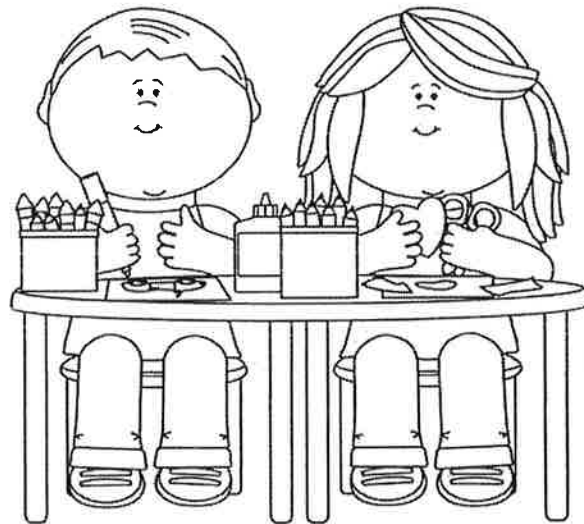


Name \_\_\_\_\_

2019-2020  
3rd Grade  
Flexible Instructional Day  
Packet  
Day 7



- Please complete the attached worksheets and activities.
- Please go on the First in Math website <https://www.firstinmath.com/> and complete 15 minutes of work each day. Log-in Information can be found in student assignment book, or you may contact Mrs. Brutto.
- Please go on the Loyola Press Website <https://www.loyolapress.com/faith-formation/christ-our-life/christ-our-life-2016/parents-and-students/grades-1-8/grades/grade-3> and complete any activity from Unit 1-3 each day.



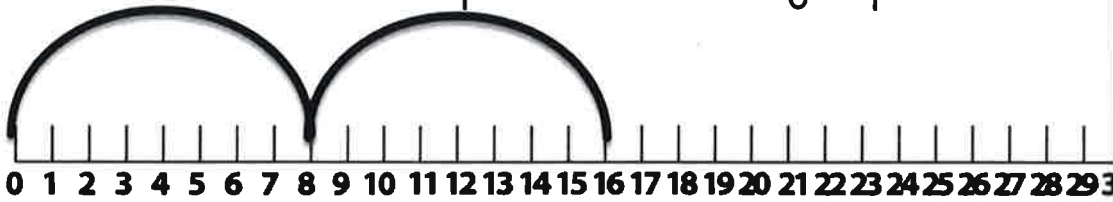


# Number Lines for Multiplication

You can use a number line to help you multiply.

To multiply  $8 \times 2$  on a number line:

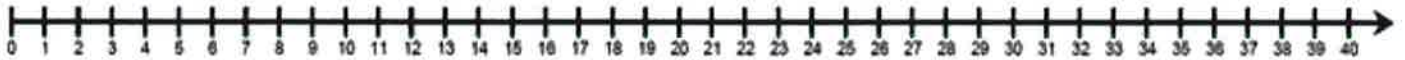
- Make 2 jumps on the number line.
- Move 8 spaces for each jump.



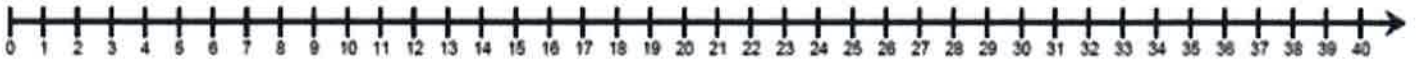
$$8 \times 2 = 16$$

Use the number line to help you multiply.

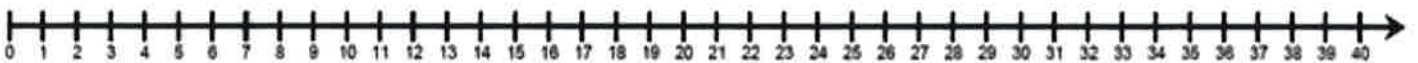
$$8 \times 4 = \underline{\quad}$$



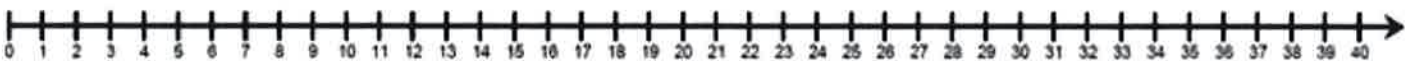
$$8 \times 1 = \underline{\quad}$$



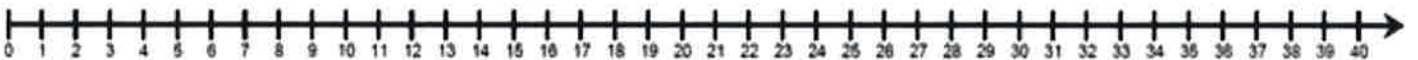
$$8 \times 2 = \underline{\quad}$$



$$8 \times 3 = \underline{\quad}$$



$$8 \times 5 = \underline{\quad}$$





# Multiplication Balance

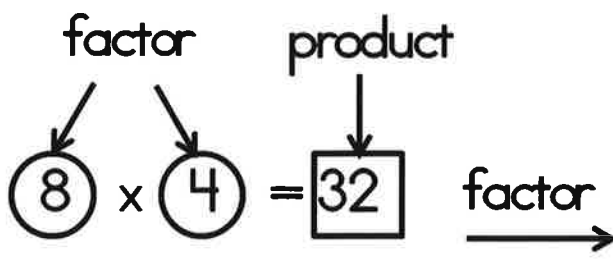
Changing the order of the factors does not change the product. Match the multiplication sentences.


<b>8 x 5</b>	<b>8 x 4</b>	<b>8 x 3</b>	<b>6 x 8</b>	<b>9 x 8</b>	<b>8 x 2</b>
<b>2 x 8</b>	<b>3 x 8</b>	<b>8 x 9</b>	<b>8 x 6</b>	<b>5 x 8</b>	<b>4 x 8</b>

# Factors and Products



A factor is a number that is multiplied with another number to get a product.



				factor ↓	
<b>x</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>6</b>	6	12	18	24	30
<b>7</b>	7	14	21	28	35
<b>8</b>	8	16	24	32	40
					↗ product

Name the factors. Use the multiplication table to find the product.

<b>x</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
<b>7</b>	7	14	21	28	35	42	49	56	63	70	77	84
<b>8</b>	8	16	24	32	40	48	56	64	72	80	88	96
<b>9</b>	9	18	27	36	45	54	63	72	81	90	99	108

	factors	product		factors	product
<b>8 x 3</b>	___ x ___	= ___	<b>8 x 5</b>	___ x ___	= ___
<b>8 x 10</b>	___ x ___	= ___	<b>8 x 3</b>	___ x ___	= ___
<b>8 x 8</b>	___ x ___	= ___	<b>8 x 12</b>	___ x ___	= ___
<b>8 x 2</b>	___ x ___	= ___	<b>8 x 1</b>	___ x ___	= ___
<b>8 x 11</b>	___ x ___	= ___	<b>8 x 4</b>	___ x ___	= ___
<b>8 x 7</b>	___ x ___	= ___	<b>8 x 9</b>	___ x ___	= ___

# Multiplication Beat the Clock

Can you answer all the multiplication problems before time runs out?



$8 \times 8 =$

$8 \times 1 =$

$8 \times 11 =$

$8 \times 11 =$

$8 \times 4 =$

$8 \times 5 =$

$8 \times 3 =$

$8 \times 12 =$

$8 \times 2 =$

$8 \times 9 =$

$8 \times 6 =$

$8 \times 12 =$

$8 \times 8 =$

$8 \times 2 =$

$8 \times 9 =$

$8 \times 4 =$

$8 \times 3 =$

$8 \times 10 =$

$8 \times 3 =$

$8 \times 6 =$

$8 \times 9 =$

$8 \times 5 =$

$8 \times 8 =$

$8 \times 10 =$

$8 \times 7 =$

$8 \times 7 =$

$8 \times 10 =$

$8 \times 1 =$

$8 \times 11 =$

# Multiplication Dab

Color or dab the correct answer.

$$\begin{array}{r} 8 \\ \times 8 \\ \hline \end{array}$$

- 54   72   64

$$\begin{array}{r} 8 \\ \times 4 \\ \hline \end{array}$$

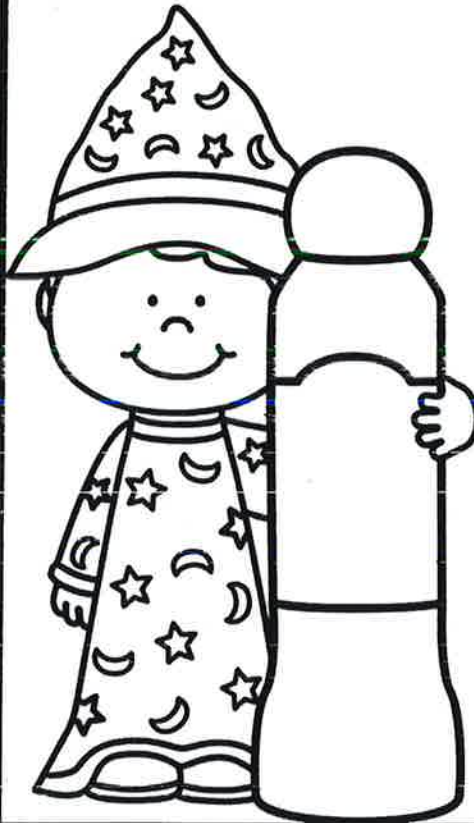
- 32   40   24

$$\begin{array}{r} 8 \\ \times 5 \\ \hline \end{array}$$

- 48   40   32

$$\begin{array}{r} 8 \\ \times 10 \\ \hline \end{array}$$

- 80   72   88



$$\begin{array}{r} 8 \\ \times 6 \\ \hline \end{array}$$

- 48   32   40

$$\begin{array}{r} 8 \\ \times 3 \\ \hline \end{array}$$

- 32   16   24

$$\begin{array}{r} 8 \\ \times 2 \\ \hline \end{array}$$

- 24   8   16

$$\begin{array}{r} 8 \\ \times 9 \\ \hline \end{array}$$

- 80   64   72

$$\begin{array}{r} 8 \\ \times 11 \\ \hline \end{array}$$

- 80   88   72

$$\begin{array}{r} 8 \\ \times 12 \\ \hline \end{array}$$

- 96   88   80



# Prefixes

## Spelling Words

unhappy	recall	disappear	unload	mistake
misspell	dislike	replace	mislead	disagree
rewrite	unroll	unknown	dishonest	react

**Context Clues** Write the list word that correctly completes the sentence. Use the underlined word as a clue.

- To not spell a word correctly is to \_\_\_\_\_ it.
- If you don't like something, you \_\_\_\_\_ it.
- To put something in its place again is to \_\_\_\_\_ it.
- To not agree is to \_\_\_\_\_.
- To call back a memory of someone again is to \_\_\_\_\_ that person.
- For something to appear and then to pass from sight is for it to \_\_\_\_\_.
- If you take something the wrong way, you \_\_\_\_\_ it.
- A person who is not honest is \_\_\_\_\_.
- To lead someone the wrong way is to \_\_\_\_\_ that person.
- To write something over is to \_\_\_\_\_ it.
- To act in response to something is to \_\_\_\_\_.

**Making Opposites** Use the base form of a list word. Add the prefix *un-* to make a word with the opposite meaning.

known	roll	load	happy
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- Dennis will roll the towel and lay it on the sandy beach. \_\_\_\_\_
- Lily was happy about her broken computer. \_\_\_\_\_
- The stranger is known to me. \_\_\_\_\_
- Please load the groceries and bring them into the house. \_\_\_\_\_



**Home Activity** Your child has been spelling words with the prefixes *un-*, *re-*, *mis-*, and *dis-*. To practice the words together, help your child write each list word as an equation, like this: un + roll = unroll.

Name \_\_\_\_\_

# Main Verbs and Helping Verbs

**Directions** Write the main verb and the helping verb in each sentence.

1. The men are hunting for deer in the forest.

Main verb: \_\_\_\_\_

Helping verb: \_\_\_\_\_

2. The women have planted corn in the field.

Main verb: \_\_\_\_\_

Helping verb: \_\_\_\_\_

3. The boys were fishing in the clear lake.

Main verb: \_\_\_\_\_

Helping verb: \_\_\_\_\_

4. The girl has sewn a pretty dress.

Main verb: \_\_\_\_\_

Helping verb: \_\_\_\_\_

5. I am learning about Native American life.

Main verb: \_\_\_\_\_

Helping verb: \_\_\_\_\_

**Directions** Look at the underlined verb in each sentence. Write *M* if it is a main verb. Write *H* if it is a helping verb.

6. A woman was weaving a basket. \_\_\_\_\_

7. She will make a necklace with beads. \_\_\_\_\_

8. The girls had cut the deerskin in pieces. \_\_\_\_\_

9. They are making shoes for everyone. \_\_\_\_\_

10. The boy is gathering pretty feathers. \_\_\_\_\_

## Spellings of /j/, /s/, /k/

### Spelling Words

clock	large	page	mark	kitten
judge	crack	edge	pocket	brake
change	ridge	jacket	badge	orange

**Silly Sentences** Read each silly sentence. Write the list word that rhymes with the underlined word and makes sense in the sentence.

1. I looked at a sock to tell the time. 1. \_\_\_\_\_
2. My mitten likes milk. 2. \_\_\_\_\_
3. There is a big black park on my paper. 3. \_\_\_\_\_
4. The fudge is in court right now. 4. \_\_\_\_\_
5. There is a barge hippo in the zoo. 5. \_\_\_\_\_
6. This book stage has many words on it. 6. \_\_\_\_\_
7. My racket has a zipper and two pockets. 7. \_\_\_\_\_
8. Dad stepped on the rake to stop the car. 8. \_\_\_\_\_
9. Please range the TV channel. 9. \_\_\_\_\_
10. I have a dime in my rocket. 10. \_\_\_\_\_

**Letter Directions** Follow each direction. Write the new word.

11. Add **ge** to **bad**. 11. \_\_\_\_\_
12. Add **o** to **range**. 12. \_\_\_\_\_
13. Subtract **pl** from **pledge**. 13. \_\_\_\_\_
14. Add **c** to **rack**. 14. \_\_\_\_\_
15. Subtract **f** from **fridge**. 15. \_\_\_\_\_



**Home Activity** Your child learned words spelled with *ge*, *dge*, *ck*, and *k*. To help you practice the list words with your child, say each word and ask your child to spell it. Then take turns naming words that rhyme with it.

Name \_\_\_\_\_

## Subject-Verb Agreement

**Direction** Choose the verb in ( ) that agrees with the subject. Write the verb.

1. The city lights (hide, hides) the stars. \_\_\_\_\_
2. Stars (gleam, gleams) ~~brightly~~ in the country. \_\_\_\_\_
3. They (seem, seems) close enough to touch. \_\_\_\_\_
4. The Big Dipper (look, looks) huge. \_\_\_\_\_
5. Our galaxy (is, are) amazing. \_\_\_\_\_

**Directions** Choose the verb in ( ) that agrees with the subject. Write the sentence.

6. This telescope (work, works) well.

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7. We (see, sees) millions of stars.

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8. Rigel (is, are) one of the brightest stars.

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9. Hot gases (make, makes) it sparkle.

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10. Astronomers often (find, finds) new stars.

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Name \_\_\_\_\_

**Read the selection. Then answer the questions that follow.****The Spider Catcher**

Walter woke up feeling excited because his dad was taking him into the field. His dad was a zoology professor, and today they were hunting for spiders. Most people are afraid of spiders, but **not** Walter. He has been helping his dad find insects, frogs, and all kinds of creatures since he was a little boy.

Walter put on tall boots and his hat. He grabbed the spider catcher, which looks like a long handle with a brush at one end and a lever on the other end. The spider catcher allows Walter to catch spiders without harming them, and it makes releasing them easy too.

When Walter and his dad got to the field, they walked slowly and looked carefully in the tall grass and under rocks. Dad said that spiders live almost everywhere on Earth, except in very cold places like mountaintops. Spiders even live in holes on beaches.

Walter noticed a web and stopped. He saw a large spider, took out the catcher, and was about to capture the spider when it jumped onto Walter's shirt.

"Be very still," Dad said. "It won't hurt you. It's a jumping spider."

Dad got the spider into a glass dish and closed the cover.

"It looks as if I did not need to buy a spider catcher after all," said Dad as he began to sketch the spider in his notebook.

**Turn the page.**

Answer the questions below.

**1** What is the *second* paragraph all about?

- A boy gets ready for a field trip with his dad.
- A boy learns how to use a spider catcher.
- A dad studies spiders and other insects.
- A spider lives almost anywhere on earth.

**2** What is the main idea of the *third* paragraph?

- Walter hikes up to the mountaintop with his Dad.
- Dad and Walter both draw pictures of spiders.
- Dad teaches Walter where spiders can be found.
- Walter's Dad carries the large spider catcher.

**3** What does Dad use to capture the spider on Walter's shirt?

- the spider catcher
- the handled brush
- a piece of tissue
- a glass dish

**4** How did Dad know that the jumping spider wouldn't hurt Walter?

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**5** According to the story, what are good places to hunt for spiders?

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