Day 1

Directions: Complete the work in the packet each day we are out of school.
Read each sentence. Cross out the simple subject. Then, rewrite the sentence with a new subject. Remember: The simple subject is the noun or pronoun that answers the question, **Who or what is doing the action?**

1. That strong athlete will run up the mountain.

2. My teacher's coffee spilled yesterday.

3. After dinner, the young boys will play outside.

4. The enormous snakes live near the swamp.

5. Twelve tiny turtles relax on the log.

Read each sentence. Cross out the simple predicate. Then, rewrite the sentence with a new predicate. Remember: The simple predicate is the verb that answers the question, **What is the action?**

6. The two dogs waited patiently by the fence.

7. She exercises outside every day after school.

8. My grandmother dances at the community center.

9. The rhinoceros charged through the pride of lions.

10. Tomorrow my cousin and I will celebrate together.

★ Find three simple sentences in your independent reading. Rewrite each sentence, replacing the simple subject and the simple predicate with a new subject and predicate.
Read the two simple sentences. Use the given coordinating conjunction to combine the two ideas into one compound sentence.

1. She runs in the morning. + She swims at night. and
2. The active foxes played. + The sick ones slept. but
3. The children will bike to school. + They will get a ride. or
4. The bear growled loudly. + We didn’t camp there. so
5. Some artists draw. + Others create sculptures. and
6. These animals will eat now. + Those ones will not eat. but
7. Each morning the man sips tea. + He drinks juice. or
8. My uncle liked the mirror. + He bought it. so

Complete each compound sentence. Use the underlined coordinating conjunction to help you decide what to write.

9. The musician will practice today, and ____________________.
10. The musician practices often, but ____________________.
11. The musician practiced rarely, so ____________________.
12. The musician will practice now, or ____________________.

★ Read Sentences 9 to 12 to a partner. Explain the meaning of the conjunction in each sentence. For example, the conjunction and means in addition.
Mental Math Strategies for Addition

Count by tens and ones to find the sum. Use the number line to show your thinking.

1. $29 + 14 = \underline{43}$
   
2. $36 + 28 = \underline{\phantom{00}}$
   
3. $45 + 26 = \underline{\phantom{00}}$
   
4. $52 + 34 = \underline{\phantom{00}}$

Use mental math to find the sum. Draw or describe the strategy you use.

5. $52 + 19 = \underline{\phantom{00}}$
6. $122 + 306 = \underline{\phantom{00}}$

Problem Solving

7. Shelley spent 17 minutes washing the dishes. She spent 38 minutes cleaning her room. Explain how you can use mental math to find how long Shelley spent on the two tasks.

8. It took Marty 42 minutes to write a book report. Then he spent 18 minutes correcting his report. Explain how you can use mental math to find how long Marty spent on his book report.
Lesson Check (CC.3.NBT.2)

1. Sylvia spent 36¢ for a pencil and 55¢ for a notepad. Use mental math to find how much she spent in all.
   - A 80¢  
   - B 81¢  
   - C 90¢  
   - D 91¢

2. Will spent 24 minutes putting together a model plane. Then he spent 48 minutes painting the model. How long did Will spend working on the model plane?
   - A 62 minutes  
   - B 68 minutes  
   - C 72 minutes  
   - D 81 minutes

Spiral Review (Reviews CC.2.G.1, CC.2.G.3; CC.3.OA.9, CC.3.NBT.1)

3. What name describes this shape? (Grade 2)
   - A hexagon  
   - B pentagon  
   - C quadrilateral  
   - D triangle

4. What word describes the equal shares of the shape? (Grade 2)
   - A fourths  
   - B halves  
   - C sixths  
   - D thirds

5. Tammy wrote an addition problem that has an odd sum. Which could be Tammy's addition problem? (Lesson 1.1)
   - A 2 + 6  
   - B 3 + 5  
   - C 5 + 6  
   - D 7 + 7

6. Greg counted 83 cars and 38 trucks in the mall parking lot. Which is the best estimate of the total number of cars and trucks Greg counted? (Lesson 1.3)
   - A 100  
   - B 110  
   - C 120  
   - D 130
Use Properties to Add

Use addition properties and strategies to find the sum.

1. $34 + 62 + 51 + 46 = 193$
2. $27 + 68 + 43 = \underline{138}$

3. $34 \quad 10$
   $46 \quad 62$
   $+ 51$
   $\underline{193}$

4. $74 + 35 + 16 + 45 = \underline{170}$

5. $41 + 26 + 149 = \underline{216}$
6. $52 + 64 + 28 + 44 = \underline{188}$

Problem Solving

7. A pet shelter has 26 dogs, 37 cats, and 14 gerbils. How many of these animals are in the pet shelter in all?

8. The pet shelter bought 85 pounds of dog food, 50 pounds of cat food, and 15 pounds of gerbil food. How many pounds of animal food did the pet shelter buy?
Lesson Check (CC.3.NBT.2)

1. At summer camp there are 52 boys, 47 girls, and 18 adults. How many people are at summer camp?

   A) 97
   B) 107
   C) 117
   D) 127

2. At camp, 32 children are swimming, 25 are fishing, and 28 are canoeing. How many children are swimming, fishing, or canoeing?

   A) 75
   B) 85
   C) 95
   D) 105

Spiral Review (Reviews CC.2.MD.3; CC.3.NBT.1)

3. Four students estimated the width of the door to their classroom. Who made the best estimate? (Grade 2)

   A) Ted: 1 foot
   B) Hank: 3 feet
   C) Ann: 10 feet
   D) Maria: 15 feet

4. Four students estimated the height of the door to their classroom. Who made the best estimate? (Grade 2)

   A) Larry: 1 meter
   B) Garth: 2 meters
   C) Ida: 14 meters
   D) Jill: 20 meters

5. Jeff's dog weighs 76 pounds. What is the dog's weight rounded to the nearest ten pounds? (Lesson 1.2)

   A) 70 pounds
   B) 80 pounds
   C) 90 pounds
   D) 100 pounds

6. Ms. Kirk drove 164 miles in the morning and 219 miles in the afternoon. Which is the best estimate of the total number of miles she drove that day? (Lesson 1.3)

   A) 100 miles
   B) 200 miles
   C) 400 miles
   D) 500 miles
Day 2

Directions: Complete the work in the packet each day we are out of school.
Draw a line to match each term with its function in a sentence.

1 adverb __________________ names a person, place, thing, or idea
2 noun __________________ tells what kind, how many, or which one
3 adjective __________ tells where, when, or how the action happens
4 verb ___________________ starts with a preposition and tells where or when
5 pronoun ___________ tells where, when, or how the action happens
6 prepositional phrase ___________ takes the place of a noun

Solve each puzzle below by adding, subtracting, or rearranging words. Write the new sentence on the line.

7 That squirrel ran. + a prepositional phrase that tells where = That squirrel ran up the tree.

8 Some dogs bark. + an adverb that tells how =

9 The snake hissed. + an adjective that tells what kind =

10 The boys meet at the park. + the present tense verb + a future tense verb =

11 Aunt Sara aunt reads often. + the noun + a pronoun to replace the noun =

12 Frogs jumped. + an adjective that tells how many + an adverb that tells how =

13 They walk. + the pronoun + a noun + an adverb that tells how =

★ Create your own sentence puzzle, and give it to a partner to solve.
Read each sentence. Underline the possessive noun, and circle the noun that belongs to the possessive noun.

1. They visited the artist’s exhibit at the museum last week.

2. The basketball players’ uniforms are green and white.

3. Carlos’s homework is in his notebook, which he left on the bus.

4. Our two dogs’ toys are in every room of this apartment.

5. The flowers’ scent filled the garden and attracted many bees.

6. Sai’s poem used both rhythm and rhyme to express her ideas.

7. We looked everywhere for my grandfather’s glasses.

8. Horses’ tails can help them keep flies and gnats away.

Write a sentence that uses the possessive noun. Circle the noun that belongs to the possessive noun.

9. birds’

10. baker’s

11. Pam’s

12. goat’s

13. brothers’

14. car’s

15. teachers’

16. friend’s

17. giraffe’s

★ Find three sentences that use possessive nouns in your independent reading. Write the sentences on another page, and tell whether the possessive noun is singular (one) or plural (more than one).
Dear Family,

During the next few weeks, our math class will be learning about multiplication. We will learn how addition is related to multiplication and how to multiply with the factors 0 and 1.

You can expect to see homework that provides practice with multiplication.

Here is a sample of how your child will be shown the relationship between addition and multiplication.

**MODEL  Relate Addition and Multiplication**

This is how we will add or multiply to solve problems about equal groups.

**Add.**

**STEP 1**
Draw 2 counters in each rectangle to show 4 equal groups.

```
〇〇〇〇
```

**STEP 2**
Write an addition sentence to find how many counters in all.

\[ 2 + 2 + 2 + 2 = 8 \]

**Multiply.**

**STEP 1**
Draw 2 counters in each rectangle to show 4 equal groups.

```
〇〇〇〇
```

**STEP 2**
Write a multiplication sentence to find how many counters in all.

\[ 4 \times 2 = 8 \]

**Activity**

Help your child arrange 3 equal groups of like objects (no more than 10 objects in each group). Then have him or her write an addition sentence and a multiplication sentence to find how many objects in all.

**Vocabulary**

- **array** A set of objects in rows and columns
- **equal groups** Groups that have the same number of objects
- **factor** A number that is multiplied by another number to find a product
- **multiply** When you multiply, you combine equal groups to find how many in all.
- **product** The answer in a multiplication problem

**Tips**

**Skip Counting**

Skip counting is another way to count equal groups to find how many in all. For example, there are 4 groups with 2 counters in each group, so skip counting by 2s can be used: 2, 4, 6, 8. There are 8 counters in all.
Querida Familia,

Durante las próximas semanas, en la clase de matemáticas aprenderemos sobre la multiplicación. Aprenderemos cómo la suma se relaciona con la multiplicación y a multiplicar por los factores 0 y 1. Llevaré a la casa tareas que sirven para practicar la multiplicación.

Este es un ejemplo de la manera como aprenderemos la relación entre la suma y la multiplicación.

**MODELO** Relacionar la suma y multiplicación

Así es como vamos a sumar o multiplicar para resolver problemas de grupos iguales.

**Suma.**

**PASO 1**

Dibuja 2 fichas en cada rectángulo para mostrar 4 grupos iguales.

![Diagrama de fichas](image)

**PASO 2**

Escribe un enunciado de suma para hallar cuántas fichas hay en total.

\[ 2 + 2 + 2 + 2 = 8 \]

**Multiplica.**

**PASO 1**

Dibuja 2 fichas en cada rectángulo para mostrar 4 grupos iguales.

![Diagrama de fichas](image)

**PASO 2**

Escribe un enunciado de multiplicación para hallar cuántas fichas hay en total.

\[ 4 \times 2 = 8 \]

**Actividad**

Ayude a su hijo a formar 3 grupos iguales de objetos parecidos (no más de 10 objetos en cada grupo). Después, pídale que escriba un enunciado de suma y uno de multiplicación para hallar cuántos objetos hay en total.
Lesson 3.1

Count Equal Groups

Draw equal groups. Skip count to find how many.

1. 2 groups of 2 ______

2. 3 groups of 6 ______

3. 5 groups of 3 ______

4. 4 groups of 5 ______

Count equal groups to find how many.

5. ______ groups of ______

6. ______ groups of ______

Problem Solving

7. Marcia puts 2 slices of cheese on each sandwich. She makes 4 cheese sandwiches. How many slices of cheese does Marcia use in all?

8. Tomas works in a cafeteria kitchen. He puts 3 cherry tomatoes on each of 5 salads. How many tomatoes does he use?
Lesson Check (CC.3.OA.1)

1. Jen makes 3 bracelets. Each bracelet has 3 beads. How many beads does Jen use?

   [Visual representation of bracelets with beads]

   A 12  B 9  C 6  D 3

2. Ian has 5 cards to mail. Each card needs 2 stamps. How many stamps does Ian need?

   [Visual representation of cards and stamps]

   A 2  B 5  C 10  D 15

Spiral Review (CC.3.NBT.1, CC.3.NBT.2)

3. There were 384 people at a play on Friday night. There were 512 people at the play on Saturday night. Which is the best estimate of the total number of people who attended the play on both nights? (Lesson 1.3)

   A 900  B 800  C 700  D 500

4. Walking the Dog Pet Store has 438 leashes in stock. They sell 79 leashes during a one-day sale. How many leashes are left in stock after the sale? (Lesson 1.10)

   A 459  B 441  C 369  D 359

5. The Lakeside Tour bus traveled 490 miles on Saturday and 225 miles on Sunday. About how many more miles did it travel on Saturday? (Lesson 1.8)

   A 500 miles  B 400 miles  C 300 miles  D 100 miles

6. During one week at Jackson School, 210 students buy milk and 196 students buy juice. How many drinks are sold that week? (Lesson 1.7)

   A 496  B 406  C 396  D 306
Relate Addition and Multiplication

Draw a quick picture to show the equal groups. Then write related addition and multiplication sentences.

1. 3 groups of 5
   \[ \frac{5 + 5}{3} + \frac{5}{5} = 15 \]
   \[ 3 \times 5 = 15 \]

2. 3 groups of 4
   \[ \_ + \_ + \_ = \_ \]
   \[ \_ \times \_ = \_ \]

3. 4 groups of 3
   \[ \_ + \_ + \_ + \_ = \_ \]
   \[ \_ \times \_ = \_ \]

4. 5 groups of 2
   \[ \_ + \_ + \_ + \_ + \_ = \_ \]
   \[ \_ \times \_ = \_ \]

Complete. Write a multiplication sentence.

5. \( 7 + 7 + 7 = \_ \)
   \[ \_ \times \_ = \_ \]

6. \( 3 + 3 + 3 = \_ \)
   \[ \_ \times \_ = \_ \]

Problem Solving  \( \text{REAL WORLD} \)

7. There are 6 jars of pickles in a box. Ed has 3 boxes of pickles. How many jars of pickles does he have in all? Write a multiplication sentence to find the answer.
   \[ \_ \times \_ = \_ \text{ jars} \]

8. Each day, Jani rides her bike 5 miles. How many miles does Jani ride in all in 4 days? Write a multiplication sentence to find the answer.
   \[ \_ \times \_ = \_ \text{ miles} \]
Lesson Check (CC.3.OA.1)

1. Which is another way to show \(3 + 3 + 3 + 3 + 3 + 3\)?
   - A 5 \(\times\) 3
   - B 4 \(\times\) 3
   - C 8 \(\times\) 3
   - D 6 \(\times\) 3

2. Use the model. How many counters are there in all?
   - A 8
   - B 10
   - C 12
   - D 14

Spiral Review (CC.3.NBT.1, CC.3.NBT.2, CC.3.MD.4)

3. A school gave 884 pencils to students on the first day of school. What is 884 rounded to the nearest hundred? (Lesson 1.2)
   - A 800
   - B 880
   - C 890
   - D 900

4. Find the difference. (Lesson 1.10)
   \[
   \begin{array}{c}
   632 \\
   - 274
   \end{array}
   \]
   - A 906
   - B 442
   - C 358
   - D 354

5. The line plot below shows how many points Trevor scored in 20 games. (Lesson 2.7)

   ![Line Plot]

   In how many games did Trevor score at least 18 points?
   - A 3
   - B 5
   - C 6
   - D 10

6. Darrien read 97 pages last week. Evan read 84 pages last week. How many pages in all did the boys read? (Lesson 1.7)
   - A 13
   - B 171
   - C 181
   - D 271
Lesson 3.3

Skip Count on a Number Line

Draw jumps on the number line to show equal groups. Find the product.

1. 6 groups of 3

\[ 6 \times 3 = 18 \]

2. 3 groups of 5

\[ 3 \times 5 = \_ \_ \_ \]

Write the multiplication sentence the number line shows.

3. 2 groups of 6

\[ \_ \_ \_ \times \_ \_ \_ \_ \_ \_ = \_ \_ \_ \_ \]

Problem Solving

4. Allie is baking muffins for students in her class. There are 6 muffins in each baking tray. She bakes 5 trays of muffins. How many muffins is she baking in all?

5. A snack package has 4 cheese sticks. How many cheese sticks are in 4 packages?
Lesson Check (CC.3.OA.3)

1. Louise skip counts by 4 on a number line to find $5 \times 4$. How many jumps should she draw on the number line?
   - A 3
   - B 4
   - C 5
   - D 9

2. Theo needs 4 boards that are each 3 feet long to make bookshelves. How many feet of boards does he need altogether?
   - A 12 feet
   - B 7 feet
   - C 4 feet
   - D 3 feet

Spiral Review (CC.3.NBT.1, CC.3.MD.3)

3. Estimate the sum. (Lesson 1.3)
   \[518 + 251\]
   - A 200
   - B 700
   - C 800
   - D 900

4. Which number would you put in a frequency table to show III III? (Lesson 2.1)
   - A 5
   - B 6
   - C 7
   - D 8

5. A manager at a shoe store received an order for 346 pairs of shoes. What is 346 rounded to the nearest hundred? (Lesson 1.2)
   - A 400
   - B 350
   - C 340
   - D 300

6. Toby is making a picture graph. Each picture of a book is equal to 2 books he has read. The row for Month 1 has 3 pictures of books. How many books did Toby read during Month 1? (Lesson 2.2)
   - A 2
   - B 3
   - C 6
   - D 8
Day 3

Directions: Complete the work in the packet each day we are out of school.
Borrowing Nature’s Designs

1 Imagine a day when doctors could help a person grow a replacement body part—just like starfish and lizards can do. What if bridges were built from something much stronger than steel—fibers made of spider silk! Some engineers study nature’s designs in order to develop new technologies. These engineers are using a kind of science called biomimetics. Biomimetics comes from the Greek words bios “life” and mimesis “to imitate.”

2 Prickly Plant Parts
In 1941, a Swiss engineer named George de Mestral went for a hike with his dog. Afterward, picking off burrs from his clothes and dog’s fur, he became curious. How did the burrs manage to stick so well? He studied the structure of each burr and discovered that the spines ended in tiny hooks. He went on to invent a kind of fastener made of tiny hooks. He helped start a company to produce the fasteners. Velcro® is still a trade name for these burr-inspired fasteners. They are used on clothing, shoes, school binders, and many other products.

3 Sticky Feet
Little lizards called geckos have an astounding ability to cling to walls, ceilings, and other surfaces. For decades, scientists have studied gecko feet to figure out what makes them so sticky. Experiments show that millions of microscopic hairs on each toe are mainly responsible for a gecko’s grip. But geckos don’t just stick to a surface—they unstick, too. To do that, a gecko tugs the foot in the opposite direction, releasing the grip. Engineers have developed gecko-inspired robots that climb walls. They’ve made a fabric-like material that can stick to smooth surfaces. They’re also working on grippers that might someday be used to pick up junk floating in space.

4 What problems will biomimetic engineers try to solve next? One thing is for sure: nature will provide inspiration for new solutions.

GLOSSARY

burrs (noun, plural) A burr is a prickly covering of a nut or seed.
surfaces (noun, plural) A surface is the outer layer.
structure (noun) A structure is the way parts are arranged.
1 Read and underline the definition of the phrase below. Knowing this phrase and its definition will help you complete the following activities.

natural hazard (noun) A natural hazard is an event in nature that causes damage.

2 Reread the poem on the next page, “Hail” by J. Patrick Lewis. Poets use the sound, as well as the meaning, of words to express feelings and ideas.

3 Poets often use figurative language to help readers form pictures in their minds. A metaphor is a type of figurative language in which two unlike things are compared without using like or as.

a Go back to the poem, and circle the two nouns in Lines 1 and 2.

b What does this comparison help you imagine?

4 Alliteration is the repetition of beginning sounds in words. Poets often use alliteration to put emphasis on words and ideas.

a Go back to the poem, and underline two pairs of words with repeated beginning sounds in Lines 1 and 2.

b Write the words below.

5 The rhythm of a poem is like a drumbeat the goes with groups of words.

a Read the poem aloud, and listen for the rhythm.

b What does the rhythm help you imagine?

6 The narrator in a poem is called the speaker. How does the speaker seem to feel in Line 6?

7 The poem has a central message, or theme, about nature. Write a sentence to state this theme.

★ A haiku is a three-line, 17-syllable poem that paints a clear picture about a single moment or image, usually from the natural world. The syllable pattern is 5-7-5. Write a haiku about a natural hazard, such as an earthquake or blizzard.
Problem Solving • Model Multiplication

Draw a diagram to solve each problem.

1. Robert put some toy blocks into 3 rows. There are 5 blocks in each row. How many blocks are there in all?
   
   15 blocks

2. Mr. Fernandez is putting tiles on his kitchen floor. There are 2 rows with 9 tiles in each row. How many tiles are there in all?

3. In Jillian’s garden, there are 3 rows of carrots, 2 rows of string beans, and 1 row of peas. There are 8 plants in each row. How many plants are there in all?

4. In Sorhab’s classroom, there are 3 rows with 7 desks in each row. How many desks are there in all?

5. Maya visits the movie rental store. On one wall, there are 6 DVDs on each of 5 shelves. On another wall, there are 4 DVDs on each of 4 shelves. How many DVDs are there in all?

6. The media center at Josh’s school has a computer area. The first 4 rows have 6 computers each. The fifth row has 4 computers. How many computers are there in all?
Lesson Check (CC.3.OA.8)

1. There are 5 shelves of video games in a video store. There are 6 video games on each shelf. How many video games are there in all?
   - A 35
   - B 30
   - C 20
   - D 11

2. Ken watches a marching band. He sees 2 rows of flute players. Six people are in each row. He sees 8 trombone players. How many flute or trombone players does Ken see?
   - A 2
   - B 6
   - C 16
   - D 20

Spiral Review (CC.3.NBT.1, CC.3.NBT.2, CC.3.MD.3)

3. What is the sum of 438 and 382? (Lesson 1.7)
   - A 720
   - B 810
   - C 820
   - D 910

4. Estimate the sum. (Lesson 1.3)

   \[ \begin{array}{c}
   622 \\
   + 84 \\
   \hline
   \end{array} \]
   - A 500
   - B 600
   - C 700
   - D 800

5. Francine uses 167 silver balloons and 182 gold balloons for her store party. How many silver and gold balloons in all does Francine use? (Lesson 1.7)
   - A 15
   - B 345
   - C 349
   - D 359

6. Yoshi is making a picture graph. Each picture of a soccer ball stands for two goals he scored for his team. The row for January has 9 soccer balls. How many goals did Yoshi score during January? (Lesson 2.2)
   - A 18
   - B 16
   - C 11
   - D 9
Model with Arrays

Write a multiplication sentence for the array.

1. 

\[ 3 \times 7 = 21 \]

2. 

\[ 2 \times 5 = \_ \_ \_ \_ \]

Draw an array to find the product.

3. \[ 4 \times 2 = \_ \_ \_ \_ \]

4. \[ 4 \times 4 = \_ \_ \_ \_ \]

5. \[ 3 \times 2 = \_ \_ \_ \_ \]

6. \[ 2 \times 8 = \_ \_ \_ \_ \]

Problem Solving

7. Lenny is moving tables in the school cafeteria. He places all the tables in a \( 7 \times 4 \) array. How many tables are in the cafeteria?

8. Ms. DiMeco directs the school choir. She has the singers stand in 3 rows. There are 8 singers in each row. How many singers are there in all?
Lesson Check (CC.3.OA.3)

1. What multiplication sentence does this array show?
   - A: 2 × 3 = 6
   - C: 3 × 4 = 12
   - B: 6 × 3 = 18
   - D: 3 × 5 = 15

2. What multiplication sentence does this array show?
   - A: 3 × 9 = 27
   - C: 3 × 7 = 21
   - B: 3 × 8 = 24
   - D: 4 × 5 = 20

Spiral Review (CC.3.NBT.1, CC.3.NBT.2, CC.3.MD.3)

3. Use the table to find who traveled 700 miles farther than Paul during summer vacation. (Lesson 1.6)

<table>
<thead>
<tr>
<th>Summer Vacations</th>
<th>Name</th>
<th>Distance in Miles</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Paul</td>
<td>233</td>
</tr>
<tr>
<td></td>
<td>Andrew</td>
<td>380</td>
</tr>
<tr>
<td></td>
<td>Bonnie</td>
<td>790</td>
</tr>
<tr>
<td></td>
<td>Tara</td>
<td>933</td>
</tr>
<tr>
<td></td>
<td>Susan</td>
<td>853</td>
</tr>
</tbody>
</table>

   - A: Andrew
   - B: Bonnie
   - C: Susan
   - D: Tara

4. Use the bar graph to find what hair color most students have. (Lesson 2.4)

   - A: Brown
   - B: Black
   - C: Blond
   - D: Red

5. Spencer ordered 235 cans of tomatoes to make salsa for the festival. What is 235 rounded to the nearest ten? (Lesson 1.2)

   - A: 200
   - B: 230
   - C: 240
   - D: 300

6. Which bar would be the longest on a bar graph of the data? (Lesson 2.5)

<table>
<thead>
<tr>
<th>Favorite Pizza Topping</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topping</td>
</tr>
<tr>
<td>Cheese</td>
</tr>
<tr>
<td>Pepperoni</td>
</tr>
<tr>
<td>Vegetable</td>
</tr>
<tr>
<td>Sausage</td>
</tr>
</tbody>
</table>

   - A: Cheese
   - B: Pepperoni
   - C: Vegetable
   - D: Sausage
Commutative Property of Multiplication

Write a multiplication sentence for the model. Then use the Commutative Property of Multiplication to write a related multiplication sentence.

1. \( \square \square \square \)
   \( \square \square \square \)
   \( \square \square \square \)
   \( \square \square \square \)

   \(5 \times 2 = 10\)
   \(2 \times 5 = 10\)

2. \( \square \square \square \square \)
   \( \square \square \square \square \)
   \( \square \square \square \square \)
   \( \square \square \square \square \)

   \(\_ \times \_ = \_\)
   \(\_ \times \_ = \_\)

3. \( \square \square \square \)
   \( \square \square \square \)
   \( \square \square \square \)
   \( \square \square \square \)

   \(\_ \times \_ = \_\)
   \(\_ \times \_ = \_\)

4. \( \square \square \square \square \)
   \( \square \square \square \square \)
   \( \square \square \square \square \)
   \( \square \square \square \square \)

   \(\_ \times \_ = \_\)
   \(\_ \times \_ = \_\)

Problem Solving

5. A garden store sells trays of plants. Each tray holds 2 rows of 8 plants. How many plants are in one tray?

6. Jeff collects toy cars. They are displayed in a case that has 4 rows. There are 6 cars in each row. How many cars does Jeff have?
Lesson Check (CC.3.OA.5)

1. Which is an example of the Commutative Property of Multiplication?
   A) $8 \times 4 = 8 \times 4$
   B) $4 \times 2 = 2 \times 4$
   C) $2 \times 8 = 4 \times 4$
   D) $2 + 4 = 2 \times 4$

2. What factor makes the number sentence true?
   $7 \times 4 = \boxed{2} \times 7$
   A) 2
   B) 4
   C) 7
   D) 28

Spiral Review (CC.3.NBT.1, CC.3.NBT.2, CC.3.MD.3)

3. Ms. Williams drove 149 miles on Thursday and 159 miles on Friday. About how many miles did she drive altogether the two days? (Lesson 1.3)
   A) about 150 miles
   B) about 200 miles
   C) about 300 miles
   D) about 400 miles

4. Inez has 699 pennies and 198 nickels. Estimate how many more pennies than nickels she has. (Lesson 1.8)
   A) about 500
   B) about 600
   C) about 700
   D) about 900

5. This year, the parade had 127 floats. That is 34 fewer floats than last year. How many floats were in the parade last year? (Lesson 1.7)
   A) 161
   B) 151
   C) 103
   D) 93

6. Jeremy made a tally table to record how his friends voted for their favorite pet. His table shows next to Dog. How many friends voted for dog? (Lesson 2.1)
   A) 6
   B) 8
   C) 10
   D) 12
Multiply with 1 and 0

Find the product.

1. $1 \times 4 = \underline{4}$
2. $0 \times 8 = \underline{\hspace{2cm}}$
3. $0 \times 4 = \underline{\hspace{2cm}}$
4. $1 \times 6 = \underline{\hspace{2cm}}$

5. $3 \times 0 = \underline{\hspace{2cm}}$
6. $0 \times 9 = \underline{\hspace{2cm}}$
7. $8 \times 1 = \underline{\hspace{2cm}}$
8. $1 \times 2 = \underline{\hspace{2cm}}$

9. $0 \times 6 = \underline{\hspace{2cm}}$
10. $4 \times 0 = \underline{\hspace{2cm}}$
11. $7 \times 1 = \underline{\hspace{2cm}}$
12. $1 \times 5 = \underline{\hspace{2cm}}$

13. $3 \times 1 = \underline{\hspace{2cm}}$
14. $0 \times 7 = \underline{\hspace{2cm}}$
15. $1 \times 9 = \underline{\hspace{2cm}}$
16. $5 \times 0 = \underline{\hspace{2cm}}$

17. $10 \times 1 = \underline{\hspace{2cm}}$
18. $2 \times 0 = \underline{\hspace{2cm}}$
19. $5 \times 1 = \underline{\hspace{2cm}}$
20. $1 \times 0 = \underline{\hspace{2cm}}$

21. $0 \times 0 = \underline{\hspace{2cm}}$
22. $1 \times 3 = \underline{\hspace{2cm}}$
23. $9 \times 0 = \underline{\hspace{2cm}}$
24. $1 \times 1 = \underline{\hspace{2cm}}$

Problem Solving

25. Peter is in the school play. His teacher gave 1 copy of the play to each of 6 students. How many copies of the play did the teacher hand out?

26. There are 4 egg cartons on the table. There are 0 eggs in each carton. How many eggs are there in all?
Lesson Check  (CC.3.OA.5)

1. There are 0 bicycles in each bicycle rack. If there are 8 bicycle racks, how many bicycles are there in all?
   - A 80
   - B 8
   - C 1
   - D 0

2. What is the product?
   \[ 1 \times 0 = \_\_\_ \]
   - A 0
   - B 1
   - C 10
   - D 11

Spiral Review (CC.3.NBT.2, CC.3.OA.3, CC.3.MD.3)

3. Mr. Ellis drove 197 miles on Monday and 168 miles on Tuesday. How many miles did he drive in all?
   (Lesson 1.6)
   - A 29 miles
   - B 255 miles
   - C 365 miles
   - D 400 miles

4. What multiplication sentence does the array show? (Lesson 3.5)
   \[ \square \square \square \square \square \square \]
   - A \[ 1 \times 6 = 6 \]
   - B \[ 3 \times 2 = 6 \]
   - C \[ 2 \times 6 = 12 \]
   - D \[ 5 + 1 = 6 \]

Use the bar graph for 5–6.

5. How many cars were washed on Friday and Saturday combined?
   (Lesson 2.6)
   - A 55
   - B 80
   - C 90
   - D 120

6. How many more cars were washed on Saturday than on Sunday?
   (Lesson 2.6)
   - A 95
   - B 30
   - C 25
   - D 15
Day 4

Directions: Complete the work in the packet each day we are out of school.
Name: ____________________________

Read the terms in the box below, and think about how each part of speech functions in a sentence. Then, match each term to its meaning, and write it on the line.

<table>
<thead>
<tr>
<th>preposition</th>
<th>noun</th>
<th>adjective</th>
<th>conjunction</th>
</tr>
</thead>
<tbody>
<tr>
<td>adverb</td>
<td>interjection</td>
<td>pronoun</td>
<td>verb</td>
</tr>
</tbody>
</table>

1. A ______________________ names a person, place, thing, or idea.

2. A ______________________ takes the place of a noun.

3. A ______________________ shows an action or links words.

4. An ______________________ tells where, when, or how the action happens.

5. An ______________________ tells what kind, how many, or which one.

6. An ______________________ shows strong feeling or emphasis.

7. A ______________________ joins ideas within and across sentences.

8. A ______________________ starts a prepositional phrase that tells where or when.

Write a sentence about yourself using each given verb tense.

9. past tense

10. past tense

11. present tense

12. present tense

13. future tense

14. future tense

★ Read Sentences 9 to 14 to a partner. Explain why you used each verb tense.
Use the given preposition to write a prepositional phrase that completes each sentence.

1 on
Ciara will travel to Peru ________________________________.

2 near
I think a famous actor lives ________________________________.

3 under
______________________________, there is a secret message.

4 until
I was so tired that I slept ________________________________.

5 after
______________________________ we completed our chores.

6 during
Did you and Simon chat ________________________________?

7 into
I was nervous, but I jumped ________________________________.

8 in
______________________________ my kids will drive flying cars.

9 above
I put the book on the shelf ________________________________.

10 before
______________________________ Sarah’s sister will play golf.

Complete each sentence with a prepositional phrase that tells where.

11 She found the book ________________________________.

12 The wild horses ran ________________________________.

13 ________________________________, a majestic eagle soars.

Complete each sentence with a prepositional phrase that tells when.

14 Thaman and I hiked ________________________________.

15 ________________________________, I need to do my homework.

16 He always brushes his teeth ________________________________.

★ Find three sentences that use prepositional phrases in your independent reading. Write the sentences on another page, and tell whether the prepositional phrases tell where or when.
Use the given interjection in a sentence. Then, draw a sketch to illustrate each sentence.

1. Woohoo!
   Woohoo! It's almost time for our spring concert

2. Wow!
   
   
   

3. Hmm,
   
   
   

4. Oops!
   
   
   

5. Ouch!
   
   
   

6. Ahem,
   
   
   

7. Aha!
   
   
   

★ Find three examples of interjections in your independent reading. Then, write them on another page.
Dear Family,

During the next few weeks, our math class will be learning how to multiply with the factors 2, 3, 4, 5, 6, 7, 8, 9, and 10.

You can expect to see homework that provides practice with multiplication facts and strategies.

Here is a sample of how your child will be taught to multiply with 3 as a factor.

**MODEL Multiply with 3**

This is one way we will be multiplying with 3 to solve problems.

Teddy made a face on 1 cookie, using 3 raisins. How many raisins will he need for 4 cookies?

Drawing a picture is a way to solve this problem.

3, 6, 9, 12

Skip count by 3s to find the number of raisins in all.

3, 6, 9, 12

4 groups of 3 is 12. $4 \times 3 = 12$

So, he will need 12 raisins for 4 cookies.

**Activity**

Have your child draw more groups of 3 for 5, 6, 7, 8, and 9 cookies. Then have your child answer questions such as “How many raisins would be on 8 cookies? What do you multiply to find out?”

---

**Vocabulary**

**Associative Property of Multiplication** The property that states that when the grouping of factors is changed, the product remains the same.

**Distributive Property** The property that states that multiplying a sum by a number is the same as multiplying each addend by the number and then adding the products.

**multiple** A number that is the product of two counting numbers
Querida familia,

Durante las próximas semanas, en la clase de matemáticas aprenderemos cómo multiplicar con los factores 2, 3, 4, 5, 6, 7, 8, 9 y 10.

Llevaré a la casa tareas que sirven para practicar las operaciones de multiplicación y sus estrategias.

Este es un ejemplo de la manera como aprenderemos a multiplicar por el factor 3.

**MODELO Multiplicar por 3**

Esta es una manera de multiplicar por 3 para resolver problemas.

Teddy hizo una cara en 1 galleta, con 3 pasas. ¿Cuántas pasas necesitará para hacer caras en 4 galletas?

Una manera de resolver el problema es hacer un dibujo.

3, 6, 9, 12

Cuenta salteado de 3 en 3 para hallar el número total de pasas.

3, 6, 9, 12

4 grupos de 3 son 12. \(4 \times 3 = 12\)

Por tanto, Teddy necesitará 12 pasas para 4 galletas.

**Actividad**

Pida a su hijo o hija que dibuje más grupos de 3 para 5, 6, 7, 8 y 9 galletas. Después, pídale que conteste preguntas como "¿Cuántas pasas se necesitan para hacer 8 galletas? ¿Qué factores debes multiplicar para hallar la respuesta?".
Lesson 4.1

Multiply with 2 and 4

Write a multiplication sentence for the model.

1. Think: There are 2 groups of 5 counters.
   \[ 2 \times 5 = 10 \]

Find the product.

3. \[ 2 \times 6 \]

4. \[ 4 \times 8 \]

5. \[ 2 \times 3 \]

6. \[ 4 \times 6 \]

7. \[ 4 \times 4 \]

8. \[ 2 \times 7 \]

9. \[ 4 \times 5 \]

10. \[ 2 \times 4 \]

Problem Solving REAL WORLD

11. On Monday, Steven read 9 pages of his new book. To finish the first chapter on Tuesday, he needs to read double the number of pages he read on Monday. How many pages does he need to read on Tuesday?

12. Courtney’s school is having a family game night. Each table has 4 players. There are 7 tables in all. How many players are at the game night?
**Lesson Check (CC.3.OA.3)**

1. Which multiplication sentence matches the model?

   ![Multiplication model](image)

   - **A** 3 × 2 = 6
   - **B** 4 × 2 = 8
   - **C** 4 × 4 = 16
   - **D** 4 × 8 = 32

2. Find the product.

   \[
   \begin{array}{c}
   2 \\
   \times 8 \\
   \hline
   \end{array}
   \]

   - **A** 10
   - **B** 14
   - **C** 16
   - **D** 18

**Spiral Review (CC.3.NBT.2, CC.3.MD.3)**

3. Sean made a picture graph to show his friends' favorite colors. This is the key for the graph.
   - Each ● = 2 friends.
   - How many friends does ●●●●● stand for? (Lesson 2.3)

   - **A** 4
   - **B** 8
   - **C** 20
   - **D** 40

4. The table shows the lengths of some walking trails.

   **Walking Trails**

<table>
<thead>
<tr>
<th>Name</th>
<th>Length (in feet)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mountain Trail</td>
<td>844</td>
</tr>
<tr>
<td>Lake Trail</td>
<td>792</td>
</tr>
<tr>
<td>Harmony Trail</td>
<td>528</td>
</tr>
</tbody>
</table>

   How many feet longer is Mountain Trail than Harmony Trail? (Lesson 1.10)

   - **A** 216 feet
   - **B** 264 feet
   - **C** 316 feet
   - **D** 528 feet

5. Find the sum. (Lesson 1.7)

   \[
   \begin{array}{c}
   527 \\
   + 154 \\
   \hline
   \end{array}
   \]

   - **A** 373
   - **B** 581
   - **C** 671
   - **D** 681

6. A bar graph shows that sports books received 9 votes. If the scale is 0 to 20 by twos, where should the bar end for the sports books? (Lesson 2.5)

   - **A** between 8 and 10
   - **B** on 10
   - **C** on 8
   - **D** between 6 and 8
Multiply with 5 and 10

Find the product.
1. \( 5 \times 7 = \underline{35} \)  2. \( 5 \times 1 = \underline{5} \)  3. \( 2 \times 10 = \underline{20} \)  4. \( \underline{} = 8 \times 5 \)

5. \( 1 \times 10 = \underline{10} \)  6. \( \underline{} = 4 \times 5 \)  7. \( 5 \times 10 = \underline{50} \)  8. \( 7 \times 5 = \underline{35} \)

9. \( \underline{} = 5 \times 5 \)  10. \( 5 \times 8 = \underline{40} \)  11. \( \underline{} = 5 \times 9 \)  12. \( 10 \times 0 = \underline{0} \)

13. \( 5 \times 6 \)  14. \( 10 \times 7 \)  15. \( 5 \times 3 \)  16. \( 10 \times 4 \)

17. \( 5 \times 0 \)  18. \( 10 \times 8 \)  19. \( 5 \times 2 \)  20. \( 10 \times 6 \)

Problem Solving
21. Ginger takes 10 nickels to buy some pencils at the school store. How many cents does Ginger have to spend?

22. The gym at Evergreen School has three basketball courts. There are 5 players on each of the courts. How many players are there in all?
Lesson Check (CC.3.OA.3)

1. Mrs. Hinley grows roses. There are 6 roses on each of her 10 rose bushes. How many roses in all are on Mrs. Hinley's rose bushes?

   - A 16
   - B 54
   - C 60
   - D 66

2. Find the product.

   \[ \begin{array}{c}
   5 \\
   \times \quad 8 \\
   \end{array} \]

   - A 8
   - B 16
   - C 35
   - D 40

Spiral Review (CC.3.OA.9, CC.3.NBT.1, CC.3.MD.3)

3. Mr. Miller's class voted on where to go for a field trip. Use the picture graph to find which choice had the most votes. (Lesson 2.2)

   **Field Trip Choices**
   
<table>
<thead>
<tr>
<th>Science Center</th>
<th>Aquarium</th>
<th>Zoo</th>
<th>Museum</th>
</tr>
</thead>
<tbody>
<tr>
<td>★★★</td>
<td>★★★★</td>
<td>★★★★</td>
<td>★★★</td>
</tr>
</tbody>
</table>
   
   Key: Each ★ = 2 votes.

   - A Science Center
   - B Aquarium
   - C Zoo
   - D Museum

4. Zack made this table for his survey.

   **Favorite Juice**
   
<table>
<thead>
<tr>
<th>Flavor</th>
<th>Votes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grape</td>
<td>16</td>
</tr>
<tr>
<td>Orange</td>
<td>10</td>
</tr>
<tr>
<td>Berry</td>
<td>9</td>
</tr>
<tr>
<td>Apple</td>
<td>12</td>
</tr>
</tbody>
</table>

   How many students were surveyed in all? (Lesson 2.6)

   - A 38
   - B 43
   - C 47
   - D 49

5. Which of the following numbers is even? (Lesson 1.1)

   25, 28, 31, 37

   - A 25
   - B 28
   - C 31
   - D 37

6. Estimate the sum. (Lesson 1.3)

   \[ \begin{array}{c}
   479 \\
   + \quad 89 \\
   \end{array} \]

   - A 300
   - B 400
   - C 500
   - D 600
Multiply with 3 and 6

Find the product.
1. $6 \times 4 = \underline{24}$  
2. $3 \times 7 = \underline{\phantom{0}}$
3. $\underline{\phantom{0}} = 2 \times 6$
4. $\underline{\phantom{0}} = 3 \times 5$

Think: You can use doubles.
$3 \times 4 = 12$
$12 + 12 = 24$

5. $1 \times 3 = \underline{\phantom{0}}$
6. $\underline{\phantom{0}} = 6 \times 8$
7. $3 \times 9 = \underline{\phantom{0}}$
8. $\underline{\phantom{0}} = 6 \times 6$

9. $\frac{4}{\underline{3}} \times 3$
10. $\frac{6}{\underline{5}} \times 5$
11. $\frac{2}{\underline{3}} \times 3$
12. $\frac{6}{\underline{3}} \times 3$

13. $10 \times 6$
14. $3 \times 6$
15. $7 \times 6$
16. $3 \times 0$
17. $9 \times 6$
18. $3 \times 3$
19. $10 \times 3$
20. $1 \times 6$

Problem Solving

21. James got 3 hits in each of his baseball games. He has played 4 baseball games. How many hits has he had in all?

22. Mrs. Burns is buying muffins. There are 6 muffins in each box. If she buys 5 boxes, how many muffins will she buy?
Lesson Check (CC.3.OA.3)

1. Paco buys a carton of eggs. The carton has 2 rows of eggs. There are 6 eggs in each row. How many eggs are in the carton?

   A 8  C 14  
   B 12  D 24

2. Find the product.

   \[ 9 \times 3 \]

   A 18  C 27  
   B 24  D 36

Spiral Review (CC.3.OA.3, CC.3.NBT.2, CC.3.MD.3)

3. Find the difference. (Lesson 1.10)

   \[ 568 - 283 \]

   A 285  C 385  
   B 325  D 851

4. Dwight made double the number of baskets in the second half of the basketball game than in the first half. He made 5 baskets in the first half. How many baskets did he make in the second half? (Lesson 4.1)

   A 7  C 10  
   B 9  D 20

5. In Jane’s picture graph, the symbol represents two students. One row in the picture graph has 8 symbols. How many students does that represent? (Lesson 2.3)

   A 40  
   B 32  
   C 24  
   D 16

6. What multiplication sentence does this array show? (Lesson 3.5)

   \[ 5 \times 6 = 30 \]  
   \[ 6 \times 6 = 36 \]  
   \[ 5 \times 5 = 25 \]  
   \[ 1 \times 6 = 6 \]
Day 5

Directions: Complete the work in the packet each day we are out of school.
A Close Circle of Friends

1. “Fun Day is Friday,” Ms. Kanner told Class 6A during the morning’s announcements, “and our class needs four speedy runners for the relay race.” She looked around the room. “How about you, Felipe?”

2. Felipe nodded and gestured to his two buddies, Ruben and Jack. Ms. Kanner listed the three names and said, “We need one more.”

3. Nelson felt the urge to volunteer because he loved races, but he hesitated. He had been in this school for only two weeks, and it felt as though nobody had even noticed him. Everyone already was part of a circle of friends, but he wanted to be included. Ms. Kanner picked Thomas, whose hand was up, and Nelson tried not to think about his disappointment.

4. That afternoon Nelson sat on the grass by the track as Felipe, Ruben, Jack, and Thomas ran around the oval and worked on passing the tube-shaped baton. After they left, Nelson jogged around the track a few times, just to loosen up his muscles, before increasing his pace.

5. On Friday morning Thomas arrived in school with a sorrowful expression and a limp. He explained that his toe had been broken in a skateboarding accident. When Ms. Kanner asked for a replacement for the relay race, Nelson spoke up. “I can run,” he offered without hesitating.

6. Felipe ran the first leg of the relay race, pacing himself well. He passed the baton to Ruben, who held the lead until the halfway point, when two runners caught up to him. He barely managed to keep up. By the time Jack had completed his leg and passed the baton to Nelson, Team 6A was in third place.

7. Nelson eased into the run, keeping his eye on the runner ahead of him. After a short distance, he pumped harder and passed on the right. At the halfway point, Nelson was on the heels of the first runner, letting her set the pace. “Stay with her, stay with her, and GO!” Nelson reached inside for the power he needed. He heard his teammates screaming for him when he crossed the finish line first.

8. As Nelson leaned over, hands on knees, to catch his breath, Felipe slapped him on the back and laughed, “Man, you’re pretty good. What’s your name again?”

9. A few days later, Nelson saw Felipe and his two buddies on the basketball court. “Hey, Nelson, I’m glad you’re here!” Felipe called out. “Now we can play two-on-two.”
1 Read and underline the definition of the word below. Knowing this word and its definition will help you complete the following activities.

**essential** (adjective) Essential means very important or necessary.

2 Reread the informational text on the next page, “Life Underfoot.” Informational texts give facts about a topic. **Explore the diagram** to help you understand the written information.

3 The main idea of the text is in Paragraph 1. **Put a star (★) next to the main idea of the text.**

4 Informational texts often have subheadings that can help you identify the main ideas in different sections of the text. Focus on the main idea and key details of one section.
   a **Put a checkmark (✔) next to one subheading.** The subheading can help you think about the main idea of the section.
   b **Underline 3 to 4 key details in this section.** Key details in each section can also help you think about the main idea of the section.

5 **Complete the chart by rewriting the information in your own words.** Use the markings you made on the text to help you paraphrase the information.

<table>
<thead>
<tr>
<th>Text main idea</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subheading</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section main idea</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section key details</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

7 Explain how the diagram and caption support information in the text.

8 Why is soil essential to life? **Write a summary of one section of the text** on another page. Use information from your chart and the diagram to help you.

- Imagine that you are a decomposer, such as an earthworm. **Write a fictional journal entry that describes a typical day in your life and shows how you play an essential role in maintaining healthy soil.**
Read each pair of simple sentences. Circle the conjunction that would keep the meaning of the two simple sentences when combined to make a compound sentence. Then, write the new sentence on the line. Note: You may add or replace words.

1. It started to rain. Therefore, we left the park. 
   It started to rain, so we left the park.

2. Sam picked flowers. She also put them in a vase.

3. Satchel could take a nap. His other choice is to do the dishes.

4. The car looks old. However, it still runs well.

5. I play basketball. In addition, I compete in chess tournaments.

6. The horse was tired. As a result, it pulled the wagon slowly.

Underline both parts of each paired conjunction. Then, complete the sentence.

7. We will either visit the museum or ____________________________.

8. Neither the table nor ____________________________ is clean.

9. No sooner had I sat down than ____________________________.

10. She found both the red scarf and ____________________________.

11. Not only is Jason friendly, but also ____________________________.

12. Please have either some fruit or ____________________________.

★ On another page, explain why it is helpful to know the meanings of different conjunctions and how to use them in sentences.
Lesson 4.5

Multiply with 7

Find the product.

1. \(6 \times 7 = 42\)  
2. \(\_ \_ \_ = 7 \times 9\)  
3. \(\_ \_ \_ = 1 \times 7\)  
4. \(3 \times 7 = \_ \_ \_\)

5. \(7 \times 7 = \_ \_ \_\)  
6. \(\_ \_ \_ = 2 \times 7\)  
7. \(7 \times 8 = \_ \_ \_\)  
8. \(\_ \_ \_ = 4 \times 7\)

9. \(7\times 5\)  
10. \(7\times 1\)  
11. \(6\times 7\)  
12. \(7\times 4\)  
13. \(2\times 7\)

14. \(10\times 7\)  
15. \(3\times 7\)  
16. \(7\times 9\)  
17. \(8\times 7\)  
18. \(7\times 0\)

Problem Solving  REAL WORLD

19. Julie buys a pair of earrings for $7. Now she would like to buy the same earrings for 2 of her friends. How much will she spend for all 3 pairs of earrings?

20. Owen and his family will go camping in 8 weeks. There are 7 days in 1 week. How many days are in 8 weeks?
Lesson Check (CC.3.OA.7)

1. Find the product.
   \[ 7 \times 8 \]
   - A. 54
   - B. 56
   - C. 64
   - D. 66

2. What product does the array show?
   - A. 14
   - B. 17
   - C. 21
   - D. 24

Spiral Review (CC.3.OA.3, CC.3.OA.9, CC.3.NBT.1, CC.3.MD.3)

3. Which statement is true about the numbers below? (Lesson 1.1)
   6, 12, 18, 24, 30
   - A. All of the numbers are odd.
   - B. Some of the numbers are odd.
   - C. All of the numbers are even.
   - D. Some of the numbers are even.

4. How many more people chose retriever than poodle? (Lesson 2.1)
   - A. 31
   - B. 39
   - C. 41
   - D. 49

   **Favorite Breed of Dog**
   
<table>
<thead>
<tr>
<th>Dog</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shepherd</td>
<td>58</td>
</tr>
<tr>
<td>Retriever</td>
<td>65</td>
</tr>
<tr>
<td>Poodle</td>
<td>26</td>
</tr>
</tbody>
</table>

5. What is 94 rounded to the nearest ten? (Lesson 1.2)
   - A. 90
   - B. 94
   - C. 95
   - D. 100

6. Jack has 5 craft sticks. He needs 4 times that number for a project. How many craft sticks does Jack need altogether? (Lesson 4.2)
   - A. 9
   - B. 16
   - C. 20
   - D. 24
Day 6

Directions: Complete the work in the packet each day we are out of school.
Read each sentence starter, and underline the conjunction. Then, complete the sentence.

1. The runners were tired because ____________________________.

2. As soon as the rain stopped, ____________________________.

3. If I go to bed late, ____________________________.

4. Our visitors will arrive as soon as ____________________________.

5. The nurse will call you if ____________________________.

6. It looks like it is going to rain, so ____________________________.

Read each question. Then, answer it by completing the sentence using a conjunction: because, so, or as soon as.

7. Why did Tim paint the door?
   Tim painted the door ____________________________.

8. When will the shop open?
   The shop will open ____________________________.

9. What was the result of all the clocks stopping?
   All the clocks stopped, ____________________________.

10. When did his arm begin hurting?
    His arm began hurting ____________________________.

11. Why did you move indoors?
    We moved indoors ____________________________.

12. What was the result of Ben not eating breakfast?
    Ben did not eat breakfast, ____________________________.

13. Why is your homework missing?
    My homework is missing ____________________________.

★ Read Sentences 1 to 6 to a partner. Explain how you used the given conjunctions to complete each sentence.
Multiply Multiples of 10 by 1-Digit Numbers

Find the product. Use base-ten blocks or draw a quick picture.

1. \(4 \times 50 = 200\)  
2. \(60 \times 3 = \)  
3. \(\) = \(60 \times 5\)

Find the product.

4. \(30 \times 8\)  
5. \(50 \times 2\)  
6. \(60 \times 7\)  
7. \(70 \times 4\)

8. \(6 \times 90 = \)  
9. \(9 \times 70 = \)  
10. \(8 \times 90 = \)  
11. \(\) = \(6 \times 80\)

Problem Solving

12. Each model car in a set costs $4. There are 30 different model cars in the set. How much would it cost to buy all the model cars in the set?

13. Amanda exercises for 50 minutes each day. How many minutes will she exercise in 7 days?
Lesson Check (CC.3.NBT.3)

1. Each shelf in one section of the library holds 30 books. There are 9 shelves in that section. How many books will these shelves hold?
   - A 220
   - B 260
   - C 270
   - D 280

2. One can of juice mix makes 60 ounces of juice. How many ounces of juice can be made from 6 cans of juice mix?
   - A 300 ounces
   - B 360 ounces
   - C 390 ounces
   - D 600 ounces

Spiral Review (CC.3.OA.3, CC.3.OA.5, CC.3.OA.8)

3. Sue bought 7 cans of tennis balls. There are 3 balls in each can. How many balls did Sue buy? (Lesson 4.3)
   - A 10
   - B 21
   - C 28
   - D 37

4. Which is an example of the Commutative Property of Multiplication? (Lesson 3.6)
   - A $3 + 4 = 4 + 3$
   - B $5 \times 0 = 0$
   - C $1 \times 7 = 7$
   - D $3 \times 4 = 4 \times 3$

5. Lyn drew this bar model to solve a problem: Which operation should she use to find the unknown number? (Lesson 1.12)

   ![Bar model with 90 flowers and 54 flowers]

   - A addition
   - B division
   - C multiplication
   - D subtraction

6. Joe drew this bar model to find the unknown number of balls. Which is the correct answer? (Lesson 1.12)

   ![Bar model with 106 balls and 250 balls]

   - A 356
   - B 256
   - C 144
   - D 124