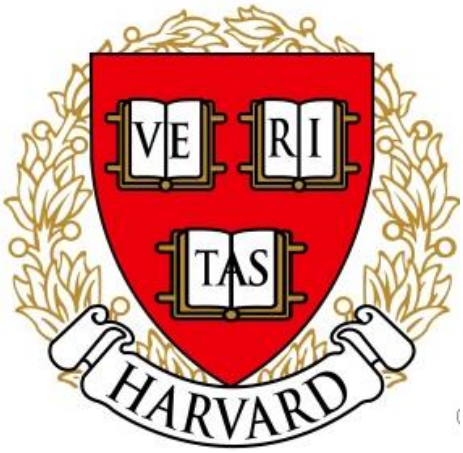
Name: _____

3rd Grade Math Remote Learning Packet

Weeks 7-9

May 11th -May 29th



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

Week 7: Mav 11th – Mav15th

Date	Standards	Description of Packet Assignment (30 mins)	Online Assignment
5.11	**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 identify the rows and columns in given arrays. Challenge: Jahmeer collects seashells. He arranges them in 3 rows of 6. Draw Jahmeer's array to show how many seashells she has altogether. Then, write a multiplication equation to describe the array.	**IXL** **1) Make arrays to model multiplication** https://www.ixl.com/math/grade-3/make-arrays-to-model-multiplication **Khan Academy** **2) Multiplication with arrays (video)** https://www.khanacademy.org/math/arithmetic/arith-review-multiply-divide/arith-review-mult-intro/v/multiplication-as-groups-of-objects **3) Multiply with arrays (practice)** https://www.khanacademy.org/math/arithmetic/arith-review-multiply-divide/arith-review-mult-intro/e/multiplying-with-arrays
5.12	**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 group pictures into a certain number of objects and find the quotient of the expression it represents. Challenge: Jacob draws cats. He draws 4 legs on each cat for a total of 24 legs. a. Use a count-by to find the number of cats Jacob draws. Make a drawing to match your counting. b. Write a division sentence to represent the problem.	**Khan Academy:** **1) Divide with visuals** https://www.khanacademy.org/math/arithmetic/arith-review-multiply-divide/arith-review-division-intro/e/dividing-with-visuals **IXL** **2) Write division sentences for arrays** https://www.ixl.com/math/grade-3/write-division-sentences-for-arrays
5.13		Scholars will be asked to draw arrays for given description of rows and columns and to write a multiplication sentence for each expression given. Challenge: Cameron picks 24 flowers. He makes equal bundles of flowers and gives 1 bundle to each of his 7 friends. He keeps a bundle for himself too. How many flowers does Cameron put in each bundle?	**Khan Academy:** **1) Visualizing division with arrays** https://www.khanacademy.org/math/arithmetic/arith-review-multiply-divide/arith-review-division-intro/v/visualizing-division-with-arrays **IXL** **2) Relate multiplication and division for arrays** https://www.ixl.com/math/grade-3/relate-multiplication-and-division-for-arrays

5.14	**3.OA.7** Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.	Scholars will be asked to model division as the unknown factor in multiplication using arrays and tape diagrams. Challenge: Mrs. Derouville has 18 stickers. She puts 2 stickers on each homework paper and has no more left. How many homework papers does she have? Model the problem with both an array and a labeled tape diagram.	**IXL** **1) Find the missing number in the division sentence** https://www.ixl.com/math/grade-3/division-facts-up-to-10-find-the-missing-number **2) Fill in the missing number (division up to 12)** https://www.ixl.com/math/grade-3/division-facts-up-to-12-find-the-missing-number **Khan Academy** **3) Division practice** https://www.khanacademy.org/math/arithmetic-home/multiply-divide/division-facts/e/division_0.5 **SplashLearn** **4) Assorted division games** https://www.splashlearn.com/division-games-for-3rd-graders
5.15		Scholars will be asked to interpret the quotient as the number of groups or the number of objects in each group using units of 2. Challenge: There are 14 mints in 1 box. Ethan eats 2 mints each day. How many days does it take Ethan to eat 1 box of mints? Draw and label a tape diagram to solve.	**IXL** **1) Divide by counting equal groups** https://www.ixl.com/math/grade-3/divide-by-counting-equal-groups **Khan Academy** **2) Divide by 2** https://www.khanacademy.org/math/arithmetic-home/multiply-divide/division-facts/e/dividing-by-2

Name: _____ **Date:** May 11, 2020

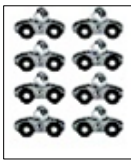
BCCS-Boys **College:** _____

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…

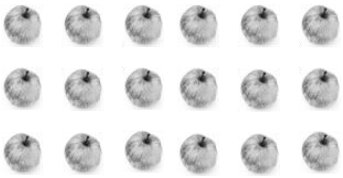
Use the arrays below to answer each set of questions.

Example:



a. How many rows of cars are there? 4

b. How many cars are there in each row? 2

1. 

a. What is the number of rows? _____

b. What is the number of objects in each row? (**Hint: columns)** _____

2. 

a. There are 4 spoons in each row. How many spoons are in 2 rows? _____

b. Write a multiplication expression to describe the array. _____

3. 

a. There are 5 rows of triangles. How many triangles are in each row? _____

b. Write a multiplication expression to describe the total number of triangles.

_____

4. 

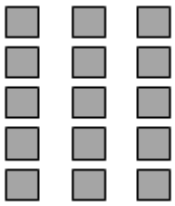
a. How many rows of erasers are there? _____

b. How many erasers are there in each row? _____

5. 

a. What is the number of rows? _____

b. What is the number of objects in each row? _____

6. 

a. There are 3 squares in each row. How many squares are in 5 rows? _____

b. Write a multiplication expression to describe the array. ____ X _____ = _____

7. 

a. There are 6 rows of stars. How many stars are in each row? _____

b. Write a multiplication expression to describe the array. _____

Challenge: Jahmeer collects seashells. He arranges them in 3 rows of 6. Draw Jahmeer's array to show how many seashells she has altogether. Then, write a multiplication equation to describe the array.

Name: _____ **Date:** May 12, 2020

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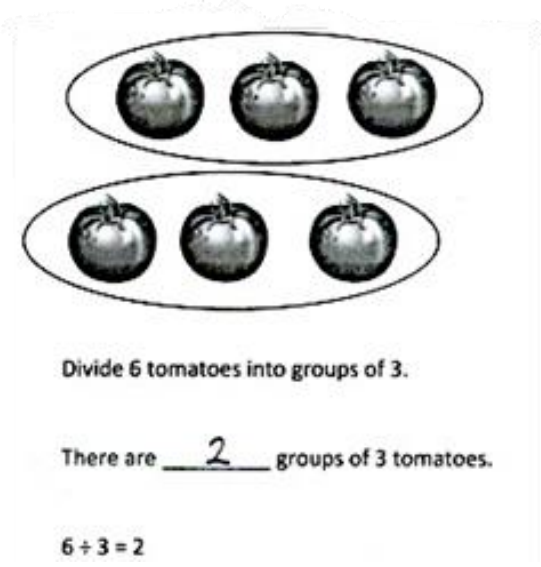
Today my scholar was successful with….	Today my scholar struggled with understanding…

Example:



Divide 6 tomatoes into groups of 3.

There are 2 groups of 3 tomatoes.

6 ÷ 3 = 2

1.

Divide 9 eggs into groups of 3.

There are _____ groups.

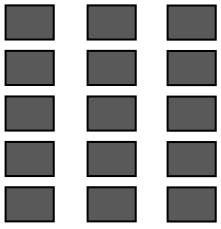
9 ÷ 3 = _____

2.

Divide 12 buckets of paint into groups of 3

12 ÷ 3 = _____

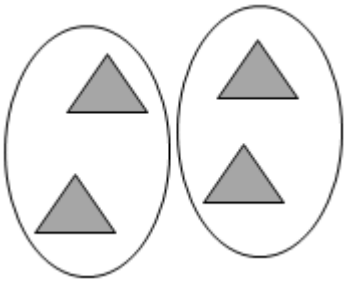
3.



Group the squares to show 15 ÷ 5 = _____, where the unknown represents the number of groups.

How many groups are there? _____

4.



Divide 4 triangles into groups of 2.

There are _____ groups of 2 triangles.

4 ÷ 2 = 2

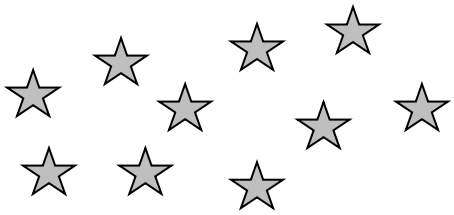
5.

Divide 8 lollipops into groups of 2.

There are _____ groups.

8 ÷ 2 = _____

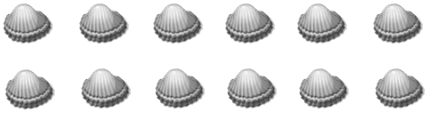
6.



Divide 10 stars into groups of 5.

10 ÷ 5 = _____

7.



Divide the shells to show 12 ÷ 3 = _____, where the unknown represents the number of groups.

How many groups are there? _____

Challenge: Jacob draws cats. He draws 4 legs on each cat for a total of 24 legs.

a. Use a count-by to find the number of cats Jacob draws. Make a drawing to match your counting.

b. Write a division sentence to represent the problem.

Name: _____ **Date:** May 13, 2020

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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…

Example:

1. a. Draw an array that shows 6 rows of 2.

b. Write a multiplication sentence where the first factor represents the number of rows.

6 × 2 = 12

2. a. Draw an array that shows 2 rows of 6.

b. Write a multiplication sentence where the first factor represents the number of rows.

_____ × _____ = _____

3. a. Draw an array that shows 7 rows of 2.

b. Write a multiplication sentence where the first factor represents the number of rows.

_____ × _____ = _____

4. a. Draw an array that shows 2 rows of 7.

b. Write a multiplication sentence where the first factor represents the number of rows.

_____ × _____ = _____

5. a. Draw an array that shows 3 rows of 5.

b. Write a multiplication sentence where the first factor represents the number of rows.

_____ × _____ = _____

6. a. Draw an array that shows 5 rows of 3.

b. Write a multiplication sentence where the first factor represents the number of rows.

_____ × _____ = _____

7. Write a multiplication sentence to match the number of groups. Skip-count to find the totals.

a. 2 twos: **2 × 2 = 4**

b. 3 twos: _____

c. 2 threes: _____

d. 2 fours: _____

e. 4 twos: _____

f. 5 twos: _____

g. 2 fives: _____

h. 6 twos: _____

i. 2 sixes: _____

Challenge: Cameron picks 24 flowers. He makes equal bundles of flowers and gives 1 bundle to each of his 7 friends. He keeps a bundle for himself too. How many flowers does Cameron put in each bundle?

Name: _____ **Date:** May 14, 2020

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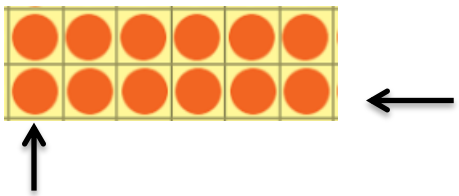
Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with….	Today my scholar struggled with understanding…

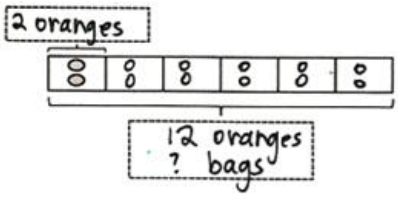
Example:
Mrs. Clute has 12 oranges. She puts 2 oranges in each bag. How many bags does she have?

a. Draw an array where each column shows a bag of oranges.



12 ÷ 2 = 6

b. Redraw the oranges in each bag as a unit in the tape diagram. The first unit is done for you. As you draw, label the diagram with known and unknown information from the problem.

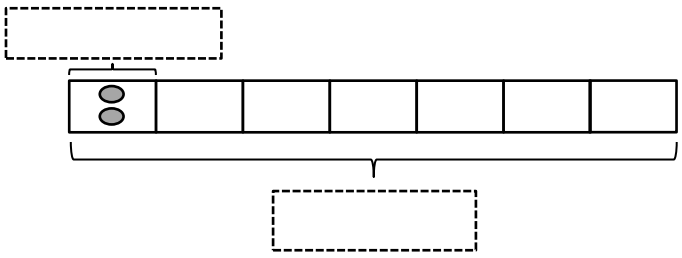


1. Mrs. Mercado has 14 apples. She puts 2 apples in each basket. How many baskets does she have?

a. Draw an array where each column shows a basket of apples.

_____ ÷ _____ = _____

b. Redraw the apples in each basket as a unit in the tape diagram. The first unit is done for you. As you draw, label the diagram with known and unknown information from the problem.

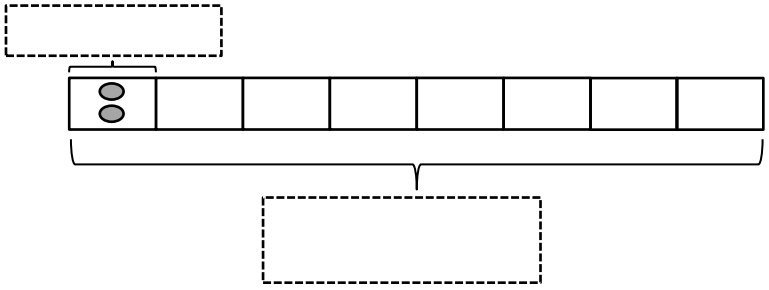


2. Mrs. Blomgren has 16 grapes. She puts 2 grapes in each bag. How many bags does she have?

c. Draw an array where each column shows a bag of grapes.

_____ ÷ _____ = _____

d. Redraw the apples in each bag as a unit in the tape diagram. The first unit is done for you. As you draw, label the diagram with known and unknown information from the problem.

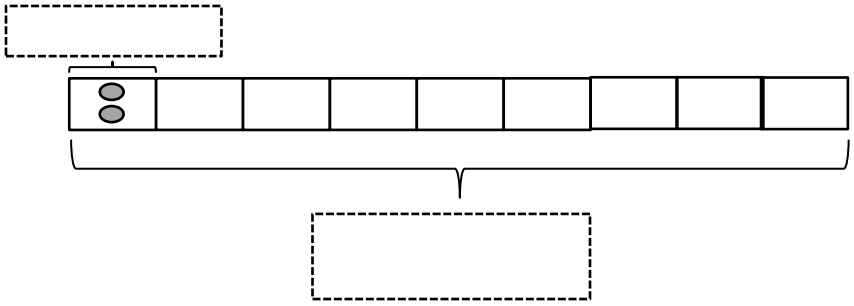


3. Mrs. McLean has 18 grapefruits. She puts 2 grapefruits in each box. How many boxes does she have?

a. Draw an array where each column shows a box of grapefruit.

_____ ÷ _____ = _____

b. Redraw the grapes in each box as a unit in the tape diagram. The first unit is done for you. As you draw, label the diagram with known and unknown information from the problem.



Challenge: Mrs. Derouville has 18 stickers. She puts 2 stickers on each homework paper and has no more left. How many homework papers does she have? Model the problem with both an array and a labeled tape diagram.

Name: _____ **Date:** May 15, 2020

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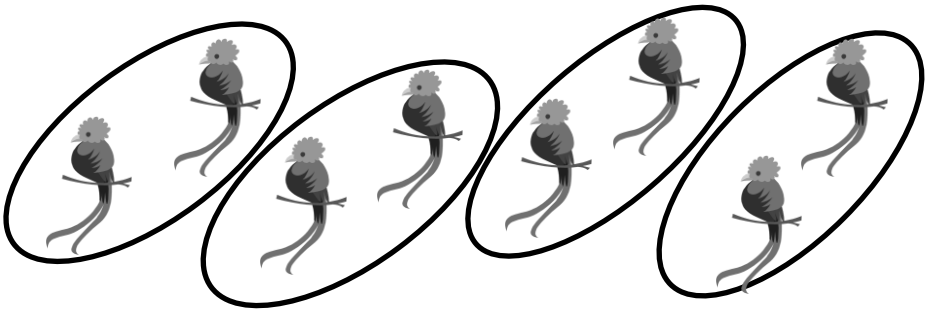
Today my scholar was successful with….	Today my scholar struggled with understanding…

Example:

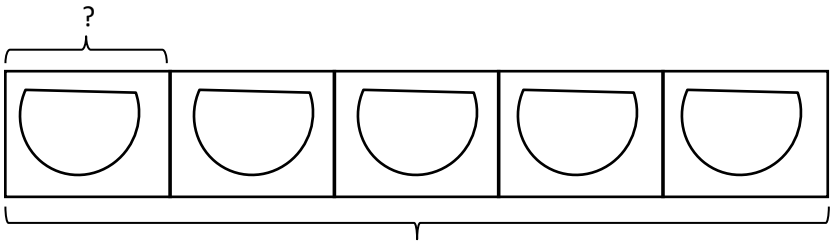
There are 8 birds at the pet store. Two birds are in each cage. Circle to show how many cages there are.



$8 \div 2 = \underline{4}$

There are 4 cages of birds.

1. The pet store sells 10 fish. They equally divide the fish into 5 bowls. Draw fish to find the number in each bowl.



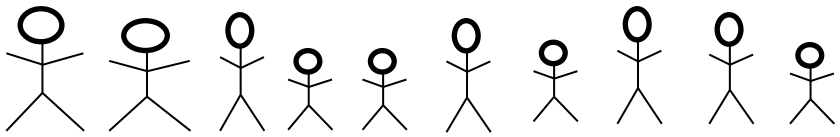
10 fish, 5 bowls

5 × _____ = 10

10 ÷ 5 = _____

There are _____ fish in each bowl.

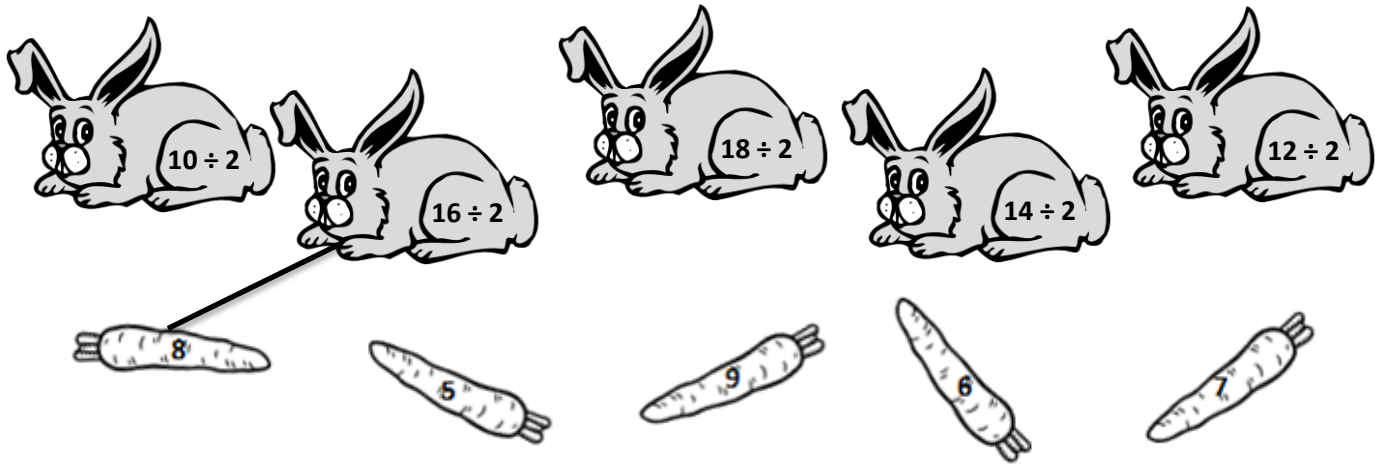
2. Ten people wait in line for the roller coaster. Two people sit in each car. Circle to find the total number of cars needed.



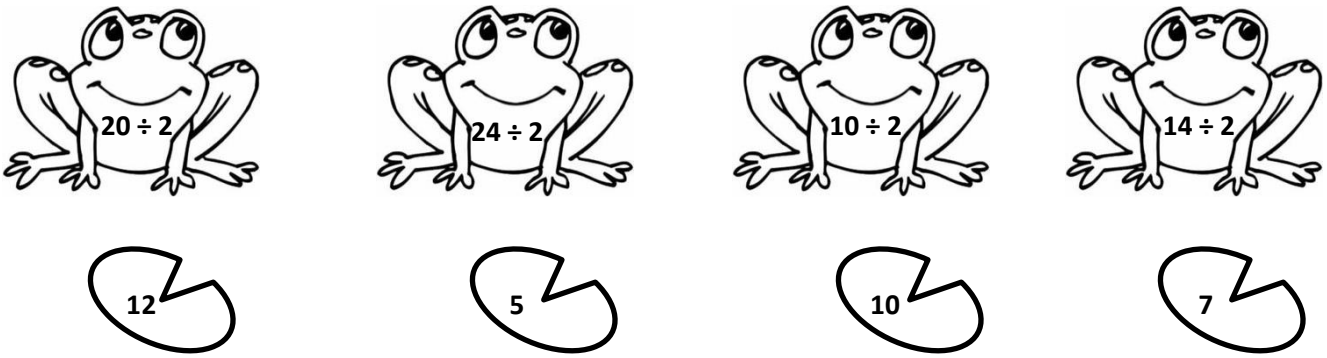
10 ÷ 2 = _____

There are _____ cars needed.

3. Match.



4. Match.



Challenge: There are 14 mints in 1 box. Ethan eats 2 mints each day. How many days does it take Ethan to eat 1 box of mints? Draw and label a tape diagram to solve.

Math Scope and Sequence

Week 8: May 18th – May 22nd

Date	Standards	Description of Packet Assignment (30 mins)	Online Assignment
5.18	**3.OA.7** Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.	Scholars will be asked to interpret the quotient as the number of groups or the number of objects in each group using units of 3. Challenge: Jacari buys a sheet of stamps that measures 15 centimeters long. Each stamp is 3 centimeters long. How many stamps does Jacari buy? Draw and label a tape diagram to solve. Jacari buys _____ stamps.	**IXL** **1) Divide by 3** https://www.ixl.com/math/grade-3/divide-by-3 **Khan Academy** **2) Divide by 3** https://www.khanacademy.org/math/arithmetic-home/multiply-divide/division-facts/e/dividing-by-3
5.19	**3.OA.7** Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.	Scholars will skip-count objects in models to build fluency with multiplication facts using units of 4. Challenge: Jaire buys 36 pizzas for a party. He places 4 pizzas on each table. How many tables are there? Write a division and multiplication sentence to show your thinking.	**IXL** **1) Use inverse operation to divide by 4** https://www.ixl.com/math/grade-3/divide-by-4 **Khan Academy** **2) Multiply by 4** https://www.khanacademy.org/math/arithmetic-home/multiply-divide/mult-facts/e/multiplying-by-4
5.20	**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 asked to solve word problems involving arrays. Challenge: There are 10 puppies in Mrs. Blomgren's backyard. There are 5 claws on each paw. She clips all of their claws on all four paws. How many claws did she clip in all? Write a multiplication sentence to show your thinking.	**Khan Academy** **1) Watch video on division word problems** https://www.khanacademy.org/math/cc-third-grade-math/imp-multiplication-and-division/multiplication-and-division-word-problems/v/blueberries-for-friends **2) Watch video on multiplication word problems** 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

5.21	**3.OA.5** Apply properties of operations as strategies to multiply and divide. 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. (Distributive property.)	Scholars will relate arrays to tape diagrams to model the commutative property of multiplication. Challenge: Draw and label 2 tape diagrams to show that 4 × 3 = 3 × 4. Use your diagrams to explain how you know the statement is true.	**Learn Zillion (free with sign up)** **1) Understand the commutative property by naming arrays** https://learnzillion.com/resources/43194/ **2) Demonstrate understanding of the commutative property by naming arrays** https://learnzillion.com/lesson_plans/532-demonstrate-understanding-of-the-commutative-property-by-using-arrays/?card=42912
5.22	**3.OA.5** Apply properties of operations as strategies to multiply and divide. 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. (Distributive property.)	Scholars will use the distributive property as a strategy to find related multiplication facts. Challenge: Match the expressions using your knowledge of the distributive property	**IXL** **1) Multiply by 5** https://www.ixl.com/math/grade-3/multiply-by-5 **YouTube** **2) The distributive property with LEGOS** https://youtu.be/rFXUeUggE1I?t=14

Name: _____ **Date:** May 18, 2020

BCCS-Boys **College:** _____

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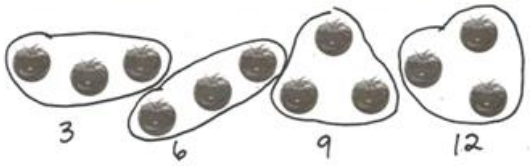
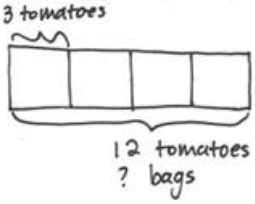
Example:

Mr. Lawton picks tomatoes from his garden. He divides the tomatoes into bags of 3.

a. Circle to show how many bags he packs. Then skip-count to show the total number of tomatoes.



b. Draw and label a tape diagram to represent the problem.

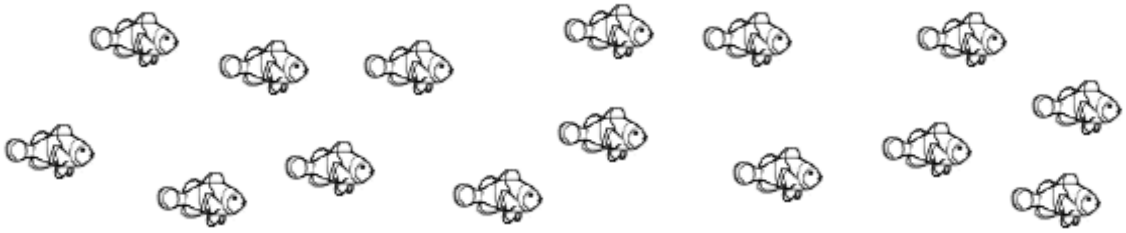


12 ÷ 3 = 4

Mr. Lawton packs 4 bags of tomatoes.

1. Ms. Moise's pet fish are shown below. She keeps 3 fish in each tank.

a. Circle to show how many fish tanks she has. Then, skip-count to find the total number of fish.



b. Draw and label a tape diagram to represent the problem.

_____ ÷ 3 = _____

Ms. Moise has _____ fish tanks.

2. Mrs. Blomgren lollipops are shown below. She puts 3 in each goodie bag.

a. Circle to show how many goodie bags she has. Then, skip-count to find the total number of lollipops.

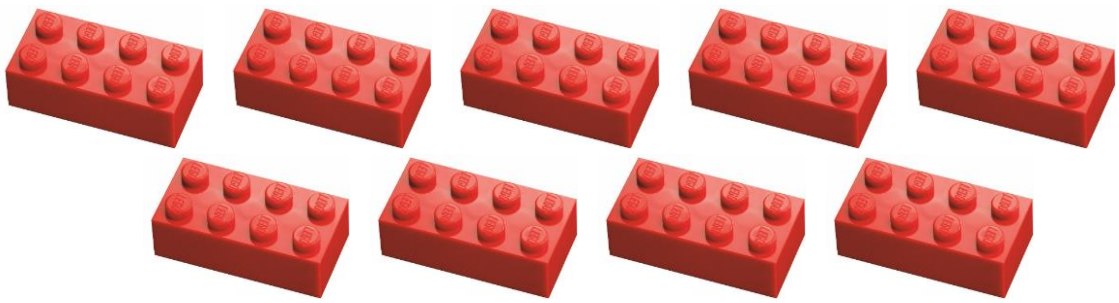
b. Draw and label a tape diagram to represent the problem.

_____ ÷ 3 = _____

Mrs. Blomgren has _____ goodie bags.

3. Xavier's Legos are shown below. He uses 3 Legos to make one tower.

a. Circle to show how many towers he can make. Then, skip-count to find the total number of Legos



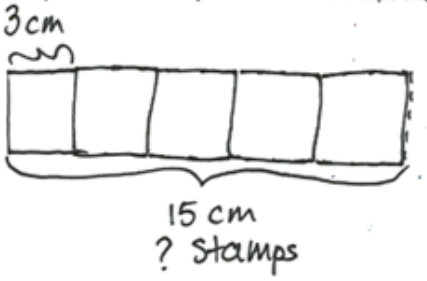
b. Draw and label a tape diagram to represent the problem.

_____ ÷ 3 = _____

Xavier can make _____ towers.

***Example*:**

Camille buys a sheet of stamps that measures 15 centimeters long. Each stamp is 3 centimeters long. How many stamps does Camille buy? Draw and label a tape diagram to solve.



$15 \div 3 = 5$

Camille buys 5 stamps.

4. Thirty third-graders go on a field trip. They are equally divided into 3 vans. How many students are in each van? Draw and label a tape diagram to solve.

5. Some friends spend $24 altogether on frozen yogurt. Each person pays $3. How many people buy frozen yogurt? Draw and label a tape diagram to solve.

Challenge: Jacari buys a sheet of stamps that measures 15 centimeters long. Each stamp is 3 centimeters long. How many stamps does Jacari buy?

Jacari buys _____ stamps.

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BCCS-Boys **College:** _____

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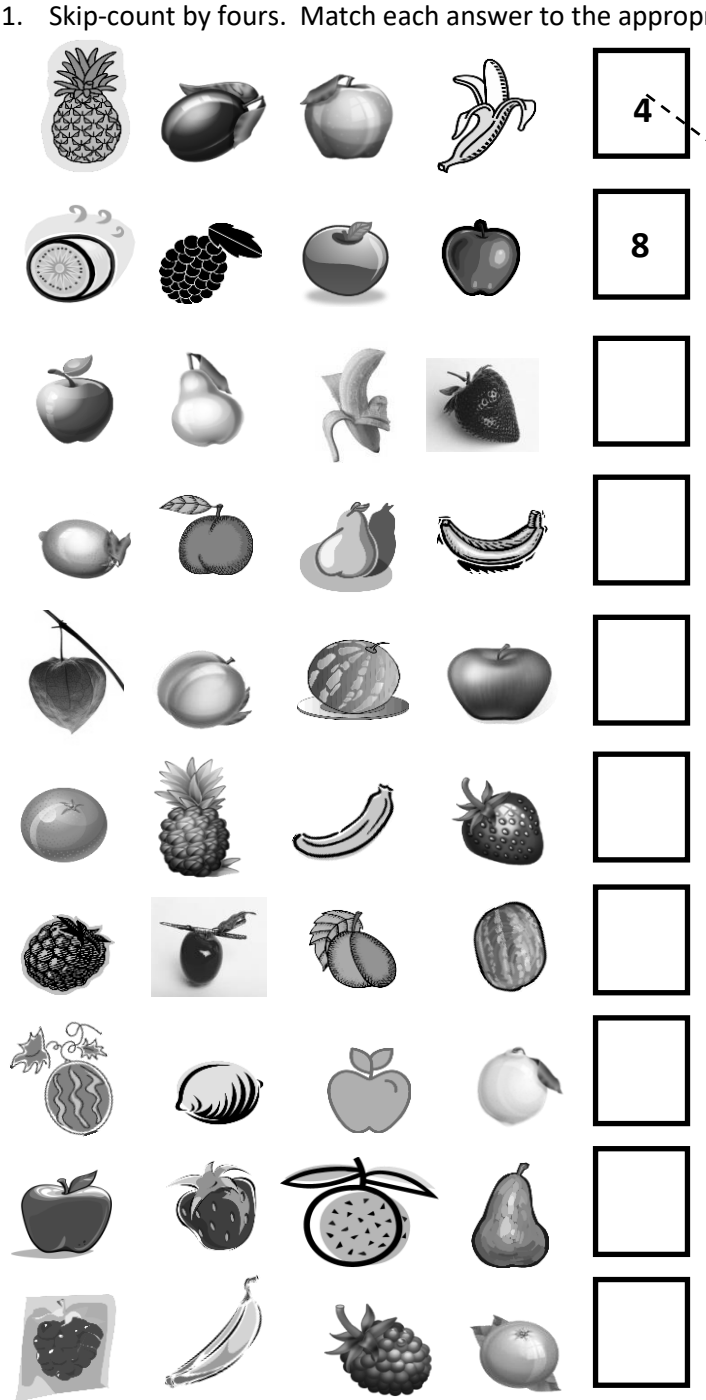
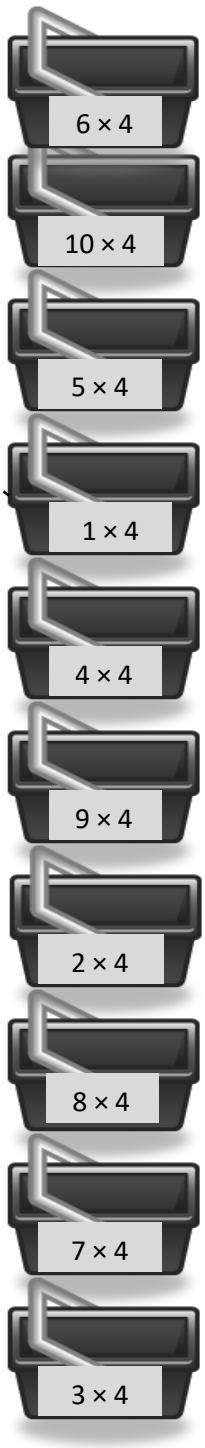
Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with….	Today my scholar struggled with understanding…

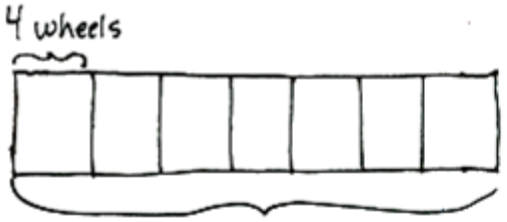
1. Skip-count by fours. Match each answer to the appropriate expression.





Example:

Mr. Schmidt replaces each of the 4 wheels on 7 cars. How many wheels does he replace? Draw and label a tape diagram to solve.



$7 \times 4 = 28$

7 cars
? total wheels

Mr. Schmidt replaces 28 wheels.

2. Deyondre places 5 rows of 4 juice boxes in the refrigerator. Draw an array and skip-count to find the total number of juice boxes.

There are _____ juice boxes in total.

---

3. Six folders are placed on each table. How many folders are there on 4 tables? Draw and label a tape diagram to solve.

4. Ms. Morton has 4 boxes of chocolates. Each box has 6 chocolates inside. How many chocolates does Ms. Morton have altogether? Draw and label a tape diagram to solve.

---

5. A rectangle has 4 sides. Find the total number of sides on 5 rectangles.

Challenge: Jaire buys 36 pizzas for a party. He places 4 pizzas on each table. How many tables are there? Write a division and multiplication sentence to show your thinking.

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

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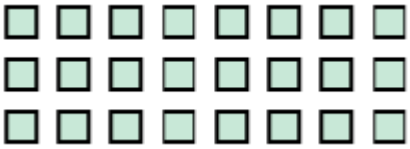
Parent Signature: _____
(Parent signature is proof that parent reviewed work with scholar)

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…

Example:

Keithen organizes his books as shown below. How many books does Keithen have? Write a multiplication sentence to support your thinking.



Keithen has 24 books

3 x 8 = 24

1. Jovan is making Valentines for his friends and family. He draws hearts to cut out shown in the array below. How many hearts did Jovan make? Write a multiplication sentence to support your thinking.

Jovan made _____ hearts

_____ x _____ = _____

2. Mrs. Page bakes cookies for her class. The cookies are shown in the array below. How many cookies did Mrs. Page bake? Write a multiplication sentence to support your thinking.

Mrs. Page baked _____cookies

_____ x _____ = _____

3. How many spiders are in the array below?

____ x ____ = ____

**Bonus: How many spider legs?* _____ *Spider legs*

4. There are 7 grapes in each bunch. How many individual grapes are shown below?

____ X ____ = ____

5. How many chocolate chips are in the array below?

____ Chocolate chips

Challenge: There are 10 puppies in Mrs. Blomgren's backyard. There are 5 claws on each paw. She clips all of their claws on all four paws. How many claws did she clip in all?

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

BCCS-Boys **College:** _____

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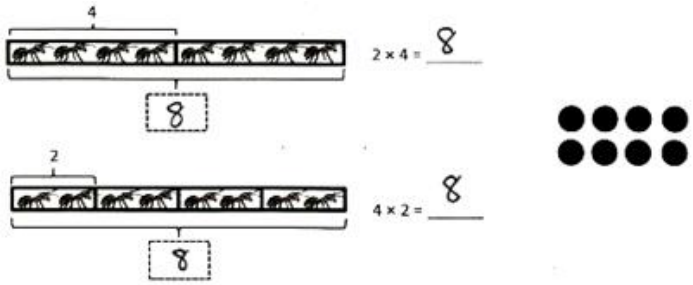
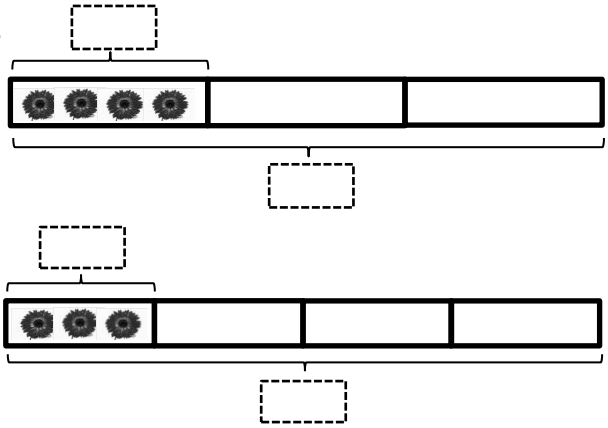
Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with….	Today my scholar struggled with understanding…

Label the tape diagrams and complete the equations. Then draw an array to represent the problem.

Example:



1.

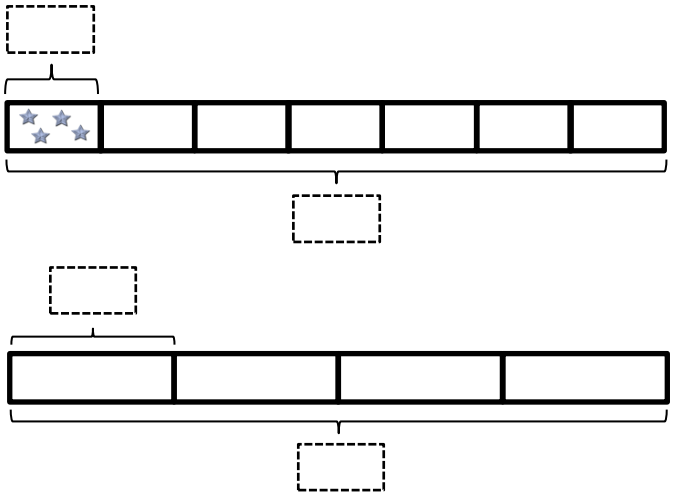


_____ × 4 = _____

4 × _____ = _____

Array

2.

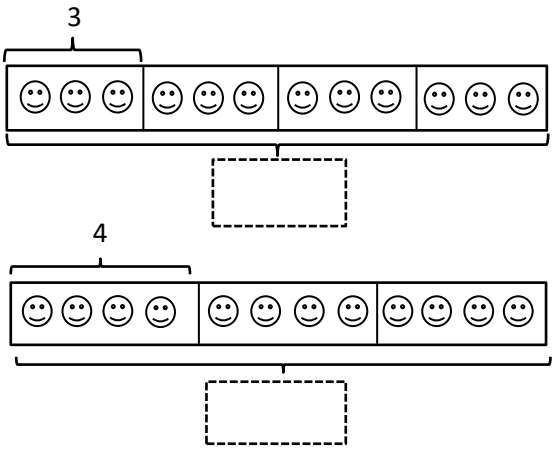


_____ × _____ = 28

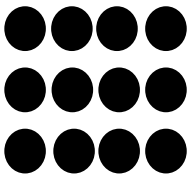
_____ × _____ = 28

Array

3.

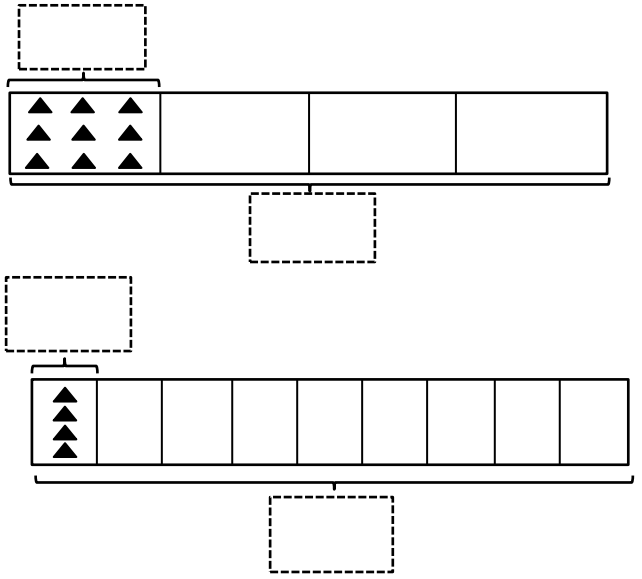


4 × 3 = _____



3 × 4 = _____

4.



4 × _____ = _____

_____ × 4 = _____

Array

Challenge: Draw and label 2 tape diagrams to show that 4 × 3 = 3 × 4. Use your diagrams to explain how you know the statement is true.

Name: _____ **Date:** May 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…

Label the array. Then, fill in the blanks below to make true number sentences.

Example:

6 × 4 = 24

(5 × 4) = 20

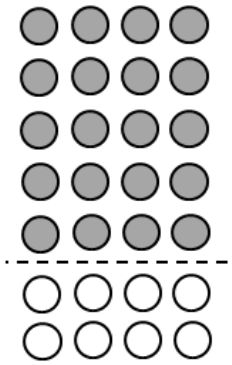
(1 × 4) = 4

(6 × 4) = (5 × 4) + (1 × 4)

= 20 + 4

= 24

1. **7 × 4 = _____**



(5 × 4) = _____

(2 × 4) = _____

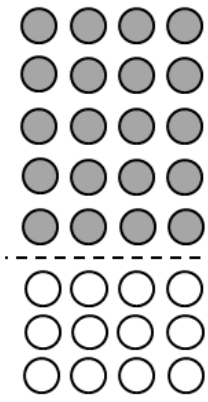
(7 × 4) = (5 × 4) + (2 × 4)

= _____ + _____

= 28

---

2. **8 × 4 = _____**



(5 × 4) = _____

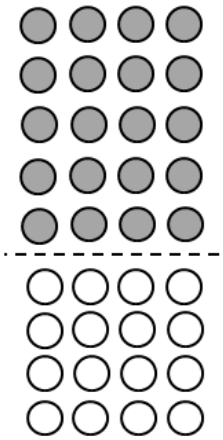
(____ × 4) = _____

(8 × 4) = (5 × 4) + (____ × 4)

= _____ + _____

= _____

3. **9 × 4 = _____**



(5 × 4) = _____

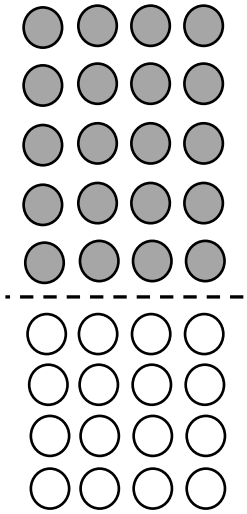
(____ × 4) = _____

(9 × 4) = (5 × 4) + (____ × 4)

= _____ + _____

= _____

4. The array below shows one strategy for solving 9 × 4. Explain the strategy using your own words.



(5 × 4) = _____

(4 × 4) = _____

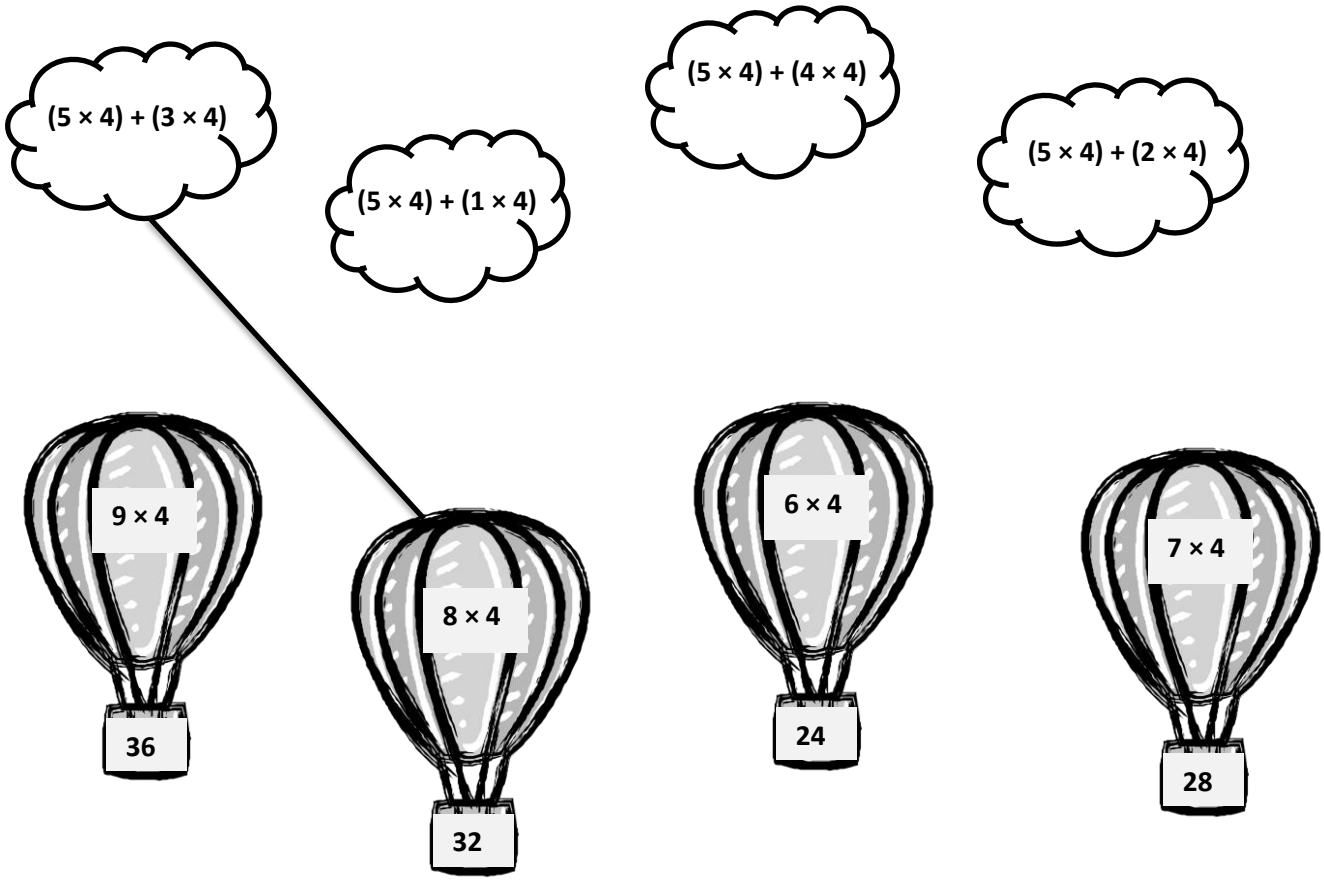
_____

_____

_____

_____

Challenge: Match the expressions using you knowledge of the distributive property.



Math Scope and Sequence

Week 9: May 25th – May 29th

Date	Standards	Description of Packet Assignment (30 mins)	Online Assignment
5.25	**3.OA.7** Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.	Scholars will use inverse operation to model the relationship between multiplication and division. Challenge: Ms. Schmidt has 40 paintbrushes. She divides them equally among her 4 students. She finds 8 more brushes and divides these equally among the students, as well. How many brushes does each student receive?	**YouTube** **1) Examples of relating division and multiplication through inverse operation** https://www.youtube.com/watch?v=qcMJ1pN36r4 **IXL** **2) Relate multiplication and division** https://www.ixl.com/math/grade-3/relate-multiplication-and-division
5.26	**3.OA.5** Apply properties of operations as strategies to multiply and divide. Examples: 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 apply the distributive property to decompose units. Challenge: Daniel used the break apart and distribute strategy to solve a multiplication problem. Look at his work below, write the multiplication problem Daniel solved, and complete the number bond.	**YouTube** **1) Model** https://www.youtube.com/watch?v=6UoAYNYfoqw
5.27	**3.OA.8** Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	Scholars will use a tape diagram to solve 2-step word problems involving multiplication and division. Challenge: Ms. Quance has 30 apple slices and 20 pear slices. Five children equally share all of the fruit slices. How many fruit slices does each child get?	**YouTube** **1) Two-step word problems (multiplication)** https://www.youtube.com/watch?v=inA04nz6ctI **2) Two-step division word problems (division)** https://www.youtube.com/watch?v=vEBZZI-9sXQ

5.28	**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 use a timer, stopwatch, clock, and/or a helper to time them through several activities as they explore time as a continuous measurement. Work with a family member to list activities at home that take about the following amounts of time to complete. (If you do not have a stopwatch, you can use the strategy of counting by 1 Mississippi, 2 Mississippi, 3 Mississippi, …)	**IXL** **1) Elapsed Time** https://www.ixl.com/math/grade-2/elapsed-time **2) Elapsed Time continued** https://www.ixl.com/math/grade-2/elapsed-time-ii **Google** **3) Search "Google Stopwatch"**
5.29		Scholars will solve word problems involving time intervals within 1 hour by counting backward and forward using the number line and clock. Challenge: Independent reading time starts at 1:34 p.m. It ends at 1:56 p.m. 1. Draw the start time on the clock below. 2. Draw the end time on the clock below.	**Khan Academy** **1) Time differences on clocks** https://www.khanacademy.org/math/cc-third-grade-math/time/elapsed-time/v/times-differences-math-3rd-grade-khan-academy **2) Time word problems video** https://www.khanacademy.org/math/cc-third-grade-math/time/elapsed-time/v/time-to-leave-for-home **3) Time word problems practice** https://www.khanacademy.org/math/cc-third-grade-math/time/elapsed-time/e/telling-time-word-problems

Name: _____ **Date:** May 25, 2020

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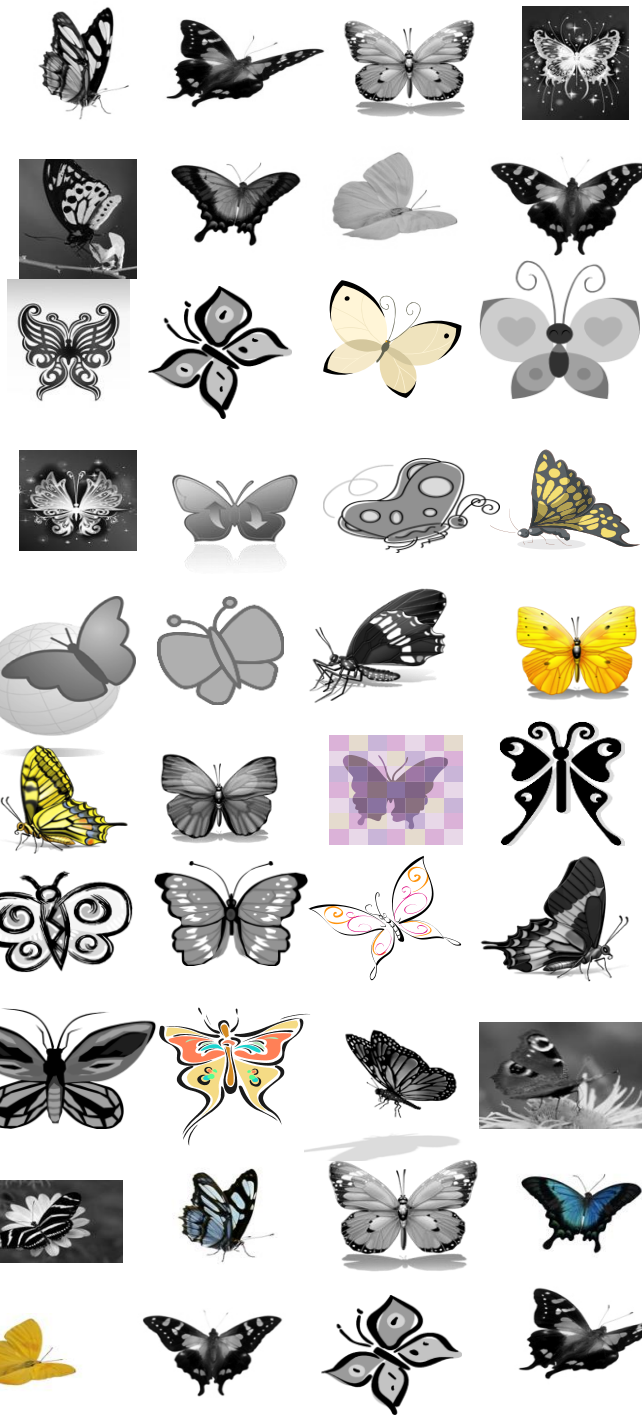
Parent Signature: _____
(Parent signature is proof that parent reviewed work with scholar)

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. Use the array to complete the related equations.



1 × 4 = 4 **4 ÷ 4 = 1**

2 × 4 = 8 **8 ÷ 4 = 2**

_____ × 4 = 12 12 ÷ 4 = _____

_____ × 4 = 16 16 ÷ 4 = _____

_____ × _____ = 20 20 ÷ _____ = _____

_____ × _____ = 24 24 ÷ _____ = _____

_____ × 4 = _____ _____ ÷ 4 = _____

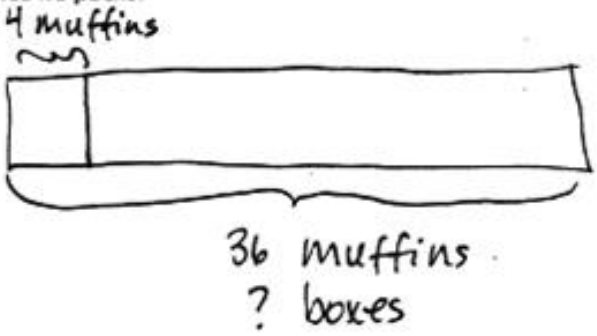
_____ × 4 = _____ _____ ÷ 4 = _____

_____ × _____ = _____ _____ ÷ _____ = _____

_____ × _____ = _____ _____ ÷ _____ = _____

Example

The baker packs 36 bran muffins in boxes of 4. Draw and label a tape diagram to find the number of boxes he packs.



$36 \div 4 = 9$

He packs 9 boxes of muffins.

2. The waitress arranges 32 glasses into 4 equal rows. How many glasses are in each row?

3. Ms. Young paid $28 for 4 notebooks. Each notebook costs the same amount. What is the cost of 2 notebooks?

Challenge: Ms. Schmidt has 40 paintbrushes. She divides them equally among her 4 students. She finds 8 more brushes and divides these equally among the students, as well. How many brushes does each student receive?

Name: _____ **Date:** May 26, 2020

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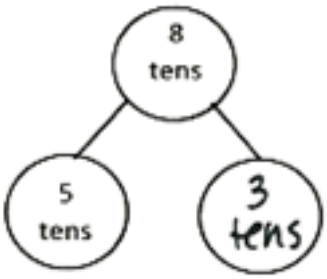
Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with….	Today my scholar struggled with understanding…

Example:

8 × 10 = 80



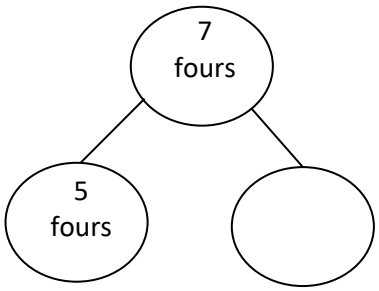
5 tens + 3 tens = 8 tens

(5 × 10) + (3 × 10) = 8 × 10

50 + 30 = 80

8 × 10 = 80

1. 7 × 4 = _____



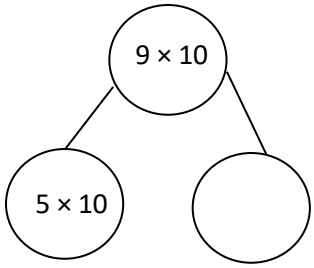
5 fours + _____ = 7 fours

(5 × 4) + (_____ × 4) = 7 × 4

20 + _____ = _____

7 × 4 = _____

3. 9 × 10 = _____



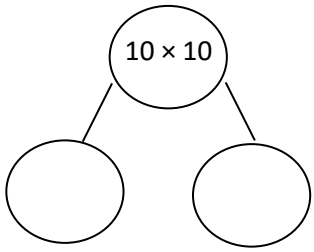
5 tens + _____ = 9 tens

(5 × 10) + (_____ × 10) = 9 × 10

_____ + _____ = _____

9 × 10 = _____

4. 10 × 10 = _____



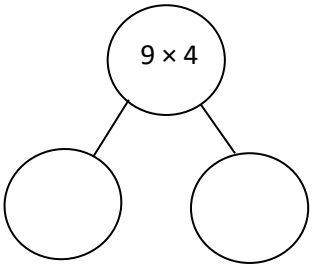
_____ + _____ = 10 tens

(_____ × 10) + (_____ × 10) = 10 × 10

_____ + _____ = _____

10 × 10 = _____

5. 9 x 4 =_____



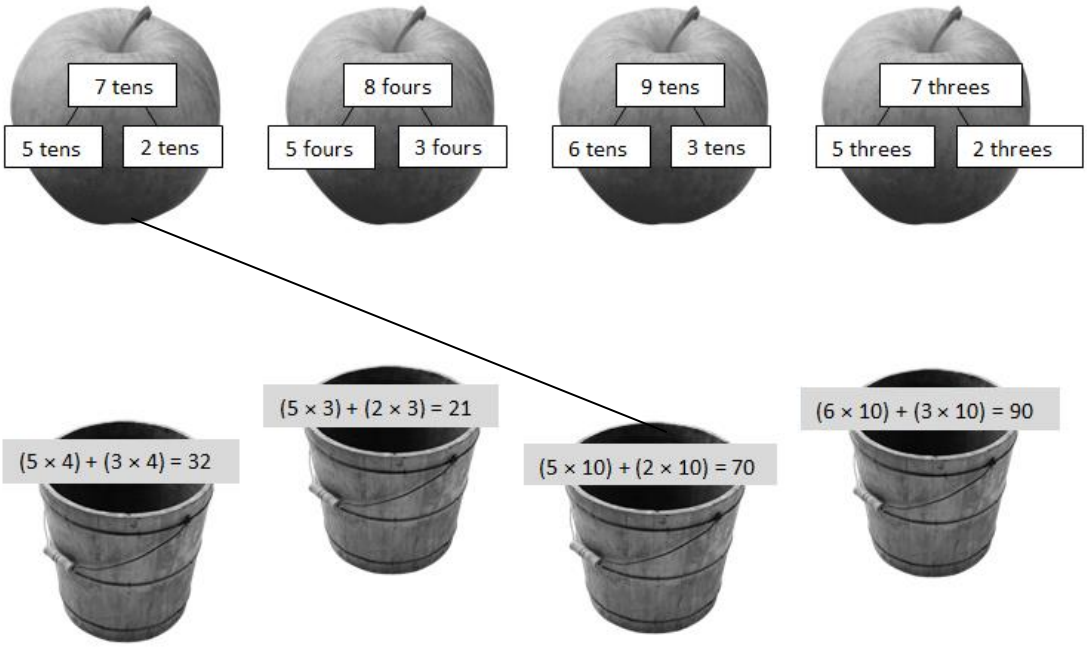
(_____ × 4) + (_____ × 4) = 9 × 4

_____ + _____ = _

_____

9 × 4 = _____

6. Match.

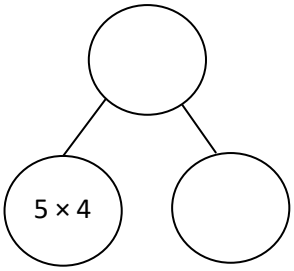


Challenge: Daniel used the break apart and distribute strategy to solve a multiplication problem. Look at his work below, write the multiplication problem Daniel solved, and complete the number bond.

Daniel's work:

(5 × 4) + (1 × 4) =

20 + 4 = 24



_____ × _____ = _____

Name: _____ **Date:** May 27, 2020

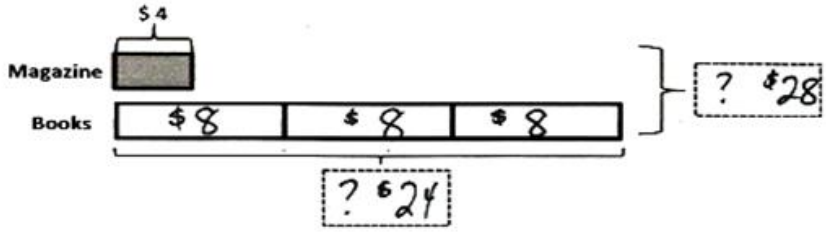
BCCS-Boys **College:** _____

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…

Example:

Ted buys 3 books and a magazine at the book store. Each book costs $8. A magazine costs $4.



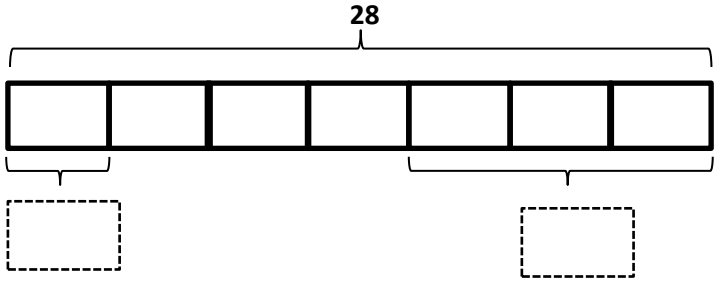
a. What is the total cost of the books?

3 x $8 = $24 The books cost $24.

b. How much does Ted spend all together?

$24 + $4 = $28
Ted spends $28.

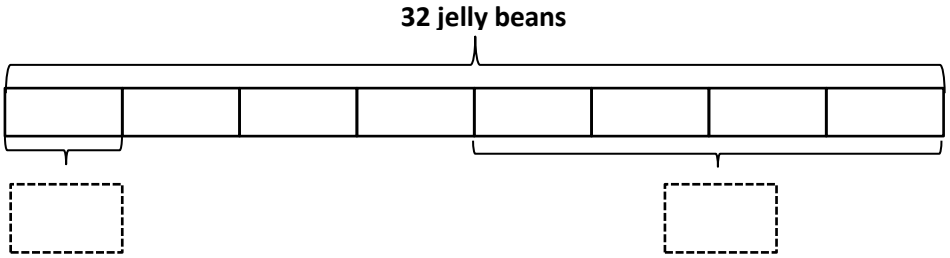
1. Seven children share 28 silly bands equally.



a. How many silly bands does each child get?

b. How many silly bands do 3 children get?

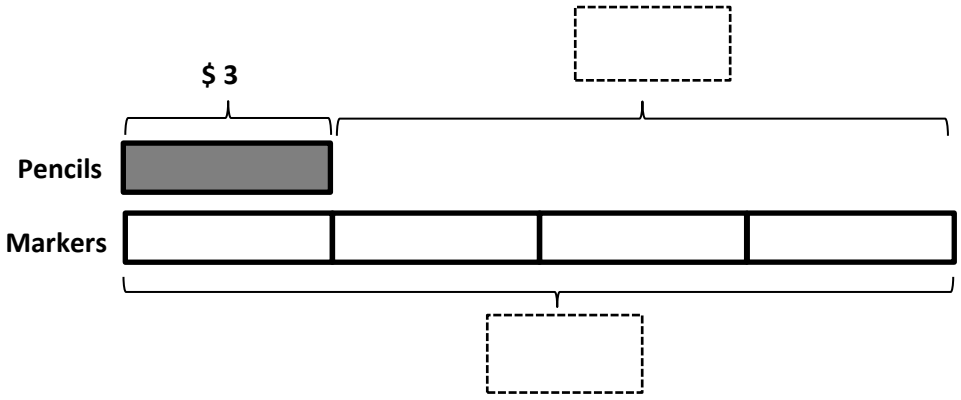
2. Thirty-two jelly beans are shared by 8 students.



a. How many jelly beans will each student get?

b. How many jelly beans will 4 students get?

3. Ky'cere buys a pack of pencils that costs $3. Aaron buys 4 sets of markers. Each set of markers also costs $3.



a. What is the total cost of the markers?

b. How much more does Aaron spend on 4 sets of markers than Ky'cere spends on a pack of pencils?

Challenge: Ms. Quance has 30 apple slices and 20 pear slices. Five children equally share all of the fruit slices. How many fruit slices does each child get?

Name: _____ **Date:** May 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. The table to the right shows how much time it takes each of the 5 students to do 15 jumping jacks.

a. Who finished 15 jumping jacks the fastest? ***(Hint: faster= fewest seconds)***

Jovan	**16 seconds**
Kuhyri	**15 seconds**
Jahmeer	**14 seconds**
Michquan	**15 seconds**
Christian	**17 seconds**

b. Who finished their jumping jacks in the exact same amount of time? ***(Hint: which two people have the same number of seconds?)***

c. How many seconds faster did Jahmeer finish than Christian? ***(Hint: Christian minus Jahmeer)***

---

2. The table to the right shows how much time it takes each of the 5 people to run 100 meters.

a. Who is the fastest runner?

Sulayman	**19 seconds**
Mr. Hamlin	**22 seconds**
Mr. Moore	**26 seconds**
Mr. Thompson	**18 seconds**
Van Hu	**24 seconds**

b. Who is the slowest runner? ***(Hint: which person took the longest?)***

c. How many seconds faster did Sulayman run than Van Hu?

3. Use a stopwatch. How long does it take you to snap your fingers 10 times?

It takes _____ to snap 10 times.

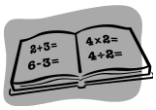
4. Use a stopwatch. How long does it take to write every whole number from 0 to 25?

It takes _____ to write every whole number from 0 to 25.

5. Use a stopwatch. How long does it take you to name 10 animals? Record them below.

It takes _____ to name 10 animals.

6. Use a stopwatch. How long does it take you to write 7 × 8 = 56 ten times? Record the time below.



It takes _____ to write 7 × 8 = 56 ten times.

Challenge: Work with someone at home. Use a stopwatch to measure the time for each of the following activities.

Activity	Time
Write your full name. 	_____ seconds
Do 20 jumping jacks. 	
Whisper count by twos from 0 to 30. 	
Draw 8 squares. 	
Skip-count out loud by two from 0 to 24 	
Say the names of your teachers from Kindergarten to Grade 3. 	

Name: _____ **Date:** May 29, 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 a number line to answer Problems 1 through 4.

Example: Cameron starts reading at 6:23 p.m. He stops at 6:49 p.m. **How many minutes does he read?**

49 – 23 = 26

Cameron reads for _____ minutes.

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1. Xavier finishes piano practice at 2:45 p.m. after practicing for 37 minutes. **What time did his practice start?**

45 - _____ = _____

Xavier's practice started at ___:_____ p.m.

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2. Giovanni works on his scrapbook from 11:27 a.m. to 11:58 a.m. **How many minutes does he work on his scrapbook?**

_____ - 27 = _____

Giovanni works on his scrapbook for _____ minutes.

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3. Mr. Confesor finishes his homework at 4:47 p.m. after working on it for 38 minutes. **What time did he start his homework?**

_____ - _____ = _____

Mr. Confesor started his homework at ___:_____ p.m.

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4. Mrs. Stines goes fishing at 9:03 a.m. She fishes for 49 minutes. What time is she done fishing?

_____ + _____ = _____

Mrs. Stines is done fishing at ___:_____ a.m.

Use CUBES to solve the problems below

5. Eric cleans his room for 45 minutes. He starts at 11:13 a.m. What time does Eric finish cleaning his room?

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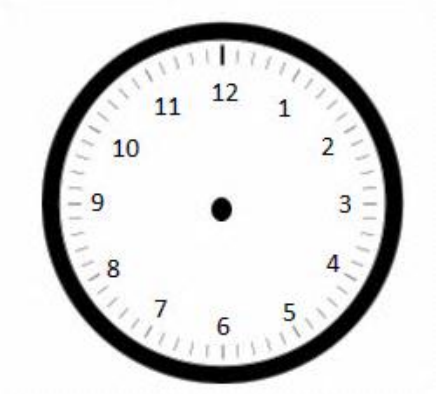
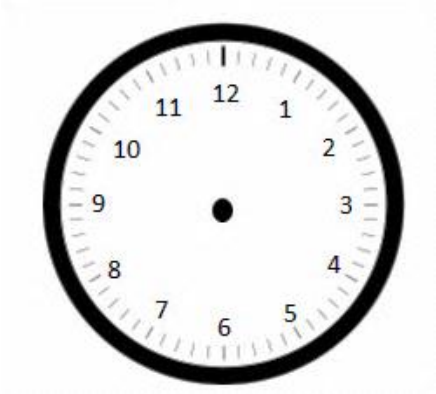
6. The third-grade chorus performs a musical for the school. The musical lasts 42 minutes. It ends at 1:59 p.m. What time did the musical start?

Challenge: Independent reading time starts at 1:34 p.m. It ends at 1:56 p.m.

1. Draw the start time on the clock below.



2. Draw the end time on the clock below.



3. How many minutes does independent reading time last? Show your work.