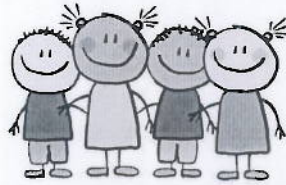


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3rd Grade Homework Packet

Quarter 3 / Week 9

The assigned homework is meant to increase student confidence and build foundational skills. This is one of the many ways we hope to keep the home to school connection strong.

Math Practice:

- Twice per week, students will receive an opportunity to practice what we are currently learning in the classroom.
- One night per week will be focused on strengthening your child's basic fact foundational knowledge. This will help support the grade level content we will be learning in the classroom. Although this is assigned once per week, it is encouraged to continually find opportunities to practice briefly throughout the week.

Reading:

Students will read the attached reading material for the week. They may read it over several nights if needed. Then students must answer the comprehension check questions that follow. They can go back in the text to help them answer. This follows what we are doing in the classroom. They may also look up unfamiliar words and discuss the strategies on the sides of the passages.

Students are still encouraged to read each night for 20 minutes. However, instead of completing the reading log, students may write to their teacher about what they have read. Students can also use the attached reading material as part of the 20 minutes for one night.

Please return packet at the end of the week.

Multiplying whole tens.

Grade 3 Multiplication Worksheet

Find the product.

1. $4 \times 50 =$ _____ 2. $7 \times 50 =$ _____ 3. $3 \times 80 =$ _____

4. $4 \times 20 =$ _____ 5. $7 \times 80 =$ _____ 6. $5 \times 70 =$ _____

7. $5 \times 10 =$ _____ 8. $6 \times 50 =$ _____ 9. $5 \times 90 =$ _____

10. $9 \times 90 =$ _____ 11. $2 \times 90 =$ _____ 12. $2 \times 60 =$ _____

13. $2 \times 50 =$ _____ 14. $8 \times 70 =$ _____ 15. $4 \times 10 =$ _____

16. $6 \times 60 =$ _____ 17. $7 \times 20 =$ _____ 18. $5 \times 80 =$ _____

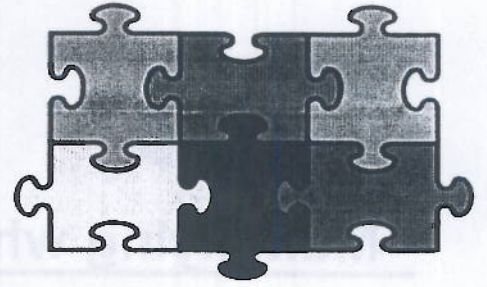
19. $1 \times 70 =$ _____ 20. $5 \times 40 =$ _____ 21. $9 \times 40 =$ _____

22. $7 \times 10 =$ _____ 23. $3 \times 10 =$ _____ 24. $6 \times 90 =$ _____

25. $8 \times 20 =$ _____ 26. $4 \times 40 =$ _____ 27. $4 \times 70 =$ _____

MATH

Crossword Puzzle



Fill in the blanks of each crossword puzzle to make the multiplication equations true.

2	x		=	6			x	5	=	30
				x						
	x	1	=		8	x	4	=		
				=						
				=						
		x	24	=						

	x	7	=		3	x	12	=	
x				x	x				
11			5	x		=			
=				=			=		
22				42			x		= 90

UNDERSTANDING PARTS OF A DRAMA

Guided Instruction

RL.3.5

WORDS TO KNOW

bragging

invisible

proportion

Refer to and explain the importance of the parts of a **drama**, including **setting**, **stage direction**, and **scene**.

CITE EVIDENCE

A A **drama** has many parts. A list of **characters** tells who is in the play. Circle the characters in this play.

B The **setting** tells where and when the play takes place. Underline the setting for Scene 1. Why is the setting important?

Singing Your Blues Away

(Genre: Drama)

CHARACTERS

Nathan, a 10-year-old boy who plays the guitar

Fremont, Nathan's friend, also a 10-year-old boy

Kevin, Fremont's brother, 12, a soccer player

Mr. and Mrs. Jones, Kevin and Fremont's parents

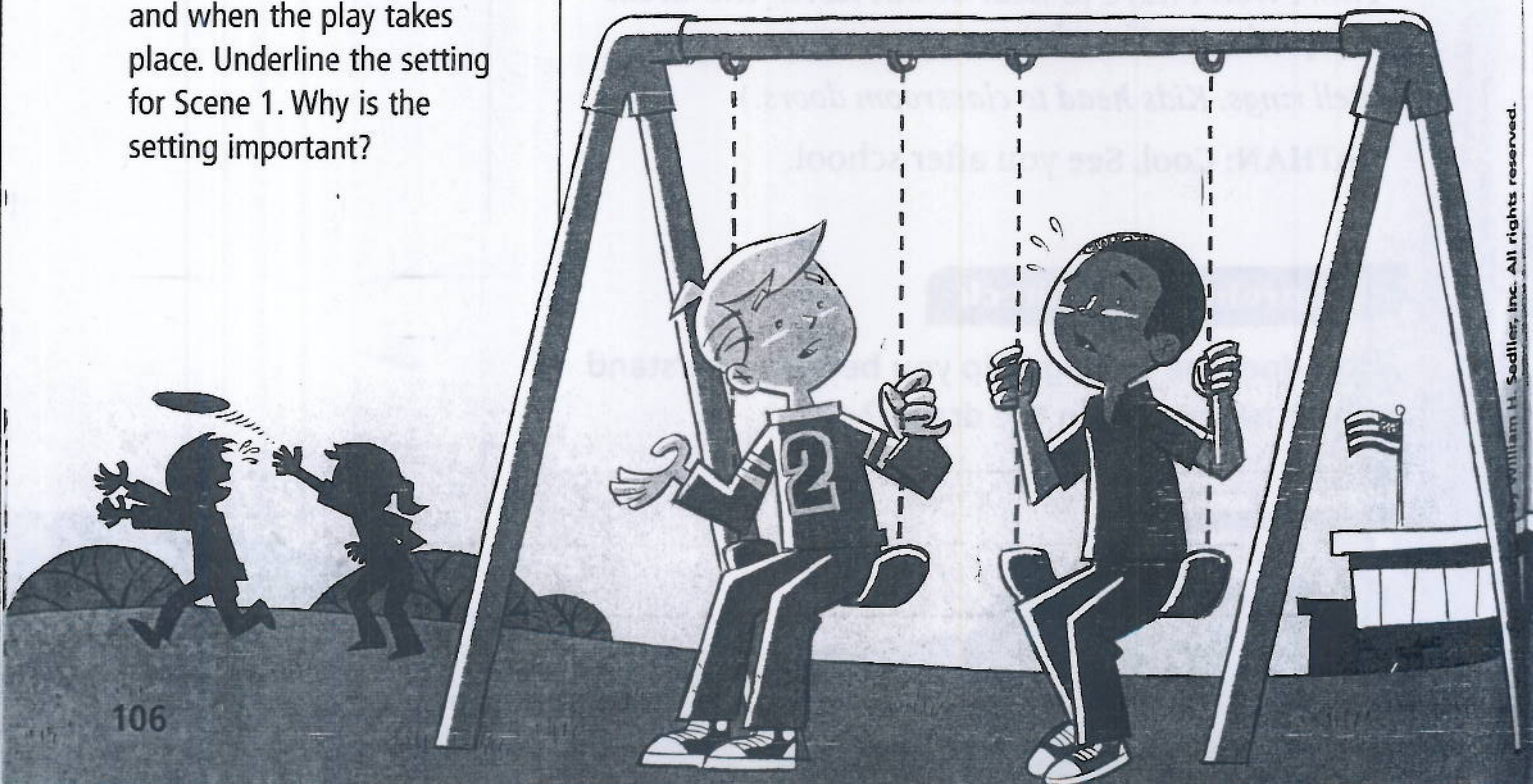
Mrs. Ordway, Nathan's mother

Scene 1

A playground at an elementary school during recess in late autumn.

1 NATHAN: Hey, Fremont, what's got you down?

FREMONT: Same old story. My brother's got a soccer tournament this weekend and that's all anyone in the family can talk about. I hear my parents on the phone talking to *their* parents, **bragging** about Kevin all the time.



NATHAN: Well, he is pretty good, you know.

FREMONT: Believe me, I KNOW. Look, I'm proud of him, too, but I'm beginning to feel **invisible**.

5 **NATHAN:** Try not to blow it out of **proportion**. At least they're not worrying about you.

FREMONT: What do you mean?

NATHAN: My parents get all worried that I spend too much time alone—just because I like to spend my time playing guitar. What's so wrong with that?

FREMONT: Nothing, I'm pretty sure. Hey, what kind of music do you play?

NATHAN: Well, I'm just learning, really, but I could play you a few songs I know sometime. Hey, you want to come over after school?

10 **FREMONT:** Sure. But don't you have to check with your parents?

NATHAN: They won't mind. They'll be happy I'm bringing a friend home.

FREMONT: All right. There are two things going for this plan. One: I get to hear you play your songs. Two: I won't have to hear about Kevin the Great every minute. (*laughs*)

(*Bell rings. Kids head to classroom doors.*)

NATHAN: Cool. See you after school.

Comprehension Check

How does the setting help you better understand what's happening in the drama?

CITE EVIDENCE

C Stage directions tell what the characters in a drama are supposed to do. Underline the two stage directions on this page.

D Scenes are parts of a play. Just like with chapters in a book, each new scene in a play builds on the one before. Put a star next to the end of the scene. Since this is Scene 1, you know that more scenes will follow. Why might a play have more than one scene?

UNDERSTANDING PARTS OF A DRAMA

Guided Practice

RL.3.5

WORDS TO KNOW

spotlight
tradition

CITE EVIDENCE

A Put a star next to the last line of dialogue in Scene 2 and the first line of dialogue in Scene 3.

B Circle the setting for Scene 3. How is this setting different from the setting for Scene 2?



Singing Your Blues Away continued

Scene 2

The kitchen in Nathan's house in the afternoon.

(Nathan is strumming on his guitar. Fremont starts to sing some made-up words.)

NATHAN: *(smiling)* Hey, nice voice!

15 **FREMONT:** *(surprised)* Thanks, Nathan. You sound really good on the guitar.

(Mrs. Ordway pokes her head in.)

MRS. ORDWAY: You guys should take that act on the road! *(laughing)* Really, you sound great. *(She leaves.)*

FREMONT: Hey, Nathan, I think I've got an idea. You know how your parents are worried you spend too much time alone?

NATHAN: Yeah.

FREMONT: And you know how my brother gets all the attention because of his soccer?

20 **NATHAN:** Uh-huh. What's your idea?

FREMONT: This Saturday, there's a soccer family picnic. A bunch of kids from school will be there.

NATHAN: But why would you want to go to that? You don't even like soccer.

FREMONT: True, but there's a **tradition** of people giving speeches and stuff. I'm thinking we could surprise everyone and play a song.

NATHAN: Really? I like it. But what song can we play?

25 **FREMONT:** I say we write one ourselves.

NATHAN: I say okay!

Scene 3

A park in late fall. Families with children in soccer uniforms are gathered.

MRS. JONES: Kevin, we're so proud of you!

MR. JONES: You really helped your team out there, son.

KEVIN: Thanks, Dad.

(Behind them, Fremont nods to Nathan.)

30 **NATHAN:** *(picking up his guitar)* Are you ready to grab some **spotlight**?

FREMONT: *(smiling)* It's now or never.

Comprehension Check

1. What do Nathan and Fremont do in Scene 2?
 - a. They play a song at a soccer picnic.
 - b. They meet at the playground and discuss their problems.
 - c. They go to a picnic and hear Mr. and Mrs. Jones praising Kevin.
 - d. They play and sing and decide to play a song at a picnic.
2. What new characters are introduced in Scene 3?
 - a. Mr. Jones, Mrs. Jones, Kevin
 - b. Mrs. Ordway, Nathan, Fremont
 - c. Mr. Jones, Mrs. Jones, Fremont
 - d. Kevin, Mrs. Ordway, Mrs. Jones
3. How does Scene 2 build on what happened in Scene 1?

UNDERSTANDING PARTS OF A DRAMA

Independent Practice

RL.3.5

WORDS TO KNOW

applaud

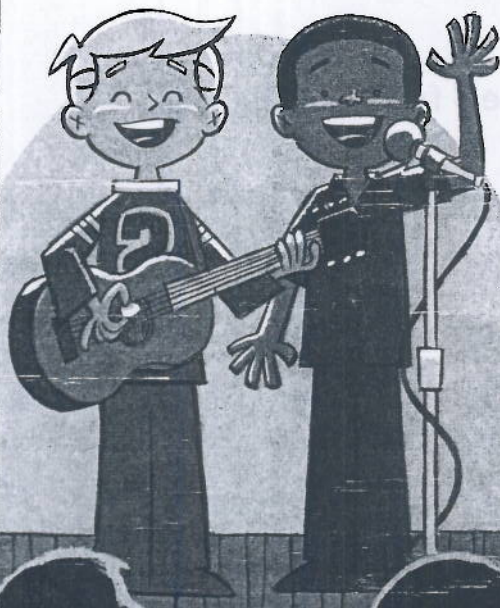
react

strum

CITE EVIDENCE

A Put a star next to the information that helps you understand where the two boys are when they perform in the scene.

B Circle the last line of dialogue in the scene. Why did the writer break the play into three scenes?



Singing Your Blues Away *continued*

Scene 3 *continued*

(The two boys walk to the center of a stage, where a microphone stands.)

FREMONT: *(speaking into microphone)* Hi, everybody. I'm Kevin's brother Fremont, and this is my buddy, Nathan.

NATHAN: Today, we want to sing a song to celebrate the soccer season. Ready?

(People are unsure how to react. A few people start to clap, then stop.)

NATHAN AND FREMONT: *(singing)*

Everybody's good at something.

Everybody has a skill.

You all love to play soccer,

And you never have your fill.

(Chorus) So play that soccer, heroes.

Just play it while you can.

Your families love to watch you,

And we are all your fans.

35 FREMONT: So while Nathan **strums** his guitar,
And while I sing out the song,
We will celebrate your season,
And you can sing along—*(shouts)* Everybody now!
(Chorus) So play that soccer, heroes.
Just play it while you can.
Your families love to watch you,
And we are all your fans.

(Crowd applauds wildly, as Nathan and Fremont bow and walk back to Fremont's family.)

CRAFT AND STRUCTURE

RL.3.5

Independent Practice

KEVIN: (*slapping Fremont on the back*) You're okay, little bro.

FREMONT: (*smiling*) Thanks, Kevin. (*looks at Nathan*) Thanks, Nathan.

NATHAN: Thank *you* for getting me out of the house!

FREMONT: (*laughing as he nudges Nathan*) Thanks to our song for helping us both out!

(*Nathan strums some exit music as curtain closes.*)

Comprehension Check

MORE ONLINE sadlierconnect.com

1. What happens in Scene 3 that the boys prepared for in Scene 2?
 - a. Nathan and Fremont talk to Mrs. Ordway.
 - b. Nathan and Fremont sing at the picnic.
 - c. Nathan and Fremont write a song for the picnic.
 - d. Nathan and Fremont meet at school.
2. How is Fremont different at the end of Scene 3 from how he was in the first scene?
 - a. He is sad.
 - b. He is scared.
 - c. He is happy.
 - d. He is jealous.
3. Why did the writer continue Scene 3 on page 110, rather than begin a new scene?
