Dear Third Grade Families,

These weekly packets are intended to keep your child's grade-level skills sharp without adding extra stress to your life. The suggested "Daily Task Schedule" on the following page is not meant to be rigid, and should be integrated flexibly into your family's existing routines. If you and your child are experiencing frustration with an activity in this packet, please reach out to your child's teacher for support. Teachers will also be reaching out once a week via phone/email and offering support materials online.

We also do not intend to send home paper that ends up recycled without any opportunity for engagement with the teacher or feedback for the students. Since we are not permitted to collect these packets physically, please be in contact with your child's teacher about how your child can demonstrate their learning progress online on a weekly basis. If internet access is a barrier, accountability with these materials will then have to come from weekly phone calls. Please communicate to your child's teacher about the best days and times to contact you.

Sincerely, The Third Grade Teachers. We miss you!
Еженедельный прогресс в обучении в Интернете. Если доступ к Интернету является препятствием, то ответственность за просмотр этих материалов ложится на еженедельные телефонные звонки. Пожалуйста, сообщите учителю вашего ребенка о лучших днях и времени, чтобы связаться с вами.

С уважением, учителя третьего класса. Мы скучаем по вас!

Estimadas familias de tercer grado,

Estos paquetes semanales están destinados a mantener agudo las habilidades de nivel de grado de su hijo sin agregar estrés adicional a su vida. El "Programa de tareas diarias" sugerido en la página siguiente no pretende ser rígido y debe integrarse de manera flexible en las rutinas existentes de su familia. Si usted y su hijo experimentan frustración con una actividad en este paquete, comuníquese con el maestro de su hijo para obtener ayuda. Los maestros también se comunicarán una vez por semana por teléfono / correo electrónico y ofrecerán materiales de apoyo en línea.

Tampoco tenemos la intención de enviar papel a casa para ser descartado sin ninguna oportunidad de participación de los maestros o comentarios para los estudiantes. Dado que no se nos permite recolectar físicamente estos paquetes, comuníquese con el maestro de su hijo sobre cómo su hijo puede demostrar su progreso de aprendizaje en línea semanalmente. Si el acceso a Internet es una barrera, la responsabilidad de estos materiales tendrá que venir de llamadas telefónicas semanales. Póngase en contacto con el maestro de su hijo sobre los mejores días y horarios para comunicarse con él/ella.

Sinceramente, los maestros de tercer grado. ¡Les extrañamos!
~ Enrichment Resources ~
Recursos de enriquecimiento
Ресурсы обогащения

| Reading & Writing | ● Free eBooks  
|                  | https://www.mtbaker.wednet.edu/Page/316  
|                  | https://www.getepic.com/  
|                  | Language and Literacy practice: www.freckle.com  
|                  | Imagine Learning:  
|                  | https://www.imaginelearning.com/login  

| Math | ● Practice games: www.matific.com  
|      | ● Curriculum practice: www.zearn.org  
|      | ● Fact practice: https://xtramath.org/  
|      | ● Imagine Learning:  
|      | https://www.imaginelearning.com/login  

| Science & Social Studies | ● Scholastic’s Learn At Home Curriculum:  
|                          | https://classroommagazines.scholastic.com/support/learnathome/  
|                          | ● Children’s encyclopedia: www.factmonster.com  
|                          | ● National Geographic:  
|                          | https://kids.nationalgeographic.com/  
|                          | ● Children’s news articles: https://time.com/tfk-free/  

**Third Grade Teacher Contacts:**
The district will reach out with more information about how to connect with teachers about your students progress on Seesaw.
Mrs. Hie: ehie@mtbaker.wednet.edu  (360) 727-1455  
Mrs. Fredere: kfredere@mtbaker.wednet.edu  
Mrs. Harrison: jlharrison@mtbaker.wednet.edu  and (360) 386-2379  
Mr. Meissener: kmeissner@mtbaker.wednet.edu  
Ms. Gill: jgill@mtbaker.wednet.edu  and REMIND  
Mrs. Baker: gbaker@mtbaker.wednet.edu
<table>
<thead>
<tr>
<th>Day 1</th>
<th>Reading</th>
<th>Writing</th>
<th>Math</th>
<th>Science</th>
<th>Social Studies</th>
<th>Online tasks</th>
</tr>
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<tbody>
<tr>
<td>Reading</td>
<td>- Read a choice book and record it in your reading log.</td>
<td>- Let's Write a Poem: Poets Write Poems!</td>
<td>- Imagine Language &amp; Literacy</td>
<td>- Outdoors Explorer: Signs of Spring</td>
<td>- Label USA States</td>
<td>- Check Seesaw for class activities</td>
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<td>- Inferences worksheet.</td>
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<td>- Multiplication Sprint</td>
<td>- Nature Meets Artist Extension Activity</td>
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<td>- Enrichment website choices</td>
</tr>
<tr>
<td>Day 2</td>
<td>- Read a choice book and record it in your reading log.</td>
<td>- Singular and Plural Nouns</td>
<td>- Determine Area with Square Units</td>
<td>- Imagine Math</td>
<td>- Check Seesaw for class activities</td>
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<td>- What's My Occupation?</td>
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<td>- Enrichment website choices</td>
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<tr>
<td>Day 3</td>
<td>- Read a choice book and record it in your reading log.</td>
<td>- The Cheese Moon</td>
<td>- Multiplication Sprint</td>
<td>- Imagine Math</td>
<td>- Check Seesaw for class activities</td>
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<td>- Enrichment website choices</td>
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<td>Day 4</td>
<td>- Read a choice book and record it in your reading log.</td>
<td>- Imagine Language &amp; Literacy</td>
<td>- Multiplication Sprint</td>
<td>- Imagine Math</td>
<td>- Check Seesaw for class activities</td>
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<td>- Enrichment website choices</td>
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<td>Day 5</td>
<td>- Read a choice book and record it in your reading log.</td>
<td>- Quiet Place Poem</td>
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</table>

Cross off each task that you complete! Example:
- Read a choice book and record it in your reading log.
# Week 2 Daily Task Schedule

Cross off each task that you complete! Example: Read a choice book and record it in your reading log.

<table>
<thead>
<tr>
<th></th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
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</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td>- Read a choice book and record it in your reading log.</td>
<td>- Read a choice book and record it in your reading log.</td>
<td>- Read a choice book and record it in your reading log.</td>
<td>- Read a choice book and record it in your reading log.</td>
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<td>- Main Idea and Details: Fall</td>
<td>- Find The Main Idea</td>
<td>- Main Idea and Details: Snakes</td>
<td>- Inference: Third Grade</td>
<td>- Reading Responses worksheet</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>- Nature Poem: Pages 1 and 2</td>
<td>- Play! Page 1</td>
<td>- Nature Poem: Pages 3 and 4</td>
<td>- Play! Page 2</td>
<td>- Art connection: Illustrate your nature poem on a separate piece of paper</td>
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<td></td>
<td>- Imagine Language &amp; Literacy</td>
<td>- Imagine Language &amp; Literacy</td>
<td>- Imagine Language &amp; Literacy</td>
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<td><strong>Math</strong></td>
<td>- Area of a Rectangle</td>
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<td>- Imagine Math</td>
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<td><strong>Science</strong></td>
<td>- Outdoor Explorer: Pollinators</td>
<td>- My Five Senses Extension Activity</td>
<td>- Imagine Math</td>
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<tr>
<td><strong>Social Studies</strong></td>
<td>- About My World!</td>
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<tr>
<td><strong>Online tasks</strong></td>
<td>- Check Seesaw for class activities</td>
<td>- Check Seesaw for class activities</td>
<td>- Check Seesaw for class activities</td>
<td>- Check Seesaw for class activities</td>
<td>- Check Seesaw for class activities</td>
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</table>
**Weekly Reading Log**

When you begin, write down the title, author, and your start time. When you finish, note pages read, the end time, and the total minutes.

<table>
<thead>
<tr>
<th>Date</th>
<th>Title</th>
<th>Author</th>
<th>Pages Read</th>
<th>Minutes Read</th>
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When you finish, note pages read, the end time, and the total minutes.
### I Can Increase My Reading Stamina!

**Student Directions:**
Paste this chart in your reading journal or log to keep track of your reading stamina!

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Name: _______________________________    Date: ______________________

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### Multiplication Table

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An Introduction to Area

Area is the measurement of the square units inside a shape. Counting square units is one way to find the area of a shape. This is why we label the units as “square units” (or units²).

Count the number of square units inside this rectangle.

Area = _________ square units

Color each row a different color.

Can you see that there are five rows with six units in each row?

Rather than counting each square individually, you could add six units, five times.

6 + 6 + 6 + 6 + 6 = _________ square units

Is there a faster way to find the area?

Multiplication is faster than repeated addition. If we know the number of rows (width) and the number of units in each row (length) we can find the area.

What is length? _________

What is width? _________

Area = _________ square units
Week One
Day One
An inference is a conclusion you draw based on evidence in a reading passage. Read each paragraph and answer the inference question that follows.

Maggie was getting ready to walk to school. She put on her coat and grabbed her backpack. As she was leaving, her mother said, “I love you. Be careful.”

You can infer that...

a. Maggie is in kindergarten or first grade.

b. Maggie lives close to school.

c. Maggie is never late for school.

d. Maggie is excited about going to school.

Hudson hurried out of the house so he wasn’t late for work. He wore overalls and carried a toolbox with wrenches in it. He hopped in his truck and drove off. The sign on his truck said, “Pipe Masters.”

You can infer that...

a. Hudson is an auto mechanic.

b. Hudson enjoys his job.

c. Hudson works as a plumber.

d. Hudson is a truck salesman.

Nicole came out of the elevator in her apartment building. She ran to the curb and held up her arm to hail a taxi. When she hopped in, she said, “Please take me to 345 45th Street.”

You can infer that...

a. Nicole’s car is broken.

b. Nicole is going on vacation.

c. Nicole is going shopping.

d. Nicole lives in a large city.

Everett held his father’s hand as he crossed the busy parking lot. They walked into a grocery store. Everett’s dad lifted him into the seat of the shopping cart. “Here,” said dad, “You can hold my shopping list.”

You can infer that...

a. Everett had never been to a grocery store.

b. Everett’s dad does not shop often.

c. Everett’s dad needs help with the shopping.

d. Everett is very young.
Inferences

An inference is a conclusion you draw based on evidence in a reading passage. Read each paragraph and answer the inference question that follows.

Maggie was getting ready to walk to school. She put on her coat and grabbed her backpack. As she was leaving, her mother said, “I love you. Be careful.”

You can infer that...

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b. **Maggie lives close to school.**

c. Maggie is never late for school.

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c. Everett’s dad needs help with the shopping.

d. **Everett is very young.**
Let's Write a Poem

Poets Write Poems!

Poetry is a kind of writing. Some poems rhyme, and some do not. A poem can be about a feeling, an object, or an event. It can be funny, serious, or sad. Find all the rhyming words and underline them!

**Nikki Giovanni** has won many awards for her writing. This poem is from her book *The Sun Is So Quiet*. How does this poem make you feel?

**Covers**
Glass covers windows to keep the cold away
Clouds cover the sky to make a rainy day
Nighttime covers all the things that creep
Blankets cover me when I'm asleep

**Kenn Nesbitt** has a dog, two cats, a mouse, and a goldfish. He has written a lot of poems about kids. What is this poem about?

**Amanda Ate an Orange**
Amanda ate an orange
and an olive and a peach.
Since then her teacher always keeps
the crayons out of reach.

**Langston Hughes** was raised by his grandmother. He always loved to write. Some of his poems rhyme, and some do not. Does this poem rhyme?

**April Rain Song**
Let the rain kiss you.
Let the rain beat upon your head with silver liquid drops.
Let the rain sing you a lullaby.
The rain makes still pools on the sidewalk.
The rain makes running pools in the gutter.
The rain plays a little sleep-song on our roof at night-
And I love the rain.
Christina Rossetti began writing poetry when she was young. She did not go to school. Her mother taught her at home. What is she describing in this poem?

**Clouds**
White sheep, white sheep,
On a blue hill,
When the wind stops
You all stand still.
When the wind blows
You walk away slow.
White sheep, white sheep,
Where do you go?

Jack Prelutsky disliked poetry when he was young. Then he discovered it was a great way to talk to people. Why might this poem be called a shape poem?

**I Was Walking in a Circle**
Area is the number of **square units** that will fit inside a figure.

The area of this figure is **4 square units**.

1. Area = ____________  
2. Area = ____________  
3. Area = ____________

4. Area = ____________  
5. Area = ____________  
6. Area = ____________

7. Area = ____________  
8. Area = ____________  
9. Area = ____________
Area

Area is the number of square units that will fit inside a figure.

The area of this figure is 4 square units.

1
Area = 12 square units

2
Area = 8 square units

3
Area = 8 square units

4
Area = 7 square units

5
Area = 12 square units

6
Area = 5 square units

7
Area = 9 square units

8
Area = 7 square units

9
Area = 5 square units
Signs of Spring

Directions: Mark each circle if you find evidence of any of the following signs that Spring has begun:

- Birds singing
- Rain
- Flowers: Crocuses, Daffodils
- Leaf buds
- Birds building nests
- Frog eggs

Explored by:
Week One
Day Two
What Is My Occupation?

An inference is a conclusion you draw based on evidence in a reading passage.

Read each paragraph and answer the inference question that follows.

1. I have quite an exciting job that allows me to work with lots of exotic animals. I work hard from the early morning to the end of the day because a lot of critters depend on me. I am in charge of feeding animals, cleaning habitats, and making sure all the animals are happy and healthy.

What is this person’s occupation? How do you know?

___________________________________________________________________________________________

___________________________________________________________________________________________

2. I am an expert on all there is to know about your teeth! My job is to help you keep your teeth clean and healthy. In addition to your mom and dad, I am also here to remind you to brush and floss your teeth!

What is this person’s occupation? How do you know?

___________________________________________________________________________________________

___________________________________________________________________________________________

3. You may want to have my phone number around just in case your house has a leaky pipe! My services come in handy when your house is having problems with the kitchen sink, faucet, or bath tub.

What is this person’s occupation? How do you know?

___________________________________________________________________________________________

___________________________________________________________________________________________
An inference is a conclusion you draw based on evidence in a reading passage.

Read each paragraph and answer the inference question that follows.

1. I have quite an exciting job that allows me to work with lots of exotic animals. I work hard from the early morning to the end of the day because a lot of critters depend on me. I am in charge of feeding animals, cleaning habitats, and making sure all the animals are happy and healthy.

   **What is this person’s occupation? How do you know?**

   **This person is a zoo keeper.**

   **This person works with exotic animals that depend on him or her. He or she is responsible for feeding, cleaning, and taking care of many animals.**

2. I am an expert on all there is to know about your teeth! My job is to help you keep your teeth clean and healthy. Besides your mom and dad, I am also here to remind you to brush and floss your teeth!

   **What is this person’s occupation? How do you know?**

   **This person is a dentist.**

   **This person knows a lot about teeth. He or she works to keep other people’s teeth clean and healthy. He or she reminds you to brush and floss your teeth.**

3. You may want to have my phone number around just in case your house has a leaky pipe! My services come in handy when your house is having problems with the kitchen sink, faucet, or bath tub.

   **What is this person’s occupation? How do you know?**

   **This person is a plumber.**

   **This person fixes leaky pipes and solves plumbing-related problems like sinks, faucets, and tubs.**
A singular noun names one person, place, or thing.

example: A lizard crawls on top of the rock.
There is only one lizard in the sentence, so the word lizard is a singular noun.
Also, there is only one rock in the sentence, so the word rock is a singular noun too.

A plural noun names more than one person, place, or thing.

example: Two rabbits ran through the trees.
There is more than one rabbit, so the word rabbits is a plural noun.
Also, there is more than one tree, so the word trees is a plural noun too.

Underline the noun in each sentence below. On the line next to the sentence, tell whether the noun is singular or plural.

1. The squirrel is running fast. _______________________
2. Three of the plates are round. _______________________
3. My grandmother is very kind. _______________________
4. They gave her a nice gift. _______________________
5. Answer the telephone, please. _______________________
6. My crayons are broken. _______________________
7. Have you seen my keys? _______________________
8. That map is old. _______________________
9. It flew in the sky. _______________________
10. There are ten fish. _______________________

Super Teacher Worksheets - www.superteacherworksheets.com
**A singular noun names one person, place, or thing.**

example: A lizard crawls on top of the rock.
There is only one lizard in the sentence, so the word *lizard* is a singular noun.
Also, there is only one rock in the sentence, so the word *rock* is a singular noun too.

**A plural noun names more than one person, place, or thing.**

example: Two rabbits ran through the trees.
There is more than one rabbit, so the word *rabbits* is a plural noun.
Also, there is more than one tree, so the word *trees* is a plural noun too.

Underline the noun in each sentence below. On the line next to the sentence, tell whether the noun is singular or plural.

1. The *squirrel* is running fast.  
   singular
2. Three of the *plates* are round.  
   plural
3. My *grandmother* is very kind.  
   singular
4. They gave her a nice *gift*.  
   singular
5. Answer the *telephone*, please.  
   singular
6. My *crayons* are broken.  
   plural
7. Have you seen my *keys*?  
   plural
8. That *map* is old.  
   singular
9. It flew in the *sky*.  
   singular
10. There are ten *fish*.  
    plural
Use your artistic skills to share what you’ve discovered in the space provided or on a separate sheet of paper.
Multiply.

\[4 \times 1 = \underline{\phantom{0000}} \quad 4 \times 2 = \underline{\phantom{0000}} \quad 4 \times 3 = \underline{\phantom{0000}} \quad 4 \times 4 = \underline{\phantom{0000}}\]

\[4 \times 5 = \underline{\phantom{0000}} \quad 4 \times 6 = \underline{\phantom{0000}} \quad 4 \times 7 = \underline{\phantom{0000}} \quad 4 \times 8 = \underline{\phantom{0000}}\]

\[4 \times 9 = \underline{\phantom{0000}} \quad 4 \times 10 = \underline{\phantom{0000}} \quad 4 \times 6 = \underline{\phantom{0000}} \quad 4 \times 7 = \underline{\phantom{0000}}\]

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\[4 \times 6 = \underline{\phantom{0000}} \quad 4 \times 10 = \underline{\phantom{0000}} \quad 4 \times 6 = \underline{\phantom{0000}} \quad 4 \times 7 = \underline{\phantom{0000}}\]

\[4 \times 6 = \underline{\phantom{0000}} \quad 4 \times 7 = \underline{\phantom{0000}} \quad 4 \times 8 = \underline{\phantom{0000}} \quad 4 \times 7 = \underline{\phantom{0000}}\]

\[4 \times 9 = \underline{\phantom{0000}} \quad 4 \times 7 = \underline{\phantom{0000}} \quad 4 \times 10 = \underline{\phantom{0000}} \quad 4 \times 7 = \underline{\phantom{0000}}\]

\[4 \times 8 = \underline{\phantom{0000}} \quad 4 \times 6 = \underline{\phantom{0000}} \quad 4 \times 8 = \underline{\phantom{0000}} \quad 4 \times 7 = \underline{\phantom{0000}}\]

\[4 \times 8 = \underline{\phantom{0000}} \quad 4 \times 9 = \underline{\phantom{0000}} \quad 4 \times 8 = \underline{\phantom{0000}} \quad 4 \times 10 = \underline{\phantom{0000}}\]

\[4 \times 8 = \underline{\phantom{0000}} \quad 4 \times 9 = \underline{\phantom{0000}} \quad 4 \times 6 = \underline{\phantom{0000}} \quad 4 \times 9 = \underline{\phantom{0000}}\]

\[4 \times 7 = \underline{\phantom{0000}} \quad 4 \times 9 = \underline{\phantom{0000}} \quad 4 \times 8 = \underline{\phantom{0000}} \quad 4 \times 9 = \underline{\phantom{0000}}\]

\[4 \times 10 = \underline{\phantom{0000}} \quad 4 \times 9 = \underline{\phantom{0000}} \quad 4 \times 10 = \underline{\phantom{0000}} \quad 4 \times 6 = \underline{\phantom{0000}}\]

\[4 \times 10 = \underline{\phantom{0000}} \quad 4 \times 7 = \underline{\phantom{0000}} \quad 4 \times 10 = \underline{\phantom{0000}} \quad 4 \times 8 = \underline{\phantom{0000}}\]

\[4 \times 10 = \underline{\phantom{0000}} \quad 4 \times 9 = \underline{\phantom{0000}} \quad 4 \times 10 = \underline{\phantom{0000}} \quad 4 \times 6 = \underline{\phantom{0000}}\]

\[4 \times 8 = \underline{\phantom{0000}} \quad 4 \times 10 = \underline{\phantom{0000}} \quad 4 \times 7 = \underline{\phantom{0000}} \quad 4 \times 9 = \underline{\phantom{0000}}\]

Multiply by 4 (6–10)

Lesson 2: Decompose and recompose shapes to compare areas.
Week One
Day Three
What’s the Main Idea?

The main idea is the most important idea in a paragraph. Sometimes, the main idea is the first sentence. Sometimes the main idea is in the middle or at the end. Read the paragraphs carefully. Circle the main idea.

Paragraph 1:
Tyler is afraid of dogs. When he is at the park, he tries to avoid all the dogs. Once he pet a dog, but it felt really scary. Luckily, the dog was very nice! Tyler likes cats a lot better than dogs.

What’s the main idea?

1. Tyler once pet a dog.
2. Tyler is scared of dogs.

Paragraph 2:
The Johnson family is getting ready to go on a summer trip. They go on a beach vacation every year. Last summer they went to a beach in New Jersey and this summer they are going to a beach in California. They’ve got their swimsuits packed up and ready to go!

What’s the main idea?

1. The Johnsons love beach vacations.
2. The Johnsons packed up their swimsuits.
Main Idea

Read each paragraph and choose the main idea.

I have a dog named Boots. I taught him lots of tricks. When I tell him to, Boots will sit or lie down. He can also wave his paw to greet people. When I say, “Dance, Boots”, he will stand up on two legs and walk. I don’t know of many dogs that can do such amazing tricks.

The main idea of this paragraph is:

a. Boots is my dog.
b. Boots can sit.
c. Boots is very smart.
d. Most dogs can’t dance.

Yesterday was my birthday. When I woke up, I noticed my brother Todd hung up a big sign that said, “Happy Birthday, Joey!” Mom made spaghetti for dinner. It’s my favorite food in the whole world. My friend Dave came over and handed me a wrapped gift. I wondered what it was. It was a new basketball! I had a great day.

The main idea of this paragraph is:

a. Todd had a great birthday.
b. Joey had a great birthday.
c. Todd got lots of gifts.
d. Joey got lots of gifts.

Peter’s parents bought a new carpet for the living room. Now, he has to take his shoes off when he enters the house. He’s also not allowed to eat or drink in the living room any more. Peter’s furry dog isn’t allowed to play ball in there either. When his parents got the new carpet, there were lots of new rules.

The main idea of this paragraph is:

a. Peter cannot go in the living room.
b. Peter’s parents don’t like the carpet.
c. Peter likes to make a mess.
d. Peter’s parents made new rules so the new carpet stays clean.
Main Idea

Read each paragraph and choose the main idea.

I have a dog named Boots. I taught him lots of tricks. When I tell him to, Boots will sit or lie down. He can also wave his paw to greet people. When I say, “Dance, Boots”, he will stand up on two legs and walk. I don’t know of many dogs that can do such amazing tricks.

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The main idea of this paragraph is:

a. Peter cannot go in the living room.
b. Peter’s parents don’t like the carpet.
c. Peter likes to make a mess.
d. Peter’s parents made new rules so the new carpet stays clean.
The Cheese Moon

I’ve heard it said by many around,  
That the moon is made of cheese they found.  
It’s mined by little spacemen mice,  
Who sell it for a handsome price.

The cheese we eat all comes from there,  
From cheddar valleys beyond compare.  
And in the rivers of Wensleydale,  
The mice scoop cheese in metal pails.

If you peek up you might just see,  
The Gorgonzola heights of Ghee  
And to the left and up a bit,  
On Stilton mountains mice do sit.

So next time you sit down to cheese,  
Remember the mice on Parmesan seas.  
Who work non-stop in their spaceman hats,  
Just glad that they’re out of reach of cats!

~Gareth Lancaster

1. Underline the last word in each line. What do you notice about them?

_____________________________________________________________________

2. Find 3 contractions in the poem. Write them, then write the words that make them.

   a. ___________ = __________ + __________

   b. ___________ = __________ + __________

   c. ___________ = __________ + __________

3. Write five proper nouns from the poem.

________________   __________________   __________________   __________________   __________________

4. What is this poem mostly about? ____________________________

_______________________________________________________________________
5. Fill in the organizer with information from the poem.

6. Illustrate the poem. Label your picture with words from the poem.
Determine the area. Each □ = 1 square unit (u²).

1) 

2) 

3) 

4) 

5) 

6) 

7) 

8) 

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10) 

11) 

12) 

13) 

14) 

15) 

1. 
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13. 
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15. 

Determining Area with Square Units
Determine the area. Each □ = 1 square unit (u²).

1) 6
2) 4
3) 10
4) 10
5) 8
6) 8
7) 6
8) 2
9) 9
10) 7
11) 2
12) 9
13) 8
14) 10
15) 5

Answers
1. 42 u²
2. 12 u²
3. 20 u²
4. 50 u²
5. 24 u²
6. 56 u²
7. 18 u²
8. 16 u²
9. 72 u²
10. 70 u²
11. 6 u²
12. 90 u²
13. 40 u²
14. 80 u²
15. 25 u²
Week One
Day Four
Main Idea & Details

Name: ____________________________

Directions: Read each detail sentence. Choose the main idea from the box that each detail best goes with.

A. The beach is the best place for a vacation.
B. Soccer is my favorite sport.

_____  1. The warm sun shines on the water.
_____  2. I love to run up and down the field.
_____  3. I practice chipping the ball every day.
_____  4. Sometimes the seagulls try to eat my food.
_____  5. The crowds go wild when I kick the ball.
_____  6. It takes a lot of skill to play soccer in the sand.

Bonus: Write a paragraph using one topic sentence from the box and the three details. Add a closing sentence.

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
A noun that names only one thing is a **singular noun**.
   examples: book, dish

A noun that names more than one thing is a **plural noun**.
   examples: books, dishes

Most singular nouns can be made plural by just adding an **s** to the end.

Nouns ending in x, z, s, sh and ch form the plural by adding an **es** to the end.

**Singular:** I have a colorful dish.

**Plural:** I have lots of colorful dishes.

Add an **s** or **es** at the end of each word to form the plural.

1. flower ________________ 2. tool ________________
3. box ________________ 4. tree ________________
5. flash ________________ 6. church ________________
7. lunch ________________ 8. apple ________________
9. peach ________________ 10. truck ________________
11. waltz ________________ 12. crash ________________
13. blanket ________________ 14. tax ________________
15. dog ________________ 16. egg ________________
17. car ________________ 18. beach ________________
19. wish ________________ 20. cloud ________________

**Challenge:** On the back of this paper, write a complete sentence that has a singular noun **and** a plural noun in it.
A noun that names only one thing is a **singular noun**.

examples: book, dish

A noun that names more than one thing is a **plural noun**.

examples: books, dishes

Most singular nouns can be made plural by just adding an **s** to the end.

Nouns ending in **x, z, s, sh and ch** form the plural by adding an **es** to the end.

Singular: I have a colorful **dish**.

Plural: I have lots of colorful **dishes**.

**Add an s or es** at the end of each word to form the plural.

1. flower **flowers**
2. tool **tools**
3. box **boxes**
4. tree **trees**
5. flash **flashes**
6. church **churches**
7. lunch **lunches**
8. apple **apples**
9. peach **peaches**
10. truck **trucks**
11. waltz **waltzes**
12. crash **crashes**
13. blanket **blankets**
14. tax **taxes**
15. dog **dogs**
16. egg **eggs**
17. car **cars**
18. beach **beaches**
19. wish **wishes**
20. cloud **clouds**

**Challenge:** On the back of this paper, write a complete sentence that has a singular noun **and** a plural noun in it.
Multiply.

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multiply by 6 (6–10)
Week One
Day Five
Ted sat staring at the TV in his bedroom. There were toys and clothes everywhere. He heard his mom coming up the stairs. “Oh no!” he cried as he tried to clean his room before his mom walked in.

<table>
<thead>
<tr>
<th>The text said</th>
<th>This probably means</th>
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<table>
<thead>
<tr>
<th>The text said........</th>
<th>This probably means........</th>
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</thead>
<tbody>
<tr>
<td>Ted sat staring at the TV</td>
<td>He was really enjoying what he was watching</td>
</tr>
<tr>
<td>There were toys and clothes everywhere</td>
<td>His room was messy</td>
</tr>
<tr>
<td>He cried, “Oh no!” Then tried to clean his room before his mom walked in</td>
<td>He knew he would be in trouble for not cleaning his room</td>
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</tbody>
</table>
Choose a quiet place to sit outside for at least 5–10 minutes. Write down what you notice in your quiet place below.

<table>
<thead>
<tr>
<th>What sounds do you hear?</th>
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<td></td>
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<table>
<thead>
<tr>
<th>What do you feel on your skin?</th>
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</table>

<table>
<thead>
<tr>
<th>What do you see around you? Colors? Animals?</th>
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<td></td>
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</table>

<table>
<thead>
<tr>
<th>What thoughts do you notice?</th>
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Quiet Place Poem

You are like a river... Watch the sounds, feelings, and thoughts come and go, like leaves floating by. Then use the sentence stems below to write a poem about your observations. Or use the blank lines to create your own poem from scratch!

______________________________________________________________________________

In my quiet place, I hear ________________________________________________________________________________________

I feel ________________________________________________________________________________________________

I see ________________________________________________________________________________________________

I notice thoughts drift by...

My breath is _____________________________________________________________________________________ and ___________________________________________________________________

I am like a __________________________________________________________________________ watching ____________________________________________________________________ float by.

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________
Multiply.

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multiply by 7 (6–10)
Week Two
Day One
Main Idea & Details

Name: ________________________________

Directions: Read each detail sentence. Choose the main idea from the box that each detail best goes with.

A. There are many fun things to do on a fall day.
B. There are signs that fall is on the way.

_____ 1. It starts to get dark earlier.
_____ 2. The maple leaves begin to change color.
_____ 3. We can play football in the back garden.
_____ 4. I love to visit the pumpkin patch at the farm.
_____ 5. The birds start to migrate south for the winter.
_____ 6. Leaf piles are just right for jumping in.

Bonus: Write a paragraph using one topic sentence from the box and the three details. Add a closing sentence.

_____________________________________________________________
_____________________________________________________________
_____________________________________________________________
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_____________________________________________________________
What is a habitat?
A habitat is a natural home for a plant, animal, or organism. A habitat is determined by what kinds of plants grow there, the climate, and the geography of the region.

What are different types of habitats?
There are many different types of habitats. Some examples include forests, deserts, tundras, wetlands, oceanic, grasslands, and tropical forests.

Think about the different types of habitats. Choose your favorite one and write it in the middle circle of organizer below. Now, think about the plants and animals that live there. Fill in each outer circle with a plant or animal that can be found in that habitat.
Read the passage below. Think about the animals described in the poem. What type of habitat do you think they live in?

On My Nature Hike
By Neal Levin

Lizard skitters on the path,
Muskrat takes a rustic bath,
Beaver weaves a home of sticks,
Dragonfly does fancy tricks,
Mallard glides among the reeds,
Chipmunk rustles in the weeds,
Turtle moseys through the mud,
Whitetail nibbles on a bud,
Eagle soars across the sky,
Warbler sings a lullaby...
I’m as quiet as can be,
Only watching peacefully.

Notice how the poet lists an animal and then describes something it is doing.

Example: Mallard glides among the reeds
Mallard is the animal, glides among the reeds is something it can be seen doing.

Example: Eagle soars across the sky
Eagle is the animal, soars across the sky is something it can be seen doing.

What type of habitat do you live in? ___________________________________
Area of a Rectangle

To find the area of a rectangle, use the formula $\text{length \times width} = \text{area}$.
This formula is often written as $l \times w = A$.

The rectangle pictured here has a length of 10 cm and a width of 8 cm.
$l = 10 \text{ cm}$
$w = 8 \text{ cm}$
$10 \text{ cm} \times 8 \text{ cm} = 80 \text{ cm}^2$

Note that the area's unit is written as $\text{cm}^2$.
This is said as "square centimeters" or "centimeters squared".

Find the area of each rectangle.

a. 

b. 

c. 

d. 

e. 

f. 

Challenge: Find the area of the polygon. All corners are 90°. Use the back if you need work space.
Area of a Rectangle

To find the area of a rectangle, use the formula length x width = area. This formula is often written as \( l \times w = A \).

The rectangle pictured here has a length of 10 cm and a width of 8 cm.

\[ l = 10 \text{ cm} \]
\[ w = 8 \text{ cm} \]

\[ 10 \text{ cm} \times 8 \text{ cm} = 80 \text{ cm}^2 \]

Note that the area’s unit is written as \( \text{cm}^2 \). This is said as “square centimeters” or “centimeters squared”.

Find the area of each rectangle.

a.  

b.  

c.  

d.  

e.  

f.  

\[ 81 \text{ cm}^2 \]

\[ 30 \text{ ft}^2 \]

\[ 8 \text{ km}^2 \]

\[ 72 \text{ in.}^2 \]

\[ 42 \text{ mm}^2 \]

\[ 40 \text{ mi}^2 \]

Challenge: Find the area of the polygon. All corners are 90°. Use the back if you need work space.

\[ \text{area of } A = 3 \times 3 = 9 \text{ m}^2 \]
\[ \text{area of } B = 12 \times 11 = \frac{132}{141} \text{ m}^2 \]
Pollinators

Directions: Mark each circle if you find evidence of any of the following animals pollinating flowers:

- Bats
- Moths
- Birds
- Bumblebees
- Butterflies
- Beetles

Explored by:
Week Two
Day Two
The main idea is the most important idea in a paragraph. Sometimes, the main idea is the first sentence. Sometimes the main idea is in the middle or at the end. Read the paragraphs carefully. Circle the main idea.

Kittens need special care. You have to feed kittens twice a day. They have a lot of energy. You need to play with them often. Kittens will chew on almost anything they find. You have to watch them closely.

What is the main idea?
1. Kittens will chew on almost anything.
2. Kittens need special care.

The puppy began to eat, but then he stopped. He yawned and stretched. He chased his tail. He rolled over and barked. He licked his paw. Finally, he went back to his dish and finished eating.

What is the main idea?
1. The puppy likes to eat.
2. The puppy takes a long time to eat.
Read the poem below and look for action verbs. Underline the action verbs with a red crayon.

Play!
by Lil Pluta

I jump. I shake.
I dance. I hop.
I swing. I twist.
I cannot stop.
I scoot and roll
across the floor.
I spin in circles
out the door.
I run outside.
I leap. I skip.
I bounce. I slide.
I swing. I flip.
But I’m still careful!
I don’t trip!

How many action verbs did you find in this poem? _______________
Read the poem below and look for action verbs. Underline the action verbs with a red crayon.

**Play!**
by Lil Pluta

I jump. I shake.
I dance. I hop.
I swing. I twist.
I cannot stop.

**Note:** Can is a helping verb that helps the main verb, stop.

I scoot and roll
across the floor.

**Note:** Across the floor is a prepositional phrase.

I spin in circles
out the door.

**Note:** Out the door is a prepositional phrase.

I run outside.
I leap. I skip.
I bounce. I slide.
I swing. I flip.

But I’m still careful!

**Note:** The word am, which is part of I’m, is a linking verb.

I don’t trip!

**Note:** The word do, which is part of don’t, is a helping verb.

How many action verbs did you find in this poem?  **18**

*(Actually it’s 19 if you count the word play in the title.)*
My Five Senses
Draw pictures of things you can hear, see, smell, taste and touch in the boxes below.

<table>
<thead>
<tr>
<th>Hear</th>
<th>See</th>
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Name: _________________________________ © Mini Mountain Learning
Multiply.

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Remember to work from left to right!
Week Two
Day Three
Snakes eat their prey whole. Their teeth are rear-facing, which helps keep their prey in their mouths. Snakes hunt mostly at night.

Most snakes live in tropical areas that are hot and moist. They also live in forests, prairies and deserts. There are no snakes in Antarctica, Iceland or Ireland.

Snakes are flexible reptiles. They come in many different colors, and the poisonous ones are usually venomous. Snakes can be as small as two inches, or as long as 38 feet!
Now it's your turn to write a nature poem! Look at your completed web on the first page. Use the animals from that habitat to write a poem similar to "On My Nature Hike." For each animal included in your poem make sure you describe something it can be seen doing. Use the layout below as a guide.

<table>
<thead>
<tr>
<th>name of poem</th>
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<th>animal</th>
<th>something it is doing</th>
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Nature Poem

On the lines below write the final copy of your poem.

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____________________________________

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____________________________________
About My World!

Hello! My name is ________________________________.
I live in a city/town named ________________________________.
I live in a county named ________________________________.
I live in a state named ________________________________.
I live in a country called ________________________________.
I live on a continent called ________________________________.

Here is a drawing of my city/town:

Here is a drawing of my state:

Here is a drawing of my country:

Here is a drawing of my continent:
Here is a drawing of my city/town inside my county inside my state inside my country inside my continent:

![Drawing](image)

I like where I live because

________________________________________________________________________

________________________________________________________________________.

If I could change something about where I live it would be

________________________________________________________________________

________________________________________________________________________.
Multiply.

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multiply by 7 (6–10)
Week Two
Day Four
Inference: 3rd Grade

Inference means that you use information that you have to draw a conclusion. We use inference when we read. Writers do not always write down every single detail. We must infer some things based on what the writer does tell us.

Read the passages and answer the questions that follow.

Today is Mark’s birthday! Tommy is very excited. Mark’s party is going to be at a ranch. All of the kids will get to ride horses. Mark puts on his jeans and boots. He is putting on his hat when he hears “ping, ping, ping, ping” against his window. He walks to the door and looks out just as thunder rolls. He turns around sadly, and says, “Mom, I guess we can’t ride the horses now!”

Why does Tommy say that he will not get to ride the horses?

________________________________________________________________________

Write down at least one detail from the passage that supports your answer.

________________________________________________________________________

________________________________________________________________________

Caroline took a math test yesterday. She is not sure how she did. The test was hard! Mrs. Fisher is giving back the tests now. Caroline watches as her friends get their papers back. Some smile and some frown. Caroline bites her lip. She is worried. Mrs. Fisher smiles as she gives Caroline’s paper back. Caroline peeks at the grade, and she smiles at Mrs. Fisher.

How do you think Caroline did on the test?

________________________________________________________________________

Write down at least one detail from the passage that supports your answer.

________________________________________________________________________

________________________________________________________________________

When Caroline sees her friends smile or frown, what does that tell you about how they did on the test?

________________________________________________________________________

________________________________________________________________________
Inference means that you use information that you have to draw a conclusion. We use inference when we read. Writers do not always write down every single detail. We must infer some things based on what the writer does tell us.

Read the passages and answer the questions that follow.

Answers will vary. Students should be able to support their answers with details.

Today is Mark’s birthday! Tommy is very excited. Mark’s party is going to be at a ranch. All of the kids will get to ride horses. Mark puts on his jeans and boots. He is putting on his hat when he hears “ping, ping, ping, ping” against his window. He walks to the door and looks out just as thunder rolls. He turns around sadly, and says, “Mom, I guess we can’t ride the horses now!”

Why does Tommy say that he will not get to ride the horses?

It is raining outside (there is a thunderstorm).

Write down at least one detail from the passage that supports your answer.

Ping, ping, ping, ping—rain against the window. Thunder rolls as he looks out the door.

Caroline took a math test yesterday. She is not sure how she did. The test was hard! Mrs. Fisher is giving back the tests now. Caroline watches as her friends get their papers back. Some smile and some frown. Caroline bites her lip. She is worried. Mrs. Fisher smiles as she gives Caroline’s paper back. Caroline peeks at the grade, and she smiles at Mrs. Fisher.

How do you think Caroline did on the test?

Caroline did well on the test.

Write down at least one detail from the passage that supports your answer.

Caroline smiles when she gets her paper back. Mrs. Fisher smiles as she gives Caroline her paper.

When Caroline sees her friends smile or frown, what does that tell you about how they did on the test?

The friends who smile did well. The friends who frown did not do well.
Write your own action verb poem in the style of Lill Pluta's poem, “Play!” Underline the action verbs with a crayon. Try to start each sentence with the word I, followed by an action verb.

Illustrate your poem on a separate sheet of paper.

_________________________________________

(title)

written by _________________________________

(your name)

_________________________________________

_________________________________________

_________________________________________

_________________________________________

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_________________________________________

_________________________________________
Find the area (in cm) of the rectangles shown.

1) \(5 \times 5\)
2) \(8 \times 5\)
3) \(4 \times 2\)
4) \(3 \times 6\)
5) \(8 \times 6\)
6) \(5 \times 6\)
7) \(2 \times 6\)
8) \(3 \times 4\)
9) \(4 \times 9\)
10) \(7 \times 4\)
11) \(8 \times 3\)
12) \(2 \times 7\)
13) \(9 \times 6\)
14) \(9 \times 5\)
15) \(4 \times 6\)
Find the area (in cm) of the rectangles shown.

1) \(5 \times 5 = 25 \text{ cm}^2\)

2) \(8 \times 5 = 40 \text{ cm}^2\)

3) \(4 \times 2 = 8 \text{ cm}^2\)

4) \(6 \times 3 = 18 \text{ cm}^2\)

5) \(8 \times 6 = 48 \text{ cm}^2\)

6) \(5 \times 6 = 30 \text{ cm}^2\)

7) \(2 \times 6 = 12 \text{ cm}^2\)

8) \(4 \times 3 = 12 \text{ cm}^2\)

9) \(4 \times 9 = 36 \text{ cm}^2\)

10) \(7 \times 4 = 28 \text{ cm}^2\)

11) \(8 \times 3 = 24 \text{ cm}^2\)

12) \(2 \times 7 = 14 \text{ cm}^2\)

13) \(6 \times 9 = 54 \text{ cm}^2\)

14) \(5 \times 9 = 45 \text{ cm}^2\)

15) \(4 \times 6 = 24 \text{ cm}^2\)
Week Two
Day Five
**Tic Tac Toe**

Do one of the activities below **on back of page** and mark it off with an X. The next time you do an activity, mark it with a O. Switch back and forth between X and O until you have a tic tac toe!

<table>
<thead>
<tr>
<th>Why did you choose this book to read?</th>
<th>Write a three sentence summary of what you read today. Write the details in order.</th>
<th>If you could ask your main character one question, what would it be?</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Image of book]</td>
<td>1.</td>
<td><img src="Teacher.png" alt="Teacher" /></td>
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<td>3.</td>
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<tr>
<th>What character in your story would you like to invite over to your house? Explain why.</th>
<th>If you were the author, what’s one thing you would change about the book and why?</th>
<th>If you wrote a sequel to this book, what title would you give it and why?</th>
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</thead>
<tbody>
<tr>
<td><img src="House.png" alt="House" /></td>
<td><img src="Eyes.png" alt="Eyes" /> ⚡️ 👶摇头</td>
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<tr>
<th>Describe the setting in your book including time and place.</th>
<th>You are going to give one character in your book an award for one of their character traits. What would the award be and why?</th>
<th>What lesson do you think the author wants you to learn from reading this story?</th>
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<tbody>
<tr>
<td><img src="Sun.png" alt="Sun" /></td>
<td><img src="Award.png" alt="Award" /></td>
<td><img src="Teacher.png" alt="Teacher" /></td>
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#2
Multiply.

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\begin{array}{cccc}
9 \times 1 &=& \_\_\_\_ & 9 \times 2 = \_\_\_\_ & 9 \times 3 = \_\_\_\_ & 9 \times 4 = \_\_\_\_ \\
9 \times 5 &=& \_\_\_\_ & 9 \times 6 = \_\_\_\_ & 9 \times 7 = \_\_\_\_ & 9 \times 8 = \_\_\_\_ \\
9 \times 9 &=& \_\_\_\_ & 9 \times 10 = \_\_\_\_ & 9 \times 5 = \_\_\_\_ & 9 \times 6 = \_\_\_\_ \\
9 \times 5 &=& \_\_\_\_ & 9 \times 7 = \_\_\_\_ & 9 \times 5 = \_\_\_\_ & 9 \times 8 = \_\_\_\_ \\
9 \times 5 &=& \_\_\_\_ & 9 \times 9 = \_\_\_\_ & 9 \times 5 = \_\_\_\_ & 9 \times 10 = \_\_\_\_ \\
9 \times 6 &=& \_\_\_\_ & 9 \times 5 = \_\_\_\_ & 9 \times 6 = \_\_\_\_ & 9 \times 7 = \_\_\_\_ \\
9 \times 6 &=& \_\_\_\_ & 9 \times 8 = \_\_\_\_ & 9 \times 6 = \_\_\_\_ & 9 \times 9 = \_\_\_\_ \\
9 \times 6 &=& \_\_\_\_ & 9 \times 7 = \_\_\_\_ & 9 \times 6 = \_\_\_\_ & 9 \times 7 = \_\_\_\_ \\
9 \times 8 &=& \_\_\_\_ & 9 \times 7 = \_\_\_\_ & 9 \times 9 = \_\_\_\_ & 9 \times 7 = \_\_\_\_ \\
9 \times 8 &=& \_\_\_\_ & 9 \times 6 = \_\_\_\_ & 9 \times 8 = \_\_\_\_ & 9 \times 7 = \_\_\_\_ \\
9 \times 8 &=& \_\_\_\_ & 9 \times 9 = \_\_\_\_ & 9 \times 9 = \_\_\_\_ & 9 \times 6 = \_\_\_\_ \\
9 \times 9 &=& \_\_\_\_ & 9 \times 7 = \_\_\_\_ & 9 \times 9 = \_\_\_\_ & 9 \times 8 = \_\_\_\_ \\
9 \times 9 &=& \_\_\_\_ & 9 \times 8 = \_\_\_\_ & 9 \times 9 = \_\_\_\_ & 9 \times 6 = \_\_\_\_ \\
9 \times 7 &=& \_\_\_\_ & 9 \times 9 = \_\_\_\_ & 9 \times 6 = \_\_\_\_ & 9 \times 8 = \_\_\_\_ \\
9 \times 9 &=& \_\_\_\_ & 9 \times 7 = \_\_\_\_ & 9 \times 6 = \_\_\_\_ & 9 \times 8 = \_\_\_\_ \\
\end{array}
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