$

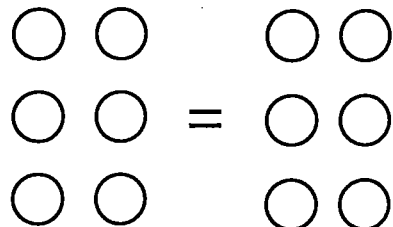
$3 \overline{)24}$ $3 \times \square = 24$

Measure to the nearest $\frac{1}{4}$ inch.



Commutative Property: Solve and circle the shapes to model.

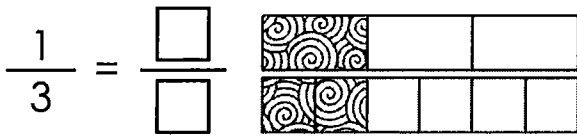
$2 \times 3 = \square \times 2$



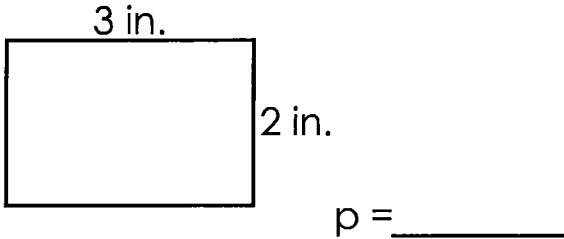
5-A-Day Math Review: Week 1

Wednesday

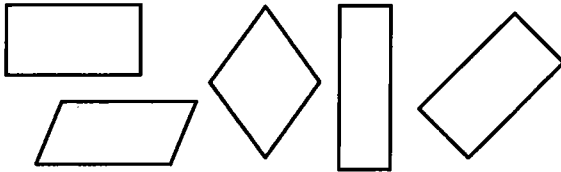
1 Write the equivalent fraction.



2 Find the perimeter.

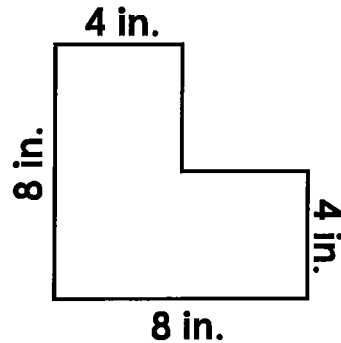


3 Shade in the rectangles.



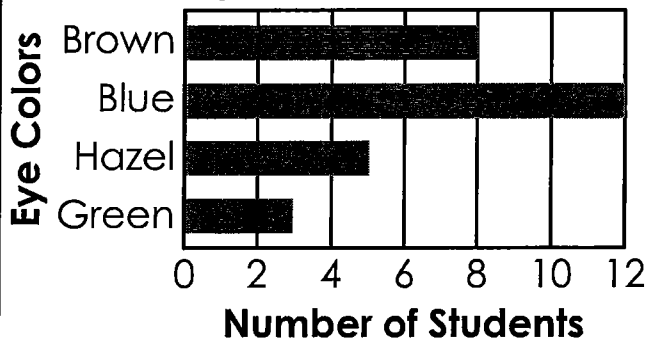
4 Sam has 15 apples. He places an equal number of apples on 3 plates. How many apples does he put on each plate? Draw a model to show your work.

5 Find the area.



Thursday

Eye Colors of the Class



1 How many students have hazel eyes?

2 How many more students have blue eyes than brown?

3 How many fewer students have green eyes than brown?

4 Ally has 7 grapes. She eats 2. Then she gives 3 away. How many grapes does she have left?

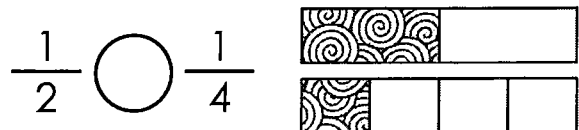
$7 - 2 = \underline{\quad}$

$5 - 3 = \underline{\quad}$

$g = \underline{\quad}$

She has _____ grapes left.

5 Compare the fractions.



5-A-Day Math Review: Week 2

Monday

1

Multiply	30	50
8		
7		
4		

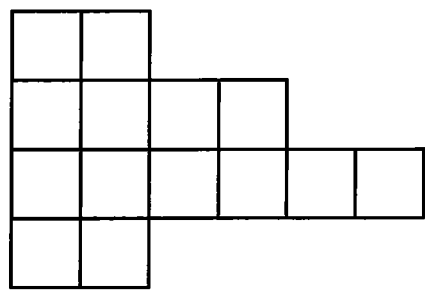
2

97	189	89
$+ 38$	$- 21$	$+ 36$
_____	_____	_____

3 Complete the fact family.

$3 \times 4 = \underline{\quad}$
 $4 \times 3 = \underline{\quad}$
 $12 \div 4 = \underline{\quad}$
 $12 \div 3 = \underline{\quad}$

4 What is the area of this figure?



area = _____

5 Complete the table.

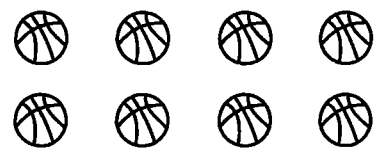
bikes	1	2	3	4	5	6
wheels	2	4				

Describe the pattern:

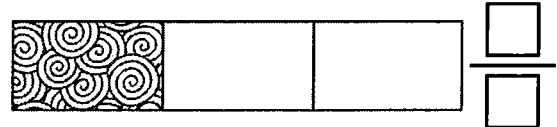
Tuesday

1 Circle the shapes to model:

$8 \div 4 = \underline{\quad}$



2 Name the fraction.

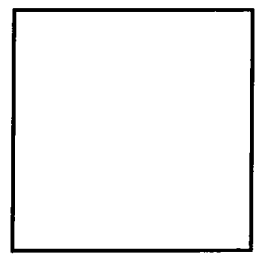


3 Find the missing numbers.

$5 \times \square = 20$ $5 \overline{)20}$
 $4 \overline{)12}$ $4 \times \square = 12$

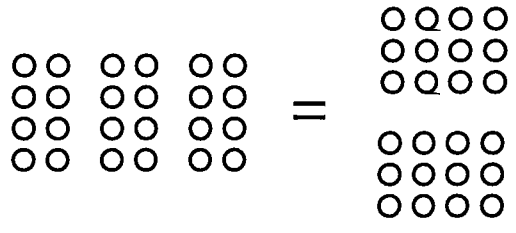
4 Partition and then shade in.

one-fourth



5 Associative Property: Solve and circle the shapes to model.

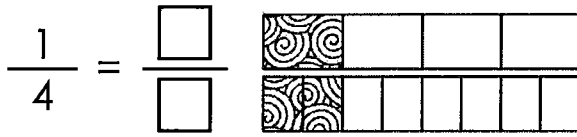
$(2 \times 4) \times 3 = 2 \times (\square \times 3)$



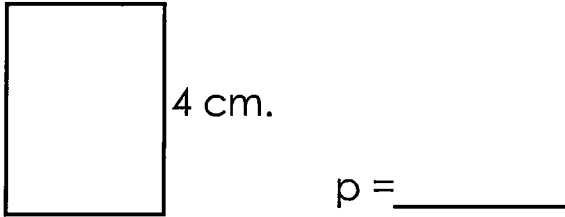
5-A-Day Math Review: Week 2

Wednesday

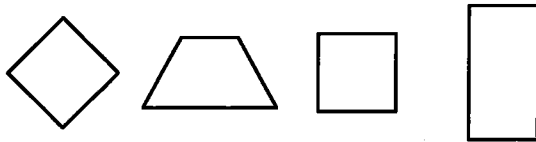
1 Write the equivalent fraction.



2 Find the perimeter.
3 cm.

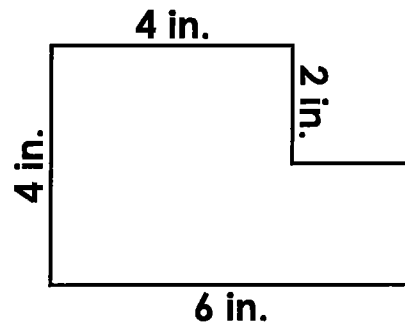


3 Shade in the squares.



4 There are 4 equal groups of pears. Each group has 5 pears. How many pears are there in all? Draw a model to show your work.

5 Find the area.



Thursday

Tickets Sold to the Class Play

Casey				
Lea				
Parker				
Carl				

= 4 tickets

- How many tickets did Parker sell?
- How many more tickets did Casey sell than Lea?
- How many tickets were sold in total?

4 Tania has 6 pairs of sunglasses. Marco has 3 times as many pairs as Tania. How many pairs do they have all together?

$6 \times 3 = \underline{\quad}$

$18 + 6 = \underline{\quad}$

$s = \underline{\quad}$

They have _____ pairs all together.

5 Compare the fractions.

