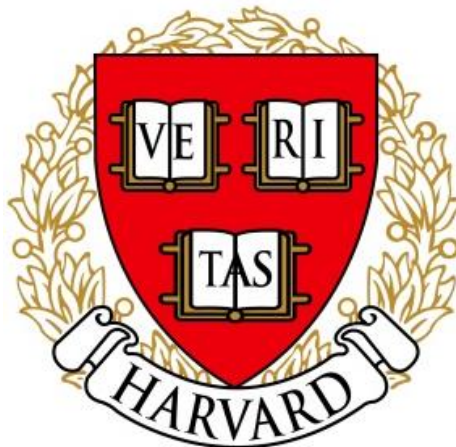Name: _____

3rd Grade Math Remote Learning Packet

Weeks 4-6

April 20th-May 8th

Parents please note that all academic packets are mailed home to scholars but are also available on our website at www.brighterchoice.org under the heading "Remote Learning." All academic packet assignments are mandatory and must be completed by all scholars. Online assignments are to be completed if you have access to technology. If you are unable to access packets online, every Wednesday between the hours of 8:00am-11:00am someone will be at our school to provide a hard copy. We thank you greatly for your continued support!

Math Scope and Sequence

April 20th - April 24th

Date	Standards	Description of Packet Assignment (30 mins)	Online Assignment
4.20	**3.OA.1** Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5 × 7.	Scholars will be asked to express 8 sets of pictures as equal groups using multiplication and repeated addition

Challenge: scholars will be given a repeated addition sentence, asked to draw a corresponding picture and write an accompanying multiplication sentence | **IXL Learning** **1) Multiplication as groups of objects (practice)** a) https://www.ixl.com/math/grade-3/identify-multiplication-expressions-for-equal-groups

b) https://www.ixl.com/math/grade-3/write-multiplication-sentences-for-equal-groups

c) https://www.ixl.com/math/grade-3/relate-addition-and-multiplication-for-equal-groups

Khan Academy **2) Understand multiplication as groups of objects (practice)** https://www.khanacademy.org/math/arithmetic/arith-review-multiply-divide/arith-review-mult-intro/e/meaning-of-multiplication |
| 4.21 | **3.OA.2** Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8. | Scholars will be asked to divide by expressing 7 sets of pictures as equal groups of an object.

Challenge: Scholars will be given a division expression, asked to draw a corresponding picture and find the quotient. | **Khan Academy** **1) Division with groups of objects (practice)** https://www.khanacademy.org/math/arithmetic/arith-review-multiply-divide/arith-review-division-intro/e/meaning-of-division

IXL Learning **2) Division with groups of objects input table** https://www.ixl.com/math/grade-3/complete-the-division-table |

4.22	**3.NF.1** Understand a fraction 1/*b* as the quantity formed by 1 part when a whole is partitioned into *b* equal parts; understand a fraction *a/b* as the quantity formed by *a* parts of size 1/*b*.	Scholars will be asked to partition a beaker into the given fractional unit Scholars will be asked to determine if given diagrams are portioned equally Challenge: Michael bakes a piece of garlic bread for dinner. He shares it equally with his 3 sisters. Show how Michael and his 3 sisters can each get an equal share of the garlic bread.	**Math ABC** **1) Which image matches the fraction?** https://www.mathabc.com/math-3rd-grade/fractions/general/fractions-with-pictures/which-image-matches-the-fraction **2) Match the fractions with the pictures.** https://www.mathabc.com/math-3rd-grade/fractions/general/fractions-with-pictures/match-the-fractions-with-the-pictures **Khan Academy** **1) Recognize fractions video.** https://www.khanacademy.org/math/arithmetic/fraction-arithmetic/arith-review-fractions-intro/v/more-than-one-equal-section **2) Recognize fractions practice.** https://www.khanacademy.org/math/arithmetic/fraction-arithmetic/arith-review-fractions-intro/e/recognizing_fractions_0.5
4.23	**3.G.2** Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.	Scholars will be asked to write the fractional unit of given figures in word and fraction form Challenge: Daniel has a rope 12 meters long. He cuts it into pieces that are each 2 meters long. What fraction of the rope is one piece? Draw a picture.	**YouTube** **1) Partioning shapes and writing fractions** https://www.youtube.com/watch?v=DLhFo9DVlCE **Math ABC** **1) Write the fraction that describes the picture.** https://www.mathabc.com/math-3rd-grade/fractions/general/fractions-with-pictures/write-the-fraction-that-describes-the-picture **IXL Learning** **1) Create fractions** https://www.ixl.com/math/grade-3/make-halves-thirds-fourths-sixths-and-eighths
4.24	**3.NBT.3** Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9 × 80, 5 × 60) using	Scholars will be given 10 math problems involving n x a multiple of 10 where n is a single-digit number.	**Education** **1) Multiply by 10** https://www.education.com/game/multiply-by-10-skiracer/

| | strategies based on place value and properties of operations. | Scholars will be given an expression and a list of products and they will match it by drawing a connecting line

Challenge:
Each classroom has 30 desks. What is the total number of desks in 8 classrooms? Model with a tape diagram. | **Khan Academy**
1) Multiplying by multiples of 10 (video)
https://www.khanacademy.org/math/arithmetic/arith-review-multiply-divide/arith-review-mult-10s-100s-1000s/v/multiplying-by-multiples-of-10
2) Multiplying by tens (practice)
https://www.khanacademy.org/math/arithmetic/arith-review-multiply-divide/arith-review-mult-10s-100s-1000s/e/multiplication_1
3) Multiplying by tens (challenge)
https://www.khanacademy.org/math/arithmetic/arith-review-multiply-divide/arith-review-mult-10s-100s-1000s/e/multiplying-0-tens |

Name: _____   **Date:** April 20, 2020

BCCS-Boys   **College:** _____

Parent Signature: _____
(Parent signature is proof that parent reviewed work with scholar)

| Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with….	Today my scholar struggled with understanding…

Fill in the blanks to make the following statements true.

Example:
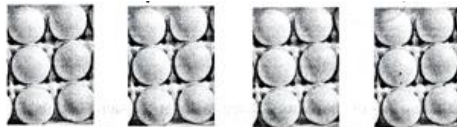
c. $6 + 6 + 6 + 6 =$ ___24___

___4___ groups of six = ___24___

$4 \times$ __6__ = ___24___
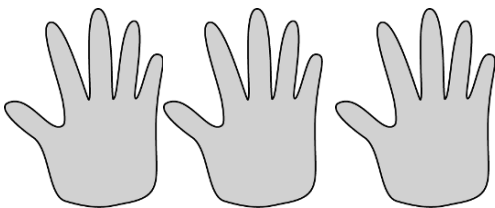
1.   3 groups of five = _____

3 fives = _____ $3 \times 5 =$ _____

2. $3 + 3 + 3 + 3 + 3 =$ _____

5 groups of three = _____

$5 \times 3 =$ _____

3. $4 + 4 + 4 =$ _____

_____ groups of four = _____

$3 \times$ _____ = _____

4. $3 +$ ____ + ____ + ____ + ____ + ____ = _____

6 groups of _____ = _____

$6 \times$ _____ = _____

5.

$4 +$ ____ + ____ + ____ + ____ + ____ = _____

6 groups of _____ = _____

$6 \times$ _____ = _____
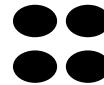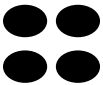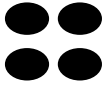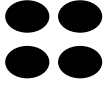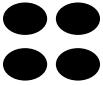
6. 5 groups of four = _____

5 fours = _____

$5 \times 4 =$ _____

7. $6 + 6 + 6 =$ _____

_____ groups of six = _____

$3 \times$ _____ = _____

8. The picture below shows 4 groups of 2 slices of watermelon. Fill in the blanks to make true repeated addition and multiplication sentences that represent the picture.

$2 +$ ____ + ____ + ____ = _____

$4 \times$ _____ = _____

_____

Challenge: Draw a picture to show $3 + 3 + 3 = 9$. Then, write a multiplication sentence to represent the picture.

Name: _____   **Date:** April 21, 2020

**BCCS-Boys**   **College:** _____

Parent Signature: _____
(Parent signature is proof that parent reviewed work with scholar)

| Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with….	Today my scholar struggled with understanding…

Fill in the blanks to make the following statements true.

Example:

30 apples are divided into __3__ equal groups.

There are __10__ apples in each group.

1.
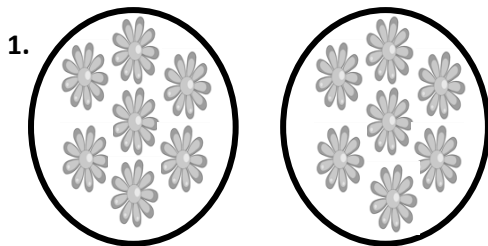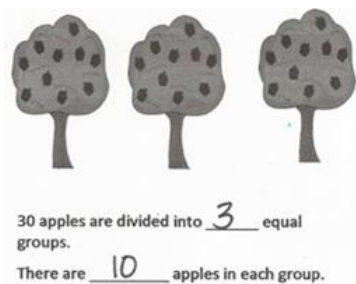
14 flowers are divided into 2 equal groups.

There are _____ flowers in each group.

2.
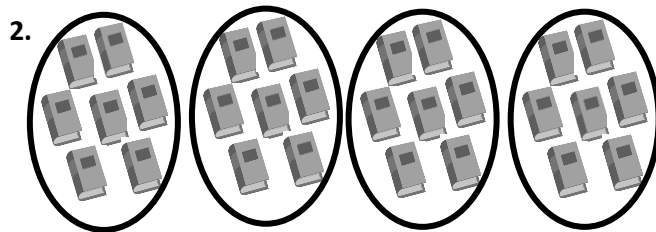
28 books are divided into 4 equal groups.

There are _____ books in each group.

3.
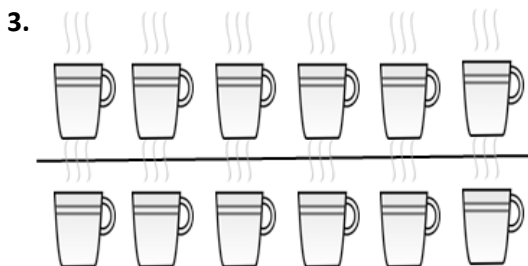
_____ cups are divided into _____ equal groups.

There are _____ cups in each group.

12 ÷ 2 = _____

4.
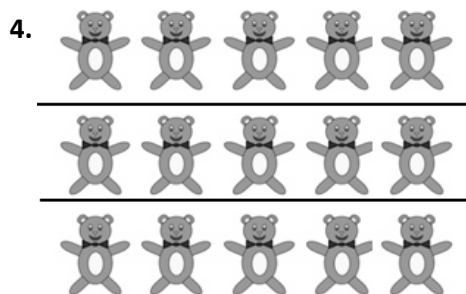
There are _____ toys in each group.

15 ÷ 3 = _____

5.

16 ÷ 4 = _____

6.

There are _____ keys in each group.

21 ÷ 3 = _____
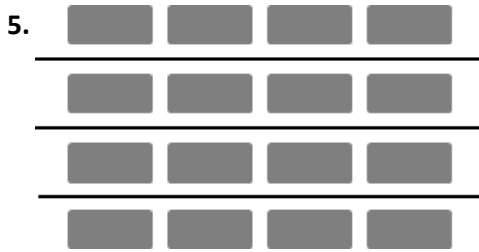
7. Jeremiah has 24 colored pencils. He puts them in 4 equal groups. How many colored pencils are in each group?
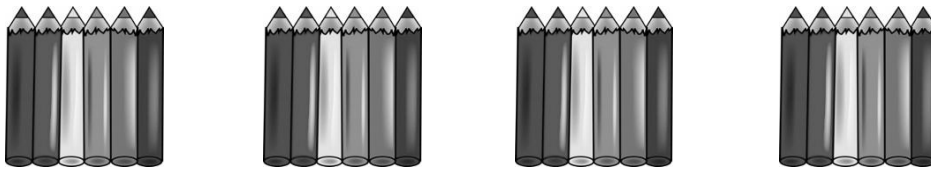
There are _____ colored pencils in each group.

24   4 = _____

8. Zayde picks 20 apples. He divides them equally between 5 baskets. Draw the apples in each basket.

There are _____ apples in each basket.

20 ÷ _____ = _____

_____

Challenge: Draw a picture to show 15 ÷ 3. Then, fill in the blank to make a true division sentence.

15 ÷ 3 = _____

Name: _____   **Date:** April 22, 2020

BCCS-Boys   **College:** _____

Parent Signature: _____
(Parent signature is proof that parent reviewed work with scholar)

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with….	Today my scholar struggled with understanding…

1. A beaker is considered full when the liquid reaches the fill line shown near the top. Estimate the amount of water in the beaker by shading the drawing as indicated.

Example:
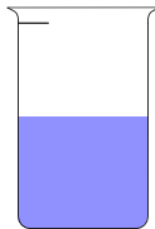
1 half
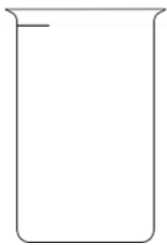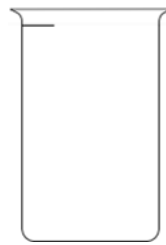
1 fifth   1 third   1 fourth   1 sixth

2. Each circle represents 1 whole pie. Estimate to show how you would cut the pie into fractional units as indicated below.

Example:
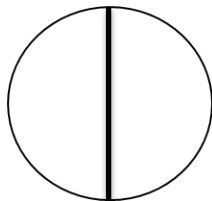
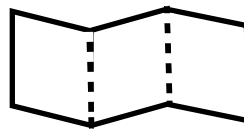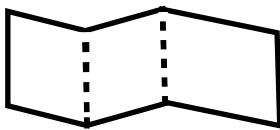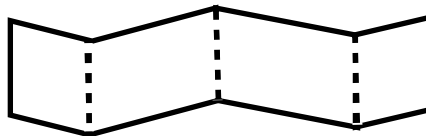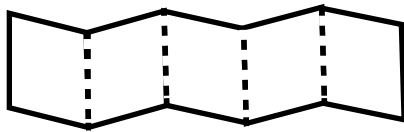halves
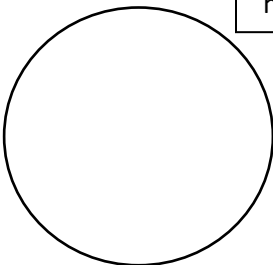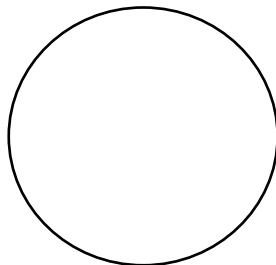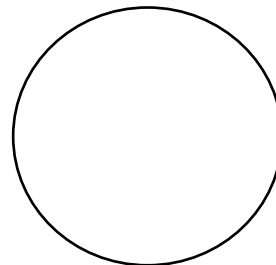
fourths   thirds   sixths

3. Circle the model that correctly shows 1 third shaded.

4. Circle the strips that are cut into equal parts.

5. Circle the strips that are folded to make equal parts.

Challenge: Michael bakes a piece of garlic bread for dinner. He shares it equally with his 3 sisters. Show how Michael and his 3 sisters can each get an equal share of the garlic bread.

1. Manny cut his candy bar into equal pieces as shown in the rectangles below. In the blanks below, name the fraction of candy bar represented by the shaded part.
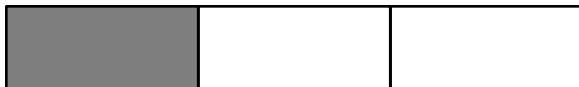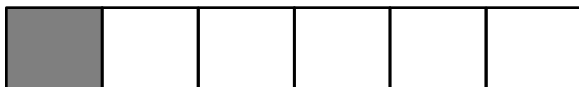
Example:
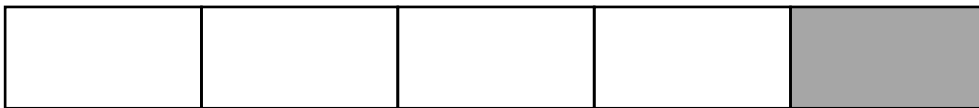
1 fourth or $\frac{1}{4}$

_____   _____   _____

2. In the blanks below, name the fractional unit represented by the shaded portion.
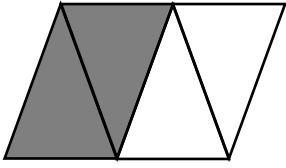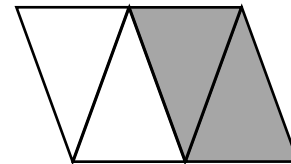
1 third

_____

_____

_____

_____

3. Each shape is a whole divided into equal parts. Name the fractional unit, and then count and tell how many of those units are shaded. The first one is done for you.
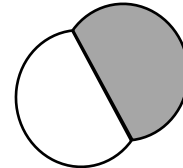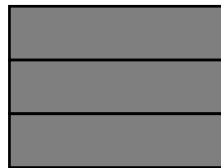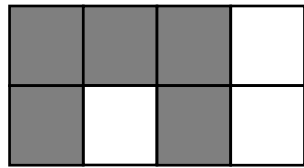
_____Fourths_____

2 fourths are shaded.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____
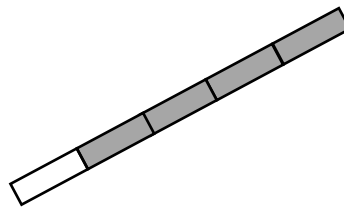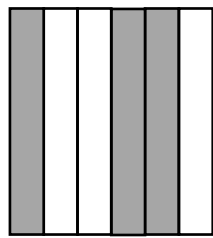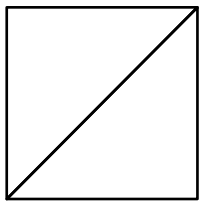
4. Each shape is 1 whole. Divide and shade to show the given fraction.

1 half

1 sixth
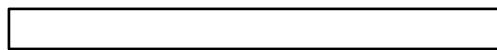
1 third
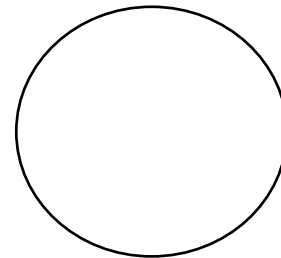
Challenge: Daniel has a rope 12 meters long. He cuts it into pieces that are each 2 meters long. What fraction of the rope is one piece? Draw a picture.

Parent Signature: _____
(Parent signature is proof that parent reviewed work with scholar)

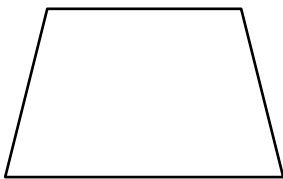| Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with….	Today my scholar struggled with understanding…

1. Multiply each multiple of ten with the single-digit factor to find the product. The first one has been completed for you.

30 x 4 = 120	**10 x 9 =_____**
7 x 20 = _____	**40 x 6 =_____**
2 x 60 = _____	**30 x 8 = _____**
50 x 4= _____	**5 x 90 = _____**
90 x 1 = _____	**7 x 30 = _____**

2. Match the left column with its corresponding product on the right column.

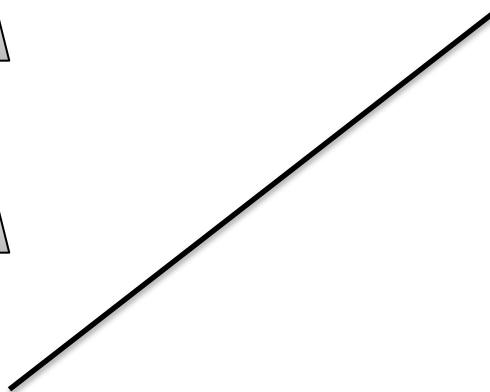|	
6 × 2	120
6 tens × 2	21
7 × 3	12
7 tens × 3	270
70 × 5	210
3 × 90	350

Challenge: Each classroom has 30 desks. What is the total number of desks in 8 classrooms? Model with a drawing and write a multiplication equation.

Math Scope and Sequence

April 27th - May 1st

Date	Standards	Description of Packet Assignment (30 mins)	Online Assignment
4.27	**3.MD.1** Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals.	Scholars will match analog and digital clocks to a number line. Scholars will be given 2 word problems where they need to show a given time on a blank clock. Challenge: Mrs. Blomgren starts her run at 5: 50 pm. She runs for 34 minutes. Fill in the clock below to show the time that Mrs. Blomgren finishes her run.	**Hooda Math** **1) Time punch- click the correct digital clock that matches the analog clock in the center.** https://www.hoodamath.com/games/timepunch.html **Khan Academy (Pre-skills)** **1) Telling time with a labeled clock video** https://www.khanacademy.org/math/early-math/cc-early-math-measure-data-topic/cc-early-math-time/v/telling-time-exercise-example-1 **2) Telling time with a labeled clock practice** https://www.khanacademy.org/math/early-math/cc-early-math-measure-data-topic/cc-early-math-time/e/telling_time_0.5
4.28	**3.OA.5** Apply properties of operations as strategies to multiply and divide. (Students need not use formal terms for these properties.) Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. <u>(Associative property of multiplication.)</u> Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.)	Scholars will use the associative property and their knowledge of parentheses to solve 10 problems with 3 factors. Scholars will circle the pairs where both problems have the same answer Scholars will be asked to place the parentheses around the numbers that will yield a given answer (10 problems) Challenge: Adonyse finds the answer to 16 × 2 by thinking about 8 × 4. Explain his strategy.	**IXL Learning** **1) Practice understanding parentheses** https://www.ixl.com/math/grade-3/understanding-parentheses **Khan Academy** **1) Watch video on associative property of multiplication** https://www.khanacademy.org/math/pre-algebra/pre-algebra-arith-prop/pre-algebra-arithmetic-properties/v/associate-property-of-multiplication

| 4.29 | **3.OA.5**
Apply properties of operations as strategies to multiply and divide. (Students need not use formal terms for these properties.) Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. <u>(Commutative property of multiplication.)</u> 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.) | Scholars will be given 10 expression and they need to use the commutative property to express each differently.

Scholars will be given four arrays and will be asked to express each two different ways. | <u>**Khan Academy**</u>
1) Watch video on the commutative property of multiplication
https://www.khanacademy.org/math/pre-algebra/pre-algebra-arith-prop/pre-algebra-arithmetic-properties/v/order-when-multiplying-commutative-property-of-multiplication

2) Practice representing the commutative property of multiplication
a)https://www.khanacademy.org/math/pre-algebra/pre-algebra-arith-prop/pre-algebra-arithmetic-properties/e/represent-the-commutative-property-of-multiplication

b)https://www.khanacademy.org/math/pre-algebra/pre-algebra-arith-prop/pre-algebra-arithmetic-properties/e/understand-the-commutative-property-of-multiplication |
| 4.30 | **3.OA.5**
Apply properties of operations as strategies to multiply and divide. (Students need not use formal terms for these properties.) Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. <u>(Distributive property.)</u> | Scholars will be given 7 problems asking them to multiply using the distributive property. (5 arrays and 2 tape diagrams) | <u>**IXL Learning**</u>
1) Use the distributive property to multiply
https://www.ixl.com/math/grade-3/multiply-using-the-distributive-property

2) Find the missing number
https://www.ixl.com/math/grade-3/distributive-property-find-the-missing-factor |

| 5.1 | **.3.OA.3**
Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem | Scholars will be given 5 one-step word problems involving multiplication. They will need to use the CUBES strategy to solve. | **IXL Learning**
1) Practice multiplication word problems
https://www.ixl.com/math/grade-3/multiplication-word-problems

2) Practice division word problems
https://www.ixl.com/math/grade-3/division-word-problems

Khan Academy
1) Watch video of solving word problems involving multiplication
https://www.khanacademy.org/math/cc-third-grade-math/imp-multiplication-and-division/multiplication-and-division-word-problems/v/liters-of-soda-for-the-party

2) Practice multiplying and dividing in word problems
https://www.khanacademy.org/math/cc-third-grade-math/imp-multiplication-and-division/multiplication-and-division-word-problems/e/multiplication-and-division-word-problems--within-100- |

Name: _____

**Date:** April 27, 2020

BCCS-Boys

College: _____

Parent Signature: _____

(Parent signature is proof that parent reviewed work with scholar)

| Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with….	Today my scholar struggled with understanding…

1. Plot a point on the number line for the times shown on the clocks below. Then, draw a line to match the clocks to the points.
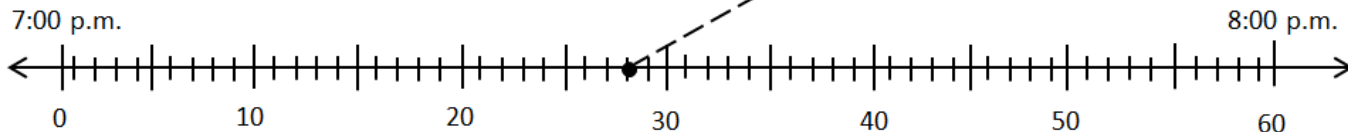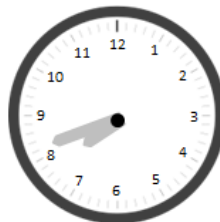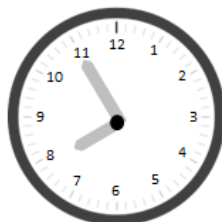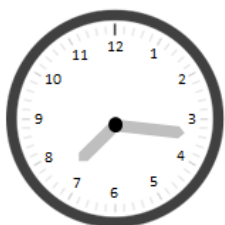
2. Jessie woke up this morning at 6:48 a.m. Draw hands on the clock below to show what time Jessie woke up.
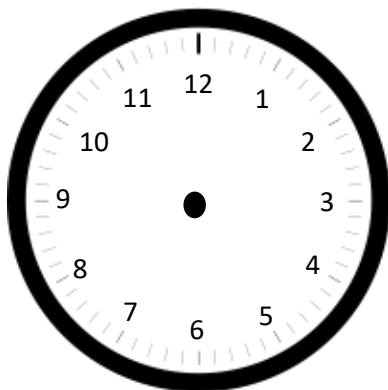
3. Mrs. Barnes starts teaching math at 8:23 a.m. Draw hands on the clock below to show what time Mrs. Barnes starts teaching math.
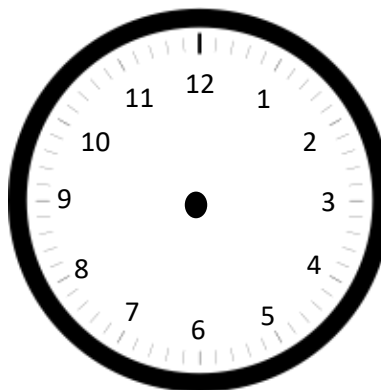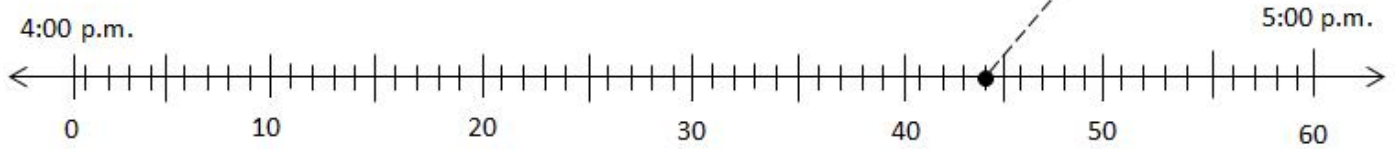
4. Plot a point on the number line for the times shown on the clocks below. Then, draw a line to match the clocks to the points.
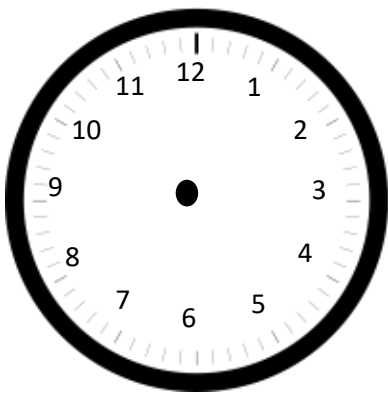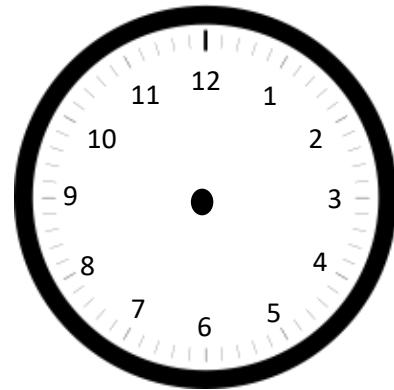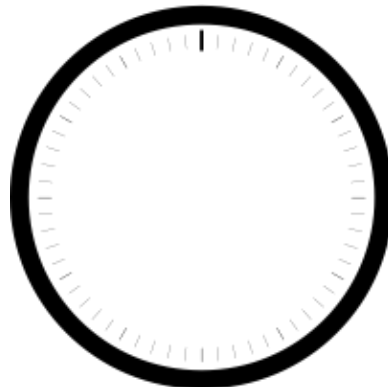
04:01

04:44

4:00 p.m.   5:00 p.m.

0   10   20   30   40   50   60

5.   Julie eats dinner at 6:07 p.m. Draw hands on the clock below to show what time Julie eats dinner.

6.   P.E. starts at 1:32 p.m. Draw hands on the clock below to show what time P.E. starts.

Challenge: Mrs. Blomgren starts her run at 5: 50 pm. She runs for 34 minutes. Fill in the clock below to show the time that Mrs. Blomgren finishes her run.

Name: _____ **Date:** April 28, 2020

BCCS-Boys **College:** _____

Parent Signature: _____
(Parent signature is proof that parent reviewed work with scholar)

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with….	Today my scholar struggled with understanding…

1. Solve.

a. *(12 – 4) + 6 = __14__*

b. **12 – (4 + 6) = __2__**

i. _____ = (12 ÷ 2) + 4

j. _____ = 12 ÷ (2 + 4)

c. _____ = 15 – (7 + 3)

d. _____ = (15 – 7) + 3

k. 9 + (15 ÷ 3) = _____

l. (9 + 15) ÷ 3 = _____

e. _____ = (3 + 2) × 6

f. _____ = 3 + (2 × 6)
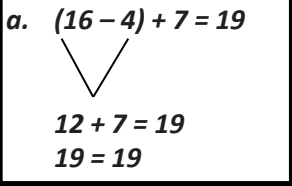
m. 60 ÷ (10 – 4) = _____

n. (60 ÷ 10) – 4 = _____

2. Solve the following pairs of problems. Circle the pairs where both problems have the same answer.

7 + (6 + 4) (7 + 6) + 4	(3 × 2) × 4 = 24 3 × (2 × 4)= 24	(2 × 1) × 5 2 × (1 × 5)	(4 × 2) × 2 4 × (2 × 2)
(3 + 2) × 5 3 + (2 × 5)	(8 ÷ 2) × 2 8 ÷ (2 × 2)	(9 – 5) + 3 9 – (5 + 3)	(8 × 5) – 4 8 × (5 – 4)

2. Use parentheses to make the equations true.

a. $(16 - 4) + 7 = 19$ $12 + 7 = 19$ $19 = 19$	b. $16 - 4 + 7 = 5$
c. $2 = 22 - 15 + 5$	d. $12 = 22 - 15 + 5$
e. $3 + 7 \times 6 = 60$	f. $3 + 7 \times 6 = 45$
g. $5 = 10 \div 10 \times 5$	h. $50 = 100 \div 10 \times 5$

Challenge: Adonyse finds the answer to 16×2 by thinking about 8×4. Explain his strategy.

_____
_____
_____
_____.

1. Solve each expression and rewrite it using your knowledge of the commutative property.

Example: 3 x 7 = <u>21</u> ⟹ <u>7</u> x <u>3</u> = <u>21</u>

6 x 4 = _____ ⟹ _____ x _____ = _____	8 x 6 = _____ ⟹ _____ x _____ = _____
3 x 5 = _____ ⟹ _____ x _____ = _____	2 x 4 = _____ ⟹ _____ x _____ = _____
9 x 4 = _____ ⟹ _____ x _____ = _____	1 x 12 = _____ ⟹ _____ x _____ = _____
5 x 10 = _____ ⟹ _____ x _____ = _____	6 x 9 = _____ ⟹ _____ x _____ = _____

2. Solve the following equations

a. 4 x 7 = 7 x 4 *<u>28</u> = <u>28</u>*	b. 3 x 10 = 10 x 3 ____ = _____	c. 1 x 9 = 9 x 1 ____ = _____
d. 8 x 3 = 3 x 8 ____ = _____	e. 5 x 9 = 9 x 5 ____ = _____	f. 11 x 1 = 1 x 11 ____ = _____
g. 9 x 4 = 4 x 9 ____ = _____	h. 6 x 7 = 7 x 6 ____ = _____	i. 12 x 2 = 2 x 12 ____ = _____

3. Find the missing factor to make each equation true.
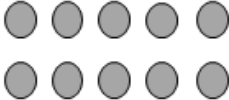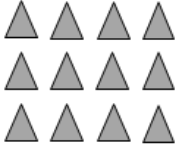
$2 \times 6 = 6 \times$ _____   _____ $\times 2 = 2 \times 7$ $9 \times 2 =$ _____ $\times 9$ $2 \times$ ____ $= 10 \times 2$

4. Re-draw each array to show the communicative property and its accompanying equation.

Example:	
3 x 2 = 6	**2 x 3 = 6**
_____ x _____ = _____	_____ x _____ = _____
_____ x _____ = _____	_____ x _____ = _____
_____ x _____ = _____	_____ x _____ = _____
_____ x _____ = _____	_____ x _____ = _____
_____ x _____ = _____	_____ x _____ = _____

Name: _____   **Date:** April 30, 2020

BCCS-Boys   **College:** _____

Parent Signature: _____
(Parent signature is proof that parent reviewed work with scholar)

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with….	Today my scholar struggled with understanding…

Use the distributive property to fill in the blanks below

Example:
8 × 3 = (4 × 3) + (4 × 3) = *24*

1.

(_4_ × 3) = _12_

(_4_ × 3) = _12_

(4 × 3) + (4 × 3) = _12_ + _12_

_8_ × 3 = _24_

1.   7 × 3 = (5 × 3) + (2 × 3) = _____

(5 × 3) = 15

(2 × 3) =

(5 × 3) + (2 × 3) = 15 + _____

2.   6 × 3 = _____

(4 × 3) =

(2 × 3) =

(4 × 3) + (2 × 3) = _____ + _____

6 × 3 = _____ + _____

_____ × 3 = _____

3.   7 × 3 = _____

(_____ × 3) = _____

(_____ × 3) = _____

(5 × 3) + (2 × 3) = _____ + _____

7 × 3 = _____ + _____

_____ × 3 = _____

4. Label the arrays. Then, fill in the blanks below to make the statements true.

a. **8 × 8 =** _____

(8 × 5) = _____   (8 × _____) = _____

8 × 8 = 8 × (5 + _____)
= (8 × 5) + (8 × _____)
= __40__ + _____
= _____

b.   **8 × 9 = 9 × 8 =** _____

(8 × 5) = _____   (8 × _____) = _____

9 × 8 = 8 × (5 + _____)
= (8 × 5) + (8 × _____)
= __40__ + _____
= _____

5. Use the break apart and distribute strategy to solve the following problem. Draw a tape diagram to show your thinking. Let *n* = unknown product.

**Example**
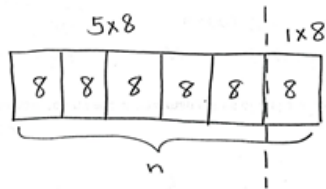
$(5 × 8) + (1 × 8)$

$40 + 8 = 48, \; n = 48$

$6 × 8 = 48$

9 x 7 = _____	8 x 7 = _____

Name: _____   **Date:** May 1, 2020

BCCS-Boys   **College:** _____

Parent Signature: _____
(Parent signature is proof that parent reviewed work with scholar)

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with….	Today my scholar struggled with understanding…

Use CUBES to solve the multiplication word problems below.
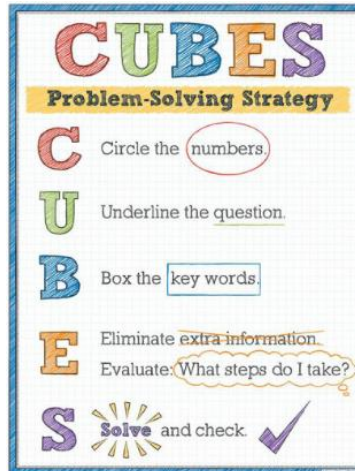
1. Mrs. McLean has a sticker book. She places an array of 9 by 5 stickers on each page. If her sticker book has 10 pages, how many stickers does Mrs. Mclean have in all?

2. Mrs. Blomgren plants an array of 3 x 3 garlic plants. Each plant sprouts 6 garlic cloves. How many garlic cloves sprout altogether?

3. Jacob and his family eat 2 loaves of bread per day. Each loaf has 6 slices. How many slices do they eat in 5 days?
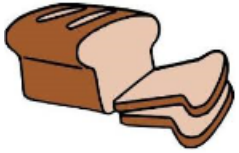
4. Jessie eats 2 bananas every day of the week. Each banana weighs 20 grams. How many grams of banana does she eat per week? (hint: 1 week has 7 days)

5. Ms. Sherman baked muffins for the school bake sale. Each tray has 4 row and 5 columns. If Ms. Sherman baked 7 trays of muffins, what is the total amount of muffins Ms. Sherman baked?

Math Scope and Sequence

May 4th - May 8th

Date	Standards	Description of Packet Assignment (30 mins)	Online Assignment
5.4	**3.OA.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem	Scholars will be given 5 one-step word problems involving division. They will need to use the CUBES strategy to solve.	**IXL Learning** **1) Practice multiplication word problems** https://www.ixl.com/math/grade-3/multiplication-word-problems **2) Practice division word problems** https://www.ixl.com/math/grade-3/division-word-problems **Khan Academy** **1) Watch video of solving word problems involving multiplication** https://www.khanacademy.org/math/cc-third-grade-math/imp-multiplication-and-division/multiplication-and-division-word-problems/v/liters-of-soda-for-the-party **2) Practice multiplying and dividing in word problems** https://www.khanacademy.org/math/cc-third-grade-math/imp-multiplication-and-division/multiplication-and-division-word-problems/e/multiplication-and-division-word-problems--within-100-
5.5	**3.MD.7** c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and b + c is the sum of a × b and a × c. Use area models to represent the distributive property in mathematical reasoning.	Scholars will be given 4 problems with rectangular arrays where they need to find the area in square units. Scholars will be given 4 incomplete arrays and will need to use tiling to find the area.	**IXL Learning** **1) Use tiling to find the area** https://www.ixl.com/math/grade-3/tile-a-rectangle-and-find-the-area **Khan Academy** **1) Video of tiling to find the area** https://www.khanacademy.org/math/basic-geo/basic-geo-area-and-perimeter/area-formula-intuition/v/rectangle-area-as-product-of-dimensions-same-as-counting-unit-squares **2) Practice tiling to find the area with a partial array** https://www.khanacademy.org/math/basic-geo/basic-geo-area-and-perimeter/area-formula-intuition/e/area-of-rectangles-with-partial-arrays
5.6	**3. MD.7** d. Recognize area as additive. Find areas of rectilinear figures by decomposing	Scholars will be asked to find the area of 4 rectangles using decomposition Challenge:	**IXL Learning** **1) Complete the composite to find the area** https://www.ixl.com/math/grade-3/find-the-area-between-two-rectangles **Khan Academy**

	them into non-overlapping rectangles and adding the areas of the non-overlapping parts,	decomposition with missing sides	**1) Decompose figures to find the area video (subtract)** https://www.khanacademy.org/math/cc-third-grade-math/imp-geometry/imp-decompose-figures-to-find-area/v/decomposing-shapes-to-find-area-subtract-math-3rd-grade-khan-academy **2) Practice decomposing figures with subtraction to find area** https://www.khanacademy.org/math/cc-third-grade-math/imp-geometry/imp-decompose-figures-to-find-area/e/decompose-shapes-to-find-area
5.7	**3.OA.4** Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 × ? = 48, 5 = _ ÷ 3, 6 × 6 = ?	Scholars will be asked to fill in the blank in 10 division sentences with a missing divisor, dividend, or quotient Scholars will be asked to fill in the blank in 10 multiplication sentences with a missing factor or product Challenge: 2 word problems	**IXL Learning** **1) Practice relating multiplication to division** https://www.ixl.com/math/grade-3/relate-multiplication-and-division **Khan Academy** **1) Watch video on relating multiplication to division** https://www.khanacademy.org/math/arithmetic-home/multiply-divide/relate-mult-div/v/examples-relating-multiplication-to-division **2) Practice relating multiplication to division** https://www.khanacademy.org/math/arithmetic-home/multiply-divide/relate-mult-div/e/relate-division-to-multiplication
5.8	**3.NBT.1** Use place value understanding to round whole numbers to the nearest 10 or 100	Scholars will round 8 numbers to the nearest ten using the vertical number line.	**IXL Learning** https://www.ixl.com/math/grade-3/rounding-nearest-ten-or-hundred-only

Name: _____

BCCS-Boys

College: _____
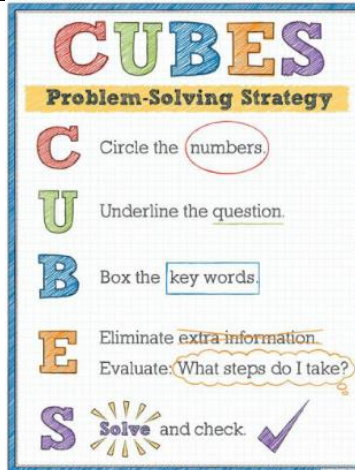
Parent Signature: _____
(Parent signature is proof that parent reviewed work with scholar)

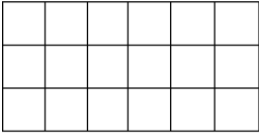| Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with….	Today my scholar struggled with understanding…

Use CUBES to solve the division word problems below.

1. Ms. Quance baked 3 trays of 36 cookies in all. Each tray had the same number of cookies. After they cooled she split up each tray evenly into 4 bags. How many cookies did Ms. Quance place in each bag?

2. Ms. Young bought a box of fruit snacks to give to scholars. Each box has a total of 480 fruit snacks. If there are 48 pouches in a box, how many individual fruit snacks are in each bag?

3. Mr. Rogers has 70 magazines. He gave 14 magazines away and organized the rest in a bookshelf. There are an equal amount of magazines on each shelf. If there are 7 shelves, how many magazines are on each shelf?

4. Mr. Miller took a group of scholars to get ice cream. Each person, including Mr. Miller, had the same ice cream for the same price of $3.00. If they spent a total of $21.00, how many scholars did Mr. Miller take to get ice cream?

5. Ms. Griffith baked 38 brownies for a family gathering. They were so delicious that she ate 6 of them before packing up the rest. Each person ate the same amount of brownies—except for Ms. Griffith because she was very full! If each family member ate 4 brownies, how many people were at the family gathering?

Name: _____

Date: May 5, 2020

BCCS-Boys

College: _____

Parent Signature: _____
(Parent signature is proof that parent reviewed work with scholar)

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with….	Today my scholar struggled with understanding…

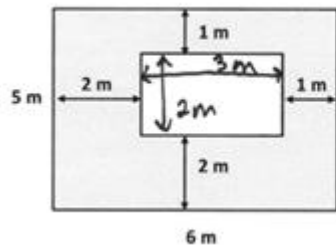**1.** The tiled floor in Cameron's dining room has a rug on it as shown below. How many square tiles are on the floor, including the tiles under the rug? (hint: R x C)
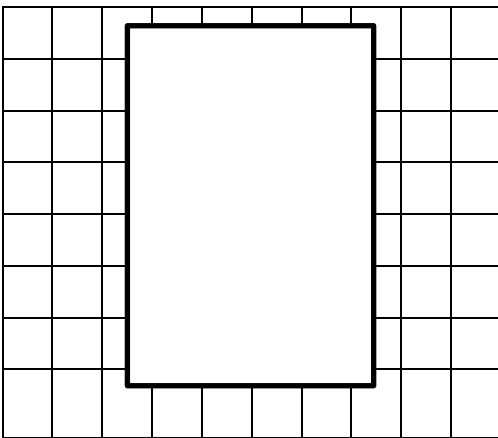
2. Ms. Neville sees a book on top of her chessboard. How many squares are covered by the book? Explain your answer.
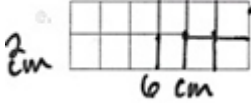
3. Label the rows and columns. Then fill in the blanks to find the area.

a)

_____ cm × _____ cm = _____ sq cm

b)

_____ cm × _____ cm = _____ sq cm

4. Each ☐ represents 1 square centimeter. Draw to find the number of rows and columns in each array.   Then, fill in the blanks to make a true equation to find each array's area.

Example:

2 cm   6 cm

_____ cm × _____ cm = _____ sq cm

a.

_____ cm × _____ cm = _____ sq cm

b.

_____ cm × _____ cm = _____ sq cm

c.

_____ cm × _____ cm = _____ sq cm

d.

_____ cm × _____ cm = _____ sq cm

Name: _____ **Date:** May 6, 2020

BCCS-Boys **College:** _____

Parent Signature: _____
(Parent signature is proof that parent reviewed work with scholar)

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with….	Today my scholar struggled with understanding…

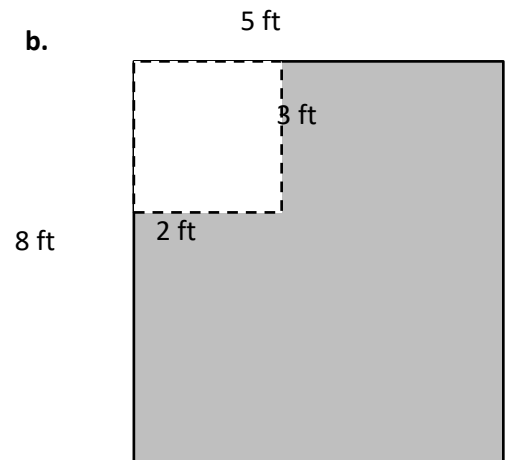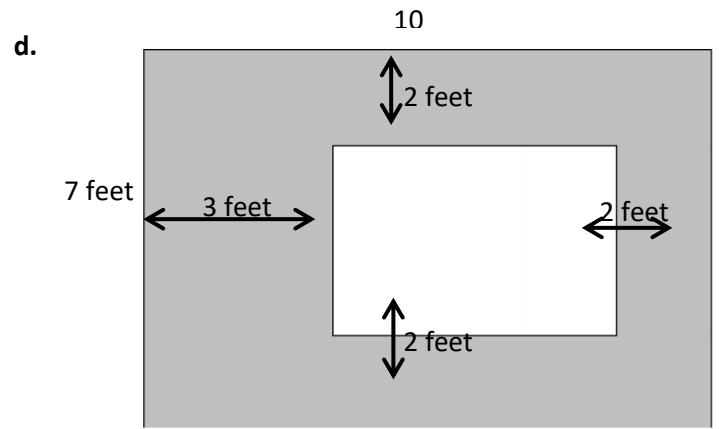**1.** Find the area of each of the following shaded figures. All figures are made up of rectangle.

Example:

5m x 6m = 30 sq m
2m x 3m = 6 sq m
30 sq m - 6 sq m = 24 sq m
The area is 24 sq m.

a.

6 in

3 in

4 in

2 in

b.

5 ft

3 ft

8 ft   2 ft

c.

4 m

1 m

1 m

2 m   1 m

d.

10

2 feet

7 feet

3 feet

2 feet

2 feet
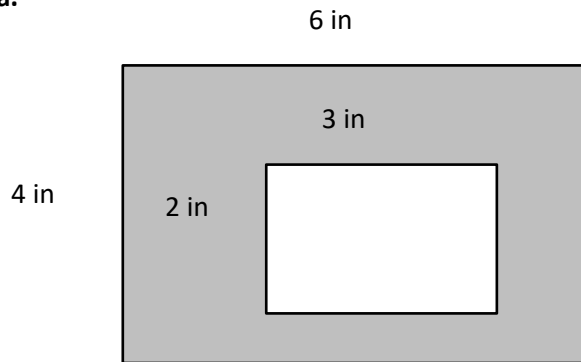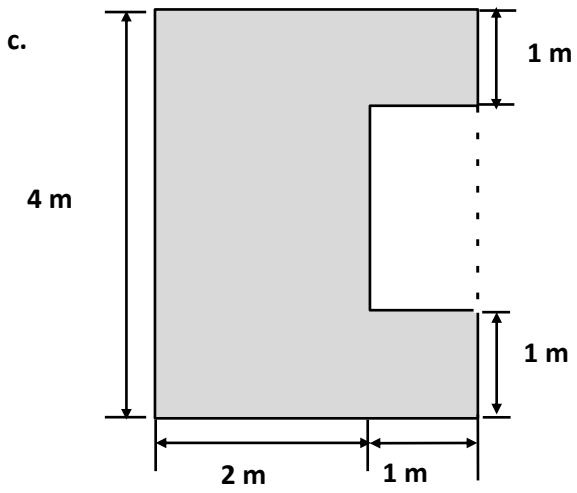
Challenge: Find the area of the shaded area below

6 feet   3 feet

8 feet

3 feet
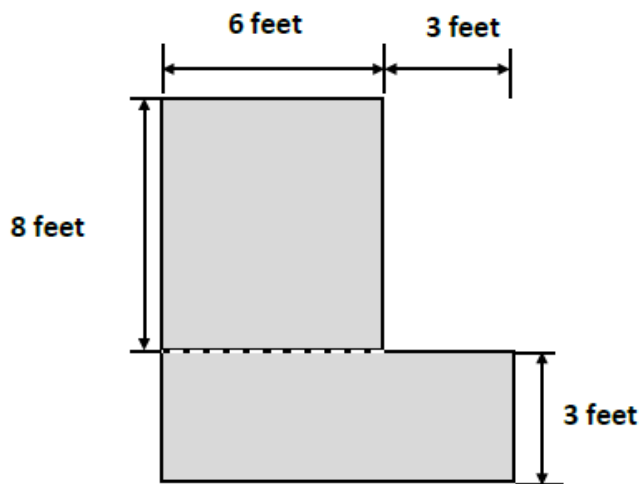
Name: _____   **Date:** May 7, 2020

BCCS-Boys   **College:** _____

Parent Signature: _____
(Parent signature is proof that parent reviewed work with scholar)

| Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with….	Today my scholar struggled with understanding…

Fill in the blank to find the divisor, dividend.

<div align="center">Example:</div>

_5_ ÷ 2 = 5	**40 ÷ _8_ = 5**	**12 ÷ 4 = _3_**

_____ ÷ 6 = 2	16 ÷ _____ = 4	20 ÷ 5 = _____
80 ÷ 10 = _____	54 ÷ _____ = 9	_____ ÷ 7 = 3
25 ÷ _____ = 5	49 ÷ 7 = _____	24 ÷ 4 = _____
32 ÷ 8 = _____	_____ ÷ 6 = 8	72 ÷ 9 = _____
_____ ÷ 7 = 6	50 ÷ _____ = 10	64 ÷ _____ = 8

Use CUBES to answer the question below.

Ms. Lewis buys 8 bags of candy with the same amount of candy in each box. If Ms. Lewis bought a total of 88 pieces of candy, how many are there in each bag?

Fill in the blank to find the missing factor or product.

_**4**_ *x 5 = 20*	*3 x 6 = _**18**_*	*7 x _**3**_ = 21*

2 x 8 = _____	_____ x 4 = 36	9 x ____ = 18
5 x _____ = 55	20 x ____ = 40	_____ x 8 = 72
7 x 4 = _____	3 x 9 = _____	4 x _____ = 16
_____ x 3 = 30	_____ x 10 = 100	2 x 9 = _____
4 x _____ = 12	4 x 8 = _____	9 x _____ = 81

Use CUBES to answer the question below.

Mr. Mercado made an array with his all work tools. His array had 6 rows and 9 columns. How many work tools does Mr. Mercado have?

Name: _____

Date: May 8, 2020

BCCS-Boys

College: _____

Parent Signature: _____

(Parent signature is proof that parent reviewed work with scholar)

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with….	Today my scholar struggled with understanding…

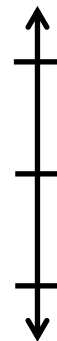1. Round to the nearest ten. Use the number line to model your thinking.
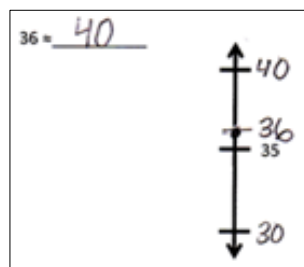
   Example:
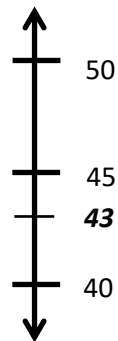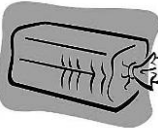
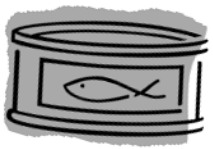| a. 43 ≈ _____	b. 48 ≈ _____
c. 73 ≈ _____	d. 173 ≈ _____

2. Round the weight of each item to the nearest 10 grams. Draw number lines to model your thinking.

Example:

	Number Line	Round to the nearest 10 grams
36 grams	40 36 35 30	$36 g \approx 40 g$

Item	Number Line	Round to the nearest 10 grams
Cereal bar: 45 grams		
Loaf of bread: 673 grams		
Crackers: 52 grams		
Tuna Fish: 142 grams		