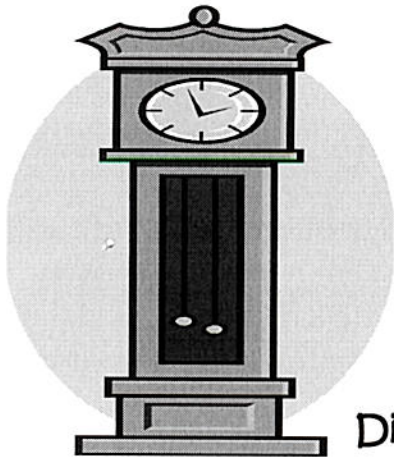


# Mrs. Howard's 3<sup>rd</sup> Grade Homework

Unit: 3/ Lesson: 2 (Benjamin Banneker: Pioneering Scientist)

*(No late homework will be accepted)*



**Directions:**

## 1. Reading

**Due: Thursday, December 10, 2015**

Complete the attached study guide. Remember to answer the questions in complete sentences. *Do Not begin a sentence with "and", "but", "so", or "because".*

**Please Print**

## 2. Vocabulary

**Due: Thursday, December 10, 2015**

- Complete the spellingcity.com vocabulary activities if you have internet access.

(OR)

- Write a complete and meaningful sentence for each of the 8 vocabulary word in the Vocabulary section of your 5 subject notebook... **Underline** the vocabulary word. Try to add who, what, where, why, when, and how to your sentences.

## 3. Spelling

**Due: Wednesday, December 9, 2015**

- Complete the spellingcity.com spelling activities if you have internet access.

(OR)

- Complete the Spelling Menu (follow the directions).

## 4. Grammar

**Due: Friday, December 11, 2015**

Complete the attached activity sheet.

**Please Print**

## 5. Math

**Due: Daily**

- Homework given nightly and due the next school day

## 6. Social Studies & Science

**Due: As Given**

Homework will be assigned as needed

Mrs Howard

## Benjamin Banneker

We are about to read "Benjamin Banneker," a nonfiction selection that describes the life of Benjamin Banneker, a scientist and mathematician who lived in the eighteenth century. He was the first African American to publish an almanac. Banneker also worked as a surveyor to plan the city of Washington, D.C. He taught himself by reading books and learning from the educated people around him.

### Selection Vocabulary

Your child will study the following vocabulary words in the upcoming week. Please review the meanings of these words with your child: **skill**—ability to do something; **colonies**—settlements formed by people who have come to a new land; **astronomy**—the science of studying the universe outside of Earth's atmosphere; **positions**—places where things are located; **site**—location, place to build; **capital**—where the government is located.

### Spelling

Your child will study the following spelling words in the upcoming week. Please review the spellings of these words with your child: pitcher, spring, treat, swallow, bark, train, hamper, change, uniform, beat, vault, yard, light, stalk, splinter, second, stick, current, taxes, plain. **Challenge Words:** concentrate, principal, reservation.

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## Comprehension:

### Benjamin Banneker: Pioneering Scientist

1. What genre is this story? \_\_\_\_\_
2. What is the setting for the story? \_\_\_\_\_
3. The main idea of this story is \_\_\_\_\_  
\_\_\_\_\_
4. What was Benjamin Banneker's childhood like? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. Who was Benjamin's first teacher? \_\_\_\_\_
6. Benjamin had to quit school to help on the farm, but school had made him \_\_\_\_\_
7. When Benjamin was a young man, he decided to make his own clock. How did he do it? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
8. How did Benjamin help the farmers in his area? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
9. What new skills does Benjamin learn? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
10. What is an almanac? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
11. What honorable job was Benjamin ask to do? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
12. Benjamin sent his first almanac to \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
13. How many almanacs did he write? \_\_\_\_\_
14. What did Benjamin do when he was too old to run his farm?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_

## Relative Pronouns

Relative pronouns are used to link a relative clause to another part of a sentence and have the job of introducing the relative clause. We use the term "relative" pronoun because it "relates" to the word it is modifying. The relative pronouns are *that, which, whom, who, whoever, whomever and whichever*.

1. The boy \_\_\_\_\_ won the spelling bee is in 4<sup>th</sup> grade.
2. The shirt \_\_\_\_\_ Carl wore belonged to his brother.
3. Students \_\_\_\_\_ parents come to the meeting will get an ice cream cone.
4. The backpack, \_\_\_\_\_ belonged to Dave, was found on the playground.
5. Sally turned in some homework \_\_\_\_\_ is difficult to read.
6. \_\_\_\_\_ spilled the milk will have to clean it up.
7. Jesse, \_\_\_\_\_ is my cousin, lives on Main Street.
8. The school bus \_\_\_\_\_ I ride home is number 45.
9. I will open \_\_\_\_\_ package arrives first.
10. My grandfather built the house in \_\_\_\_\_ I now live.



# Demonstrative Adjectives

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Circle the demonstrative adjective in each sentence.

- (1) This bus ride is too bumpy for me to do my homework on.
- (2) The dress you bought can only be worn with those shoes.
- (3) Is my application somewhere in those papers?
- (4) We came to this restaurant last year.
- (5) Those windows are so dirty that I can barely see out of them.
- (6) The rain got these papers all wet.
- (7) That garage sale has a lot of neat stuff.
- (8) I think those flowers are beautiful.
- (9) That is the tallest building I've ever been in.
- (10) What do you see in those clouds?
- (11) These doctors are all highly qualified to treat your injury.
- (12) I think that those tires are too old to be safely driven on.
- (13) This is the best hamburger I've ever had!
- (14) This problem is too hard for me to solve.
- (15) May I have one of those cookies, please?
- (16) Take that road to get to downtown
- (17) You should wear those clothes instead.

Name \_\_\_\_\_

Reteaching

**5-6**

## Multiplying by Multiples of 10

You can use basic facts to help you multiply by numbers that are multiples of 10.

$2 \times 7 = 14$

$3 \times 9 = 27$

$5 \times 6 = 30$

$2 \times 70 = 140$

$3 \times 90 = 270$

$5 \times 60 = 300$

To find each of the products above, first complete the basic multiplication fact, then write one zero after the product.

For example:

$9 \times 60 = 540$

First find  $9 \times 6$ .

$9 \times 6 = 54$

Then, write one zero after the product.

$540$

Find each product.

1.  $2 \times 60 =$  \_\_\_\_\_

2.  $9 \times 20 =$  \_\_\_\_\_

3.  $5 \times 80 =$  \_\_\_\_\_

4.  $2 \times 20 =$  \_\_\_\_\_

5.  $70 \times 3 =$  \_\_\_\_\_

6.  $50 \times 6 =$  \_\_\_\_\_

7.  $30 \times 5 =$  \_\_\_\_\_

8.  $9 \times 50 =$  \_\_\_\_\_

9.  $7 \times 90 =$  \_\_\_\_\_

10.  $7 \times 50 =$  \_\_\_\_\_

11. **Generalize** To find  $5 \times 40$ , multiply 5 and 4, then write \_\_\_\_\_ zero to form the product.

Name \_\_\_\_\_

Practice

5-6

# Multiplying by Multiples of 10

Find each product. Use mental math.

1.  $5 \times 70 =$  \_\_\_\_\_

2.  $80 \times 5 =$  \_\_\_\_\_

3.  $40 \times 9 =$  \_\_\_\_\_

4.  $20 \times 7 =$  \_\_\_\_\_

5.  $2 \times 60 =$  \_\_\_\_\_

6.  $9 \times 70 =$  \_\_\_\_\_

7.  $8 \times 90 =$  \_\_\_\_\_

8.  $60 \times 9 =$  \_\_\_\_\_

9.  $50 \times 7 =$  \_\_\_\_\_

10.  $80 \times 2 =$  \_\_\_\_\_

11. How many zeros will the product of  $5 \times 60$  have?

\_\_\_\_\_

Mr. Garcia has 30 times as many pencils as Emma. The whole third grade class has 50 times as many pencils as Emma. Emma has 5 pencils. Use this information for 12 and 13.

12. How many pencils does Mr. Garcia have?

\_\_\_\_\_

13. How many pencils does the whole third grade class have?

\_\_\_\_\_

14. Find  $3 \times 60$ .

A 18

B 90

C 180

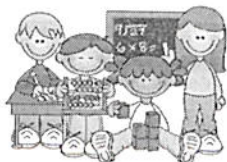
D 1800

15. **Writing to Explain** Amanda says that the product of  $5 \times 40$  will have 1 zero. Is she correct? Explain.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Topic 5 – Multiplication Facts: Use Patterns

### Study Guide

This study guide includes all the skills we have covered in Topic 5. Please review and practice these skills with your child. Your child will be tested on Tuesday, December 8, 2015.

### Vocabulary:

**Multiples:** is a number that is the product of a given number and some other number

Example: 20 is a multiple of 5 because  $5 \times 4 = 20$

**Identity Property of Multiplication:** a number multiplied by 1 is that number

Example:  $7 \times 1 = 7$

**Zero Property of Multiplication:** when you multiply a number by zero, the product is always zero

### CONCEPTS:

Students will use their understanding of multiplication and patterns to solve real world word problems.

Students need to know their 0, 1, 2, 5, 9 and 10 facts

Students will identify patterns and use them to solve problems.

### Multiplication Patterns:

- Multiples of 2 are always even so they will end in a 0,2,4,6, or 8
- Multiples of 5 end in a 0 or 5
- Multiples of 9 – The tens digit of each product is one less than the factor that is being multiplied by 9. For example, when finding the product of  $4 \times 9$ , the tens digit of the product is  $4 - 1$ , or 3. Also the sum of the digits of each product is 9
- Multiples of 10 – when multiplying a number by 10, you just put a zero to the right of the digits in the other factor.

Students will use basic facts to multiply by multiples of 10.

Example:  $30 \times 5 = 150$